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Enrich the Learning Environment Before any Dyslexic Child Leave School

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ABSTRACT

Background: The role of the teacher is of immense importance in early years schooling of any children. Dyslexia is one of the most common learning disability which causes difficulty in reading and distracts the progress of the children in various aspects including their academic achievements, and later on, introduces various other complications. To overcome these cumbersome problems teachers need to behave more responsible and prudent when the learners are children with dyslexia.

Aims: The present study has explored the views and experiences of special educators towards academic performance and classroom difficulties faced by dyslexic children during the teaching-learning process, and also made an effort to know the need and nature of help provided to facilitate learning.

Methods: The study was conducted with purposively selected special educators of selected schools situated in the Delhi region and, serving the children with special educational needs. The measure for the above domain was developed in the form of a questionnaire, to suit the background and the aim of the study, and administered to the selected special educators. In furtherance of the answered questionnaire, the experiences, and perceptions regarding schooling, learning, needs, and nature of dyslexic children were discussed in details, with the respective respondent.

Results: The findings position special educators as strategic agents, who actively negotiate a range of obstacles, resolve and handle the problems of children with dyslexia to ensure their learning and continuity in school. They are having a system designed to support them, help each one at some point in their education.

Conclusion: Particularly, the perceptions and perspectives of special educators forge a large difference in the learning and academic achievement of dyslexic children. There is potential waiting to be unlocked in dyslexic children, and teaching them, if done well, is the most fulfilling of tasks.

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1. Introduction

Learning to read and write is difficult and many children struggle with it. According to Coltheart and Prior (2007) children who read substantially less well than most children of their age may be referred to as exhibiting 'specific learning difficulties' or 'developmental dyslexia'. One can distinguish dyslexia and 'poor reading' by assuming that dyslexia is a specific learning difficulty whereas poor reading is a general one. We read to know and write to express. This is a simple fact, but teachers and parents may not remember this. Writing has become a problem with many children, including school children in India. Teachers complain about it because some children refuse to write. If even in examinations they are turning in a blank answer sheet, should the teachers fail the student

and deny promotion to the next class? (Das, 2009). The general concept of difficulties in reading and writing includes various aspects of reading and writing problem. The individual vulnerability and inadequate environment conditions for language development, both are responsible for such difficulties (Høien & Lundberg, 2004).

2. SLDs and Defining Dyslexia

Specific Learning Disabilities (SLDs) is a chronic condition of presumed neurobiological origin and selectively interferes with the development, integration, and/or demonstration of verbal and/ or non-verbal abilities (Franklin, 1987). The inability to describe and to conceptualize intra-individual differences leads to many of the problems of identification. Children labelled as learning-disabled are similarly valued

as having exceptional potential and, by virtue of their learning disability- that is, 'no fault of their own'- being in need of specialized educational programming in order to succeed. Increasing claims are made for the special services which they need, based on their learning problems, and deserve, based on their exceptional potential. Learning disabled children are non-achieving children who are discriminated from other non-achieving children on the basis of characteristics associated with their cultural background and socioeconomic level; these factors will lead to a different category assignment for those children than for non-achieving children of low socioeconomic levels (Sapon-Shevin, 1987).

Dyslexia has been around for a long time and has been defined in different ways. It comes from the Greek language meaning 'difficulty with words'. Miles (1995) argued that one single definition; a formula cannot describe dyslexia fully and suggested that a definition should follow: it should say how dyslexia is used, give a guide to diagnosis and provide a legal description that will give entitlement to special help or provision. It is characterized by an unexpected difficulty in reading (Shaywitz, 1998), neurological in origin, difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities (IDA, 2002), specific language based impairment with neurobiological implications leading to decoding deficiencies (Heimdahl Mattson, Fischbein, & Roll-Pettersson, 2010). These difficulties may have arisen typically from a deficit in the phonological component of language and the provision of effective classroom instruction. It includes problems in reading comprehension and diminished reading experience which interrupt both growth of vocabulary as well as background knowledge (IDA, 2002). It is clear that definitions of dyslexia vary but all are in concordance with the linguistic basis of dyslexia.

3. Prevalence and Perspectives to Dyslexia

Dyslexia represents one of the most common problems affecting children and adults with prevalence rates ranging from 5 to 17.5 per cent (IDA, 2002; Shaywitz, 1998). It is the most prevalent (affecting about 80 per cent of all those identified as learning-disabled) and the most researched type of learning disability (Shaywitz, 2003), affects a fairly equal number of males and females (Richards, 1999; Shaywitz, 2003), regardless of gender (IDA, 2002). According to Frith (1999), cognitive, biological, and behavioural are three main perspectives of dyslexia.

Cognitive Factors: It is the general opinion that brain differences lead to cognitive difficulties in processing the information received from the senses, resulting in dyslexia. The principal cognitive deficit related to feeble phonological

awareness involves poor processing and inferior manipulation of speech. But, whether this phonological deficit is related to encoding or retrieval is unclear. All behavioural symptoms associated with dyslexia have not arisen only due to the phonological deficit. Therefore other cognitive explanations are expected and required; otherwise, hitherto, these remain hypotheses with empirical support (Everatt 1999; Whiteley & Smith, 2001). Up to 70 per cent of dyslexics experience mild visual disturbances (e.g. difficulty in seeing the difference between two similar letters or shapes, words appearing to move etc.), and these mostly occur together with phonological problems. This indicates towards a common cause for both visual disturbances and phonological problems (Lovegrove, 1992). Nicholson et al. (1999) suggested that difficulties relating to an 'automaticity' of skills (e.g. difficulties in riding a bicycle, tying shoelaces or learning multiplication tables) are characteristic of many people with dyslexia. They also noticed that competent dyslexic readers have even experienced the lack of fluency in written language skills. Only the cognitive perspectives cannot be considered in isolation as they relate to biological factors and affect behaviour.

Emotional Factors: Many studies (Burden, 2005; Filozof et al., 1998; Hay et al., 1998; Markus & Nurius, 1986) investigated the relationship between self-esteem and academic achievement and found that positive self-esteem of the formative childhood years increases their confidence and academic success. Burden (2005) pointed out the differences between the two groups in several areas including indications of depression, learned helplessness and comparative indicators of self-efficacy in his study to assess children with dyslexia focused on academic self-concept. As proposed by Gough and Tunmer (1986), that describes the relation between decoding words- a source of extreme frustration to dyslexic readers- and reading.

Behavioural Factors: A wide range of behavioural tendencies is associated with dyslexia. The causes of these behavioural tendencies are underlying at the biological, cognitive or emotional levels. There had been conducted a very exceptional longitudinal study looking at how individuals are affected by dyslexia into adulthood. It was started in 1964 of 8 – 9 years old living on the Isle of Wight who were followed up forty years later. In the earlier study, the incidence of disruptive behaviour amongst children with dyslexia was high. But the later study noticed that antisocial behaviour did not persist into adulthood. It shows that the change in environment could alter the behaviour of these dyslexic children. The study also found that those with poor reading scores tended to have fewer social contacts (Rutter & Maughan, 2005).

The perceived academic competence helps to prevent the development of norm-breaking behaviour (Hirschi,

1969). The presence of opportunities for children to experience success in school is coherent with a low incidence of disruptive behaviour (Rutter, Giller, & Hagell, 1998). These provide evidence of the inter-relationship between emotional and behavioural tendencies.

Mann (2004) also emphasized the interactions between the biological, cognitive, emotional and behavioural perspectives together with the influencing factor of the environment. Further adduced that self-esteem can function as a determinant and also as an outcome of healthy behaviour within health behaviour models. Poor self-esteem can trigger poor coping behaviours that will further allow for certain mental disorders. Conversely, a negative self-image was procreated due to poor coping behaviour. A recent study (Basu, Poonam, & Beniwal, 2014) clearly narrated that most of the teacher; who have not trained as a special educator faces difficulties during teaching in the class having children with dyslexia. These difficulties are due to children with dyslexia have problems either in speaking or writing or in both.

4. The Current Study

Children learn reading, writing, and arithmetic by experiences at home and through instructions at the classroom. In the classroom, the teacher is the prime person who gives instructions to children and facilitates learning. In the whole educational learning process, all children do not have the equal pace to learn. Some children like children with special educational needs (SENs) need additional support due to their exceptionalities. So the teachers need to be very careful about the learning pattern of every special kind of child.

When teachers expected their students to perform at high levels, they did (Rosenthal & Jacobson, 1968). The student learning is enhanced in classrooms where students feel their teachers have positive attitudes towards them (Wentzel & Berndt, 1999). Since perceptions can lead to the change in the pedagogy in line with beliefs towards students, hence further understanding of how do teachers perceive their students is more important (Rubie-Davies, Hattie, & Hamilton, 2006).

The study (Rutter, Giller & Hagell; 1998) found that the presence of opportunities for children to experience success in school is cohort to a low incidence of disruptive behaviour. A very exceptional longitudinal study (Rutter & Maughan, 2005) showed that a change in environment could alter the disruptive behaviour of dyslexic children. Most of the teachers (not trained to deal with children with SENs) face difficulties in class during teaching children with dyslexia. The difficulties arise because children with dyslexia have problems either in speaking or writing or

in both (Basu et.al. 2014), and it augments; when the teachers have not an understanding of the problems that the dyslexic child may have within the classroom situation. Hence it appears that special educators' experiences, views and perspectives towards children with dyslexia are worthy of investigation. Thus, the current study was aimed to understand the special educators' experiences, views and perspective towards the required help, needs, and nature of dyslexic children during classroom and schooling. The identification of dyslexia, differentiation between 'poor reading and dyslexia' among dyslexia, process related to the determination of dyslexia etc. are not the part of the present study.

5. Methods

5.1 Measures

A semi-structured questionnaire was developed, which comprise of the total seven open-ended questions divided into three parts and that should be answered categorically. The first part of the questionnaire has three questions, which are about the academic performance, suffering from repetition or failure, and regularity in coming to school. The second part has also three questions, which is about the difficulty in expression related to subject matter, participation in the classroom discussion and understanding of instruction given by the educators. The third part has the only one question which is related to the need for special care and attention in the classroom. All three part of the questionnaire (academic performance, facing difficulties and requirement of special needs) are not specific about the curriculum of any educational board but in general to three Rs (refers to the foundations of a basic skills-oriented education program in schools) i.e. reading, writing and arithmetic, related to primary classes. All questions of the questionnaire were related to children with dyslexia (CWD) and answered by the concerned special educators as they experienced. The appropriate space was provided in the questionnaire and also allowed to use additional sheets if required. The responses to the questionnaires were analysed. On analysing the responses, mainly four categories, i.e. academic, behavioural, social and emotional was found as the nature of required help for CWD. Before conducting the interview, the third part of the questionnaire (related to the need for special care and attention) was modified by further categorising into academic, behavioural, social and emotional need. A brief interview was arranged with every respondent, in which the given responses were discussed in details. Every particular response of the respondents was noted respectively with their answered questionnaire.

5.2 Participants

This study is focused on the special educators' experiences, views, and perspectives towards the academic performance, difficulties in expression and need for special care of CWD. So as a criterion only those special educators were selected purposively as participants who had been working continuously for at least two or more academic years in the same school. This long period of observations to CWD by the special educators helps them to provide more meticulous and accurate details. This consideration of regular teaching is also helpful in getting more relevant data. The total of 37 special educators (16 male and 21 female) participated in the study. Out of that 10 male special educators (age range between 32-45 years) and 16 female special educators (age range between 31-40 years) have formal training to teach children with SENs, and having four to fifteen years of working experience. And the rest (6 male and 5 female) have not any formal training to teach children with SENs, but full of zeal to work for children with SENs. Most of these untrained special educators are in their mid-forties or fifties and voluntarily serving from last ten years or more. These special educators (formally not trained) share many commonalities; one of them is that they have the child with SENs. All these selected special educators are natively from different part (mostly from the northern and central region, only two from the southern region) of the country, but all working in the schools, situated in Delhi region.

5.3 Procedure

In the starting, fifty schools have been approached but permission could be obtained from only one school; owned by a reputed NGO which has a distinguished position for the working in the field of special education. Rest forty-nine schools were followed up for the permission, but they refused. On asking the reason for refusal, all of them had given the similar argumentativeness; i.e. there is no any dyslexic child in their school, so not also having any special educators. The data collection was started with the selected NGO owned school. Initial contact was established, after that, the refusal by other schools was discussed, and asked to the head of the NGO for references, who then referred to other institutions, people and special educators working in the field of special education. Snowball sampling was used to gain access to schools and participants. These schools were medium level government and private schools, which have children from all socio-economic strata. And at the final stage, total seven schools permitted and festively participated in the study. Among these seven schools, one owned by the NGO, four private, and two were of public sectors. The NGO owned school had the running classes up

to fifth grade (but in the process of upgrade to eighth grade), and other six schools had the classes up to senior secondary level. All were coeducational. As the main condition for including the participants; the individual special educator teaching primary classes were included in the sample using the purposive sampling method. Some special educators teaching these classes were also the class teachers. This ensured that they had close contact and knowledge of their students and hence enhanced the reliability of the information provided by them. The questionnaire was administered to selected participants, to collect specific required information and associated need and nature with reference to the CWD.

5.4 Ethical considerations

After getting the consent of the head of the selected institutions the selected special educators were asked to participate in the study. The selected special educators were apprised of the nature and objectives of the study. Anonymity, confidentiality of given (at any point in time) from the survey were promised to them. Therefore all data are information, and right to withdraw presented as a conglomeration without compromising the confidentiality and anonymity of the respondents.

5.5 Results and Discussion

The quantitative part of the results is presented separately in the table and followed by the results of the qualitative parts which came from the narratives and comments given by the special educators to respond to the questionnaire. And, through discussion, these results are coherent to each other in order to mirror the views and experiences of special educators towards the needs and nature of children with dyslexia.

5.6 Academic performance

It can be clearly seen (from items 1.1, 1.2 and 1.3 of table 1) that most of the dyslexic children's academic performance is above average, not facing failure or repetition and regularly coming to the school. General learning difficulties account for lower performance in all subjects and affect learning in many areas, and contrary, SLDs affect only certain aspects. It means that SLDs cause low performance in one or more curriculum areas due to the difficulties children face in some aspects of literacy and numeracy skills (Frederickson & Cline, 2002). The comments of the special educators pointed out that it finally reflects the low academic performance of the children.

Table1: Special educators' perspective towards children with dyslexia

| The statements of the questionnaire | A quantitative form of the responses (rounded to the nearest) | | | |
|--|---|---------------|-----------------|------------------|
| 1.1 Academic performance of children with dyslexia | Good | Average | Poor | Not Satisfactory |
| | 14% | 63% | 13% | 10% |
| 1.2 Suffering from academics repetition or failure | Yes 24% | | No 76% | |
| 1.3 Regularity in coming school | Yes, coming regularly 73 % | | Not regular 27% | |
| 2.1 Difficulty in expression related to the subject matter | Yes | | Not Sure 13 % | |
| | Regularly 57% | Sometimes 20% | | No 10% |
| 2.2 Participation in the classroom activity or discussion | Yes | | No 13% | |
| | Actively 53% | Poorly 34% | | |
| 2.3 Understanding and comprehension of the given instructions | Yes 83% | | No 17 % | |
| 3. Needs of the special care and attention in the classroom during teaching-learning process | Nature of help* | Agree | Disagree | Not Sure |
| | Academic* | 93% | 7% | ---- |
| | Behavioural* | 57% | 23% | 20% |
| | Social* | 47% | 33% | 20% |
| | Emotional* | 43% | 20% | 37% |

*The third part of the questionnaire was modified by adding the nature of help and further categorising into academic, behavioural, social and emotional need after analysing all related responses. The nature of help (i.e. academic, behavioural, social and emotional) was not distinguished in the initial questionnaire.

It could be argued that academic support helps children with dyslexia to perform well. When teachers teach well and provide appropriate learning support, students are more likely to succeed instead of becoming frustrated and withdrawing. (Evertson & Emmer, 1982).

5.7 Difficulty in expression

The analysed data related to second part of the questionnaire (items 2.1, 2.2, and 2.3 of the table1) indicate lucidly that more than one-third of the special educators agree on the fact that dyslexic children have difficulty in expression. It may be due to many reasons as pointed out in responses are having difficulty in understanding spoken utterances, requiring extra time to understand spoken messages, having difficulty in finding words, speaking haltingly. It was emphasized that dyslexia relates to a broad range of difficulties associated with literacy and learning but not all children with dyslexia have a difficulty with reading, memory, and coordination (Peer, Reid & BDA, 2003). The difficulties arise due to dyslexia depend on the age and the developmental stage of the sufferer and change with the

passage of time. Analyzing the items 2.2 and 2.3 reflects that the participation in the classroom discussion helps dyslexic children to understand the given instructions. Bell (2009) in a study on support for dyslexic students explored that the nature of dyslexia as impairment in processing can be a difficulty as organizational skills are not always strengths for the dyslexic learning style.

5.8 Special care and help

Item 3 of table 1 clearly communicate that the children with dyslexia need special attention in the school as well as in the classroom. The nature of these special cares is academic, behavioural, social and emotional. Almost all of the special educators agree on to the fact that children with dyslexia need academic help. It could be argued behind the academic help that most of the children with dyslexia do not enjoy learning. Some hate school or even refuse to go to classes. Low self-esteem, low motivation for learning, frustration, being passive (withdrawn), becoming aggressive as a form of protest (tantrums) or playing a classroom clown are some secondary consequences of children with dyslexia.

Approximately half of the special educators agree that dyslexic children need behavioural, social and emotional help. The research of Bru et al. (1998) evidenced that lack of academic support, in particular, could be a risk factor for emotional problems in children. The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different (Department of Education and Science & Warnock, 1978). It is clear that 'purposes' and 'goals' may be separated from effects and outcomes by a wide variety in type and quality of 'help'; and these purposes and goals will be differentially realized quite according to the sort of provision made for them (Clough & Thompson, 1987).

The comments given by special educators reflected that children with dyslexia have psychological, social, peer, and family needs so their parents should need to deal with them. At school, these special educators help CWD understand that they are as good as others, they are as intelligent as others, they are as capable as others, and they are as active as others. Along with these similarities, the teachers also focused on the different abilities of CWD by helping them to understand that they may need to learn differently, helping them to be their own advocate. These special educators focused on the improvement of the strengths of the children with dyslexia rather than magnify their weakness. The role of these special educators is in congruence with Silver (1996), i.e. 'the role of special education programs is to build on the strengths while helping to compensate for or overcome the weaknesses.'

6. The Creativity and Dyslexia-Friendly Shifts

The responses reflect that these special educators advocate the understanding of the impacts of dyslexia on child's learning ability and making the classroom a welcoming learning environment. In the socio-cultural process of learning, teachers also learn through interaction with their peers (Bocala, 2015). The management of the classroom poses a considerable challenge for beginning teachers but represents an important skill and knowledge set for achieving the children's learning gains (Wolff, Van den Bogert, Jarodzka, & Boshuizen, 2014). Within the classroom environment, the teacher must attend to students, and their diverse needs and dynamics as a class, with each of these elements recursively influencing their practices (Strom, 2015). In congruence with the many studies (Bocala, 2015; Strom, 2015; Wolff et. al. 2014); these special educators' responses pointed out the requirement of commitment by schools (including all staff) also to acknowledge, respect and support CWD. In addition, at least one person in the school required to train in dyslexia and other learning disabilities; and who will disseminate this knowledge to other staffs. It will support to

improve the performance and dilute the feeling of academic isolation of CWD.

West (1997) beckoned to the many prominent original thinkers who had dyslexia and emphasized the great diversity of brain structure and its capability. He also argues that some individuals with dyslexia show particular talents in various fields. It was found in an investigation (Everatt, Steffert & Smythe, 1999) of the relationship between creativity and dyslexia that people with dyslexia consistently demonstrated greater creativity. It has been recognised that children with dyslexia often have creative talents and not lesser in creativity than any other children.

In responses, special educators outlined some positive aspects (good powers of visualization, creative thinking skills, visuospatial skills, good applied and problem-solving skills) of dyslexia which, when utilized in the learning process, can benefit the children with dyslexia and their peers in learning and assessment. Children with dyslexia are often nostalgic or moody, but they also love to learn, enjoy the learning, and very specific, selective and dedicated towards learning.

7. SEPs and Parents

Special education programs (SEPs) are not the natural and inevitable consequence of the desire to help handicapped children. The recognition of specific forms of an abnormality like learning disability does not occur as the unproblematic reflection of the burning light of scientific research (Carrier, 1987). The responses also indicated towards the special assistance for children with special educational needs, and high self-esteem results in greater academic achievement. The views given by special educators is very similar to Adelabu (2008), whose study indicates that self-efficacy and hope explain a significant, independent portion of the variability in academic performance.

All individuals have different reading strengths and weakness; some people have excellent whole-word reading skills but poor decoding skills; others have excellent decoding skills but poor whole-word reading skills. Because dyslexia has become an 'either-or' phenomenon, many children are not receiving the instruction they require since they have not been identified as 'dyslexic'. And many children originally identified as having dyslexia are denied services later in life when they no longer qualify as having a 'severe' reading problem (Spagma, 1996).

A recent study (Kalojiya, Basu, & Basu, 2017) on 'academic achievement, behavioural and emotional problem among the marginalised children' found that children living with parents encounter less emotional problems than children not residing with parents. Parents' involvement with their child promotes a range of positive child outcome, including academic achievement, engagement in schoolwork, and

lower dropout rates (Jeynes, 2007; Yan & Lin, 2005). To correct the child's underachievement, however, parents had to find out its cause. And here they faced a problem. Parents who tried to demand that the school do something about their child were confronted with a choice: they could see their child labelled as mildly retarded or as emotionally disturbed. These different causes of underachievement imply different things about the child, his family, and his future, but none of them is very pleasant. Mild retardation implied the child would never improve; emotional disturbance implied the parents were incompetent at child rearing (Carrier, 1987). The analysis of responses revealed that the teacher is an important personality in the process of inclusive education. By getting the required support and opportunities from the teachers, these dyslexic children are capable of achieving success in different fields. But it also required the help from parents to enable the children with dyslexia to overcome their disability and makes them into a productive citizen of the society.

8. Summary and Conclusions

The current research is important in advancing knowledge about the needs and nature of children with dyslexia from the teachers' perspective. These special teachers/educators took responsibility for the learning of children with special needs or learning disabled children. They opined that all children with dyslexia can learn like other children by getting appropriate support from teachers. They viewed mistakes dyslexic children as opportunities for learning and as a reflection of their teaching, that they needed to find different ways to teach a concept to dyslexic children when they had difficulty. These teachers use mixed-ability groupings for seating arrangement of children with dyslexia in the classroom and actively encourage helping, collaborating and co-operating with each other. Webb (1992) indicates that for children to feel successful, they need to become aware of their unique learning strengths, so that they may apply them more effectively while working to strengthen the lagging areas.

In summary, the current research concluded the special educators' perspective towards children with dyslexia as follows:

1. Most of the dyslexic children are good or average in their academic performance.
2. The regularity in coming to school reduces the chance of failure and enhances the academic performance of the children with dyslexia.
3. The children with dyslexia have the difficulties in expression. The participation in the classroom discussion helps them to overcome the problem of

expression as well as improve the understanding of the given instructions and the subject matters.

4. These children with dyslexia need extra academic assistance, special behavioural and social attention, along with frequent emotional care.
5. Children with dyslexia are dedicated learners; who fascinated and dedicated to learning but the way is very different, very specific, very selective and sometimes very perfunctory also.

9. Future Directions

The study (Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010) argued that schools that are better learning environments for teachers are also better learning environments for students. On the other hand, the school frequently stressed more on child's deficiencies instead of focusing on the child's assets (Heimdahl Mattson, Fischbein, & Roll-Pettersson, 2010). Old attitude dies hard, and the attitude of this kind works as barriers to inclusive education. Keeping in mind the fact that LDs research and practice is at a nascent stage in India, the issues that require greater focus and more intensive investigation in India may be more fundamental and basic, and at times more specific to this context.

The Kothari Commission (1964-66) is the first education commission of independent India. This commission observed that the education of the handicapped children should be an inseparable part of the education system. In order to bring as many children as possible into the school, this commission recommended experimentation with the integrated program (Alur, 2002). Learning disabilities is a by-product of a political purpose of schooling. Since the inception of learning disabilities as one of these categories, professionals have not been to agree on what it is because they have focused on the wrong thing: deficits in children rather than problems in the social structure and its system of education (Sleeter, 1987). Because teachers participate in a school-based learning practice at more emergent and more experienced level of developments, hence, Bocala (2015) in her research article 'From experience to expertise' has reinforced the importance of examining these educators. West (1997) suggested that our conventional educational system may focus on the erroneous kinds of skills which resulted in some of the incorrect and unsuitable kind of learning. The opportunities for children with dyslexia to reach their potential and achieve their goals could be brought by significant changes to learning opportunities, teaching, and assessment.

Kothari & Ministry of Education (1966) mentioned in the report, "The destiny of the nation is being shaped in our classroom". The National Policy on Education (published in the year 2016) does expect from schools to offer a stimulating experience that nurtures learning among children which

helps them to develop to their full potential. But children are different from each other and among them, diversities exist on various dimensions. Having special needs is one such dimension (MHRD, 2016, p. 90). The findings of the study (Basu et.al. 2014) clearly indicated that teachers lacked the essential knowledge needed to teach struggling readers, particularly children with dyslexia. Another study (Kaloiya et al., 2017) concluded that lack of behavioural and emotional problems results in better academic achievement of the children. An article of the Davis Dyslexia Association International, written by Marshall (2017) clearly concluded that the brain scans show dyslexics read better with alternative strategies. It is very hard to challenge the accepted norms because of the personal internal conflict and uncertainty it can cause, (Knowles, 2009). Invisible barriers like insufficiently trained teachers, parents who are totally unaware about of behavioural and emotional problems present in their dyslexic children are unacknowledged and unchallenged. So the urge is to train teachers in order to optimize diversity in the classroom by using flexible methods to reach each child with dyslexia. There is a need for having a system designed to support them, help each one because every child has a special need due to their uniqueness. Our schools should develop a personalised learning approach by recognising the child's learning styles and the importance of creativity. This will encourage children to become independent learner and assessor of their own. Let's create a dedicated environment where learning will be fascinating; before dedicated learners dropped the school out.

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