

Causes and Remedy of Dyslexic Children in Primary School: An Opinion of Special Educationists

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Abstract

The aim of this study to identify the causes of reading disability (dyslexia) a learning disorder which is found in some children in primary schools who are suffered with problems of speech sound's identification and could not decode them properly and due to this deficiency they could not understand the class work and don't enter in the stream of normal students which becomes an issue for not only other students but teachers also to control the situation. Although it is certain genetically and runs in families that dyslexic children could not linked properly in reading and language. This study design was qualitative which was conducted through interview with male and female educator who were involved with these special children's, simple random sample techniques was utilized and male and females educators were interviewed. Over all finding reveals that if educators are trained in making individual education plan (IEP) and having special knowledge of interventions and techniques to provide knowledge to those slow learner they can exhibit fast reading and writing speed. This study will help full for further innovators who are willing to overcome and want to treat such children's and make them high achievers as normal students.

Keywords: Dyslexia, Remediation, Special Educator, Individual Education Plan, Interventions, Inclusion

Introduction

According to International Dyslexia Association (2005), dyslexia as a specific learning disability is a neurobiological disorder and as Irum mumtaz (2017) the very latest report. Dyslexia occurs in at least 1 out of 10 people and ultimately more than 700 million children and adults are in the world are at risk of life-long illiteracy and social exclusion it was estimated also that with timely intervention and regular classroom inclusive educational methodology adoption makes around 90% success could be achieved .

In Pakistan, approximately 12 million children are in schools and 15%-20% in each class need help and both teachers and students are not aware of the seriousness of this silent disorder. Most of the teachers do not know that in their classroom, some students are feeling difficulty in riming, why their attention span is short? Not interested in going to school. Why they are confused about left and right or up and down? Why do they become tired quickly during reading and writing? In coloring or cutting late with other students even though they could not tie their shoelaces in time or properly or if someone ask to tell the time they could not properly recognize accurate time. Another study in Lahore Pakistan which was carried out in public school revealed that this neurological disorder were not diagnosed or cured due to the non-awareness of this disorder and the non-availability of particular assessment tools (Ashraf & Majeed, 2011). It is evident that outside of Pakistan a policy of inclusion is followed by most countries and these special needs children are given special care to streamline with other normal students but in Pakistan, teachers could not assess them properly and these students are sent to special education centers or school which become an isolated pocket of isolated children's and the students feel demotivated because they are often perceived as academically weak (Ashraf & Majeed, 2011). Now the question arises that why and how these children should be prevented from this isolation. the detailed study shows that dyslexia is a neurological disorder and is affected by three main influential factors that are biological, cognitive, and environmental, and until and unless a teacher is not aware of these factors teaching alternatives or remedial prevention could not be adopted. if this disorder prevails in the biological domain means malfunctions in the brain have occurred then what should be intervened to link the brain and function stabilization? if it has occurred in the cognitive domain then it means the processing of information is a challenging area for teachers while if these changes are due to environmental influence it means a teacher

should understand the student's cultural, and social setup like his or her family, either break up or disputes, parental attachment or detachment which is reflected in students behavior or attitude toward interest in the study. this research especially explores the causes and their effects on the learning behavior of special needs students and teachers' intervention regarding their needs.

This research explores the teaching methods for students with dyslexia and how effective they are for children with special needs. There were two major questions addressed in this study. First, what are the teaching approaches used? Secondly, how effective are the teaching approaches that are used and what are some of the problems that Pakistani remedial teachers face? In this research, the researcher has tried to find out the most significant causes of the said disorder which makes them students of special need individual and if they are not given special attention their academic career become deteriorate and thus exclusion of individual give large disruptive impact on family, and society as well. so it becomes more important to educate and give balance temperament, and adjustive level in every sphere of family, friends and society as well to train or educate them that how to talk, how to think how to work rightfully and communicate with perfection. this was also stated by T, J. Natalie, S and Daly (2018), that, there are problems in helping learners with dyslexia learner feel problems because in majorities schools there are no dyslexia policies and practices and due to this lack of awareness students are leaving the classroom.

Literature Review

Dyslexia' is a word which comes from the Greek 'dys-', which means difficulty with, and '-lexie, meaning words or language. Now the question arises how does this disorder affect on learning abilities of students whether they are in primary or at a higher level? so the psychologist, neuroscientist special educators study says that the main affected area is the information process (receiving, holding, retrieving and structuring information) and when information processing speed is low then problems in understanding creates so the learning skills like reading, writing and symbols allocation or understanding even though calculation comes in the calculation, a layman cannot understand dyslexia umbrella until a deep study on it could be carried out because it is assumed that it is related with intelligentsia but it can be mild, moderate or severe, etc as a case to case variation. Symptoms and reality may differ from person to person or it is said that every delixian has its profile of impact, strengths and weaknesses may be

different in each case. it is also to be mentioned here that it may be by birth and acquired due to different factors i.e untreated well in illness or accident.

Effect on learning

Literature on dyslexia's effects on learning gives much emphasis on the difficulties that are caused by this disorder. these may be summarised from different research like the skill of creativity. connection making. thinking accuracy, right visual skills. Problem solving skills, verbal and social skills, long memorization ability, pattern and sequence learning, memorization of landmarks, and thinking at once. learning only by trial and error. Organization of work with difficulty. Date and time forgotten habits. map and location identification correctly. poor sense. remembering more than one thing. learning new skills. Blackboard work coping in copies properly, remembering of phone no, instruction obeying as these were given, less motor control which effects on handwriting and ultimately if the teacher is not properly trained very lethargic condition may be aria and it may be created impressment for students. writing down on copy images which are in mind. confusion in words, signs symbols, etc. sound mispronunciation. Visual distortion, often complains of blurriness. difficulties in especially mathematical solutions. Scientifically dyslexia is considered: a learning-specific problem regarding of

- Level of IQ
- Social background
- Quality of education

Leseyane, M. Mandende, P. Makgato, M and Cekiso, M (2018) studies proved their research in south African primary schools with their peers and teachers and find the main element for the adoption of inclusive education. and due to this finding a policy document was established in 2001, that special needs children should be mainstreamed with inclusive education

Theoretical Framework

For teaching and learning students and learners it is pertinent to know and understand the theoretical background to check and implement proper approaches and strategies.

Traditional and latest modern research give multiple explorations of theories to settle the particular symptoms and their relevant approach

Firth(1997) made this model or framework which is very helpful in suggesting the level of complexity and an understanding of learners this model is called the” casual modeling framework”

Why have educators known well these theories?

This the causal model framework provides a useful guideline regarding the issues related to all aspects to clear the concept of dyslexia; in essence, as stated in (IJRISAT) 2018: that is a very helpful tool to diagnose and making policies and practice dyslexia: this model is comprised of the following domains : Behavioural (Primary Characteristics such as reading and spelling).

Biological theories:

This theory is comprised of Genetics and Neurological aspect and it reflects in the following ways. It is also called a cerebellar theory of dyslexia additionally demonstrated anatomical, metabolic and actuation contrasts in the cerebellum of dyslexics (Rae et al., 1998;)

Reading skill deficiencies

This theory defines all genetic factors that impact reading sub-skill which are located on gene makers' chromosomes. This theory revealed the differences in the structure of the brains of dyslexic individuals, particularly in the language areas. and this can be detected by new techniques of (PET) positron emission tomography and magnetic resonance imaging (MRI) .this biological phenomenon is specially controlled by the hindbrain or cerebellum and if deficiency persists in that area then speech processing and motor control, time balancing like imbalances have occurred in learners

Literacy deficiencies

if a learner feels difficulties in literacy areas then it should be realized according to research results that his or her sensory and motor neuron (magical) are less developed and visual confusion of letters and poor memory in writing is placed during study time. an auditory in equilibrium and pathological demands of reading and letter sound is affected.

Automaticity

If concentration and attention may be seen in the learner then numeracy skills would underdeveloped and due to it complex tasks are not better for such learners here only practice and skill orientation from teacher side would be effective rather than instruction or blackboard writing because this condition is directly related with hindbrain or cerebellum.

Cognitive theories

This theory is comprised of Information Processing and it reflects in dyslexic patients as phonological processing deficiencies. As the learner performs very difficult portray of a specific impairment in their representation, storage, or retrieval of speech sounds and communication. or alpha medical identification. according to (Bradley and Bryant, 1978) learning of grapheme-phoneme correspondences, the establishment of reading for alphabetic frameworks will be affected. It was also supplemented in another study there is a relative connection between a cognitive deficit and behavioral dilemma (Research Guru: Volume-12, Issue-4, March-2019 (ISSN:2349-266X) Page | 31 Research Guru: Online Journal of Multidisciplinary Subjects (Peer Reviewed)

Phonological processing

If the learner is feeling difficulty in phonological processing and shortfall lies in the impression of short or quickly changing sounds (Tallal et al., 1993). although it is closely related to brain structure it can be diluted with interventions with different practices of educators researches is done based on this phonological processing with great care such as on sound-related segregation (McAnally and Stein, 1996 on transient demand judgment (Nagarajan et al., 1999) (McArthur and Bishop, 2001) and on. Anomalous neurophysiological reactions to different sound-related boosts are discussed separately

Visual deficiencies

if a learner feels difficulties in visual phenomena like unstable binocular vision and unfixed concentration in reading or letter identification then it is due to enabling to processing of fast incoming sensory information then in this situation how to overcome these deficiencies is a serious matter and deep study (Cornelissen et al.,1993; .and as (Stein and Walsh, 1997)& (Hari and Renvall, 2001)

Working memory

This is a matter to deposit a lot of memory and retain it for a long time but the dyslexic learner is not able to do it properly

Behavioural (Primary Characteristics such as reading and spelling)

This theory comprised the study that environment play is an inclusive one some learners are affected by their environment either in family, friends, or school environment, and if they could not get an inclusive environment they display their anger in study or study-related activities like the repetition of the sentence again and again but unintentionally, the addition of dots. Or omission, letter styling reversal. accuracy in numbering and wording etc.

How do overcome this problematic aspect?

Whenever it is explored that a learner is not feeling adjustable in an irritating environment and behavior is not upright as per cognitive performance in class then these three main elements may be the focus of academic activities.

In the classroom, if a learner failed to read accurately in the textbook and skips the words in writing some words are omitted laughter of other students may make him shy and teased him and ultimately avoid attending the class and the teacher will create a lacuna of learning.

How the teacher helped or Assess learners with dyslexia

Logsdon A said that without special judgment of students' performance and their capabilities and knowledge about learners' specialty instruction process could not be started and completed .in this regard first a teacher or instructor should identify the diagnostic of types and Degrees of dyslexia. for this, a good plan program is a device to check the responses of test items with standard set scales. It is better for the collaboration of instructor and psychologist should work together and prepare a worksheet and duel feedback and evaluation should be made, it may be carried out in reading errors, writing omissions, math calculation, and visual deficiencies that a student made . as the diagnostic result collect then a strategy may be formulated to the prescribed students but it should be kept in mind that every child has its parameter of response according to his deficiency. this program or strategy is called the "Singular instruction program" (IEP) that is customized to the child's needs. After the diagnosis of the degree of delaxic disorder, it is important to make an IEP and then recording of the records of all initial and betterment or improve record persistently . and monitor gradually from time to time with standardized interventions.

The best approach for dyslexic learners in the classroom

In primary school learning many strategies and approaches may be helpful are the following:

Orton-Gillingham approach

This is a very excellent multisensory approach to teaching slow learner that has a disorder in reading context. it is also helpful for normal students. it works from letters to phonics to independent learning with proficient reading skills making the connection between letters and their sounds. in this approach, all sensory organs of a deficient child work together (sight, sound, touch, and movement) and then a meaningful learning sphere create the learning words for students. geared up them and proficient learning skills of reading developed.

Advantages of the Orton-Gillingham approach

Multisensory: it makes the possible process of the brain with visual information and engages students with all sensory organs.

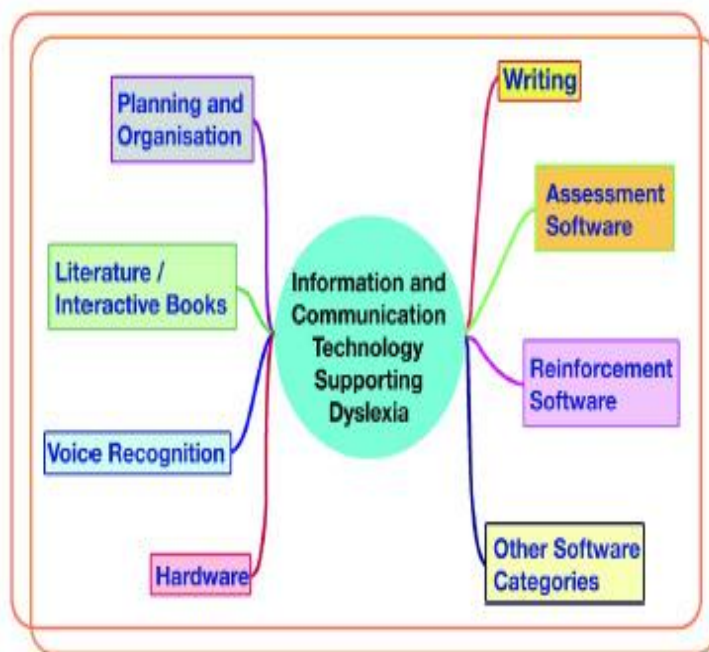
Direct: For student learning curiosity of what, why and how gives meaningful

Systematic and sequential: This approach runs step by step, and builds upon the skills which are required.

Positive and reinforcing: It only focuses on the successes, which means overall performance.

Emotionally sound: It focus on students' prior skill sets creates a learning environment that fosters positive mental attitudes and self-esteem.

Figure 1



The Structured Literacy Approach

In this approach, a teacher uses techniques such as clapping the syllabus in segments or components or phonemes then connect is made with sounds and symbols in both ways visually (reading) or auditory (letters) as this is a systematic and cumulative approach so it is adopted in mild dyslexic student learning.

Brain Balance approach

Although it is a non-medical solution but has been designed to help improve connections in the brain in a way that helps alleviate the symptoms kids and teens experience with dyslexia. This approach works on the focus of the child's brain and its development with brain connectivity and improvement it does not focus on masking or coping with the symptoms.

Compassionate teaching approach

It is obvious that whatever and whenever the approaches are used a teacher needs to be passionate with these children. Due to disturbed mental health, children's confidence and self-esteem are shattered not only for learners but for families too. so now it becomes the teacher's responsibility to give him worth and confidence to him so that in peer work he could not feel ashamed.

Research Objectives

1. This study was designed to collect information on causes and me mediation of dyslexia from special educator.
2. To get information about the factors rating dyslexia.
3. To identify the problem of dyslexic student at primary school.
4. To overcome the difference between dyslexic children and normal children.
5. To improve the relationship between dyslexic student and teacher. To know the required resource for dyslexic students.

Research Questions

1. What are the initial causes of the Dyslexia?
2. Are they more prone for psychological problems?
3. Is there any important sign to identify dyslexic student in primary level?
4. What is attitude of dyslexic children when they one among other normal children?
5. How can we cope-up with that issue?
6. What is the responsibility of a good teacher in treatment of dyslexia?

Research Methodology

This study is Qualitative and convenient sample was used. Data collection instrument was interview. Thematic analysis is used for the data evaluation. Respondents were allotted the names FM-T for Female Teacher and MT for Male Teacher.

Data Evaluation

Q.1. What are the initial causes of dyslexia?

FM-T1 It is a chromosomal caused in chromosomes 6 or 7.

FM-T2 This can lead from brain injury by birth or lack of concept regarding them self-esteem and lack of other motivation by this gradually the problem proceeds.

M-T3 It may be generically like if the child's father is dyslexic so there are some chance to be Dyslexic but it's not necessary there is many children whose parents are siblings are dyslexic, but they are normal and the other cause is due to injury or stroke.

FM-T4 It's a congenital disease doing by birth.

FM-T5 Dyslexia is caused by different in the areas of the brain that deal with language there may be problem for example receiving sensory information and more areas.

FM-T6 Several areas in the brain interact in a complex way to coordinate the manipulation of words needed for reading, writing and spelling.

Extraction of Q01:

Causes of dyslexia

There are different reasons of dyslexia which effect children and create problems children face problem in receiving sensory information, reading and writing.

Chromosomal

Dyslexia cause sometimes due to problem in chromosomes and problem in genes.

Inherited

Sometimes dyslexia are inherited by parents which transfers from parents to child.

Cognitive disease

Dyslexia is caused sometimes by birth.

Analysis

According to participants it is genetic problem involving chromosomes 06 or 07 and according to some it is due to brain injury by birth. Several areas in the brain receiving sensory information interact in a complex way to coordinate manipulation of words needed for reading, writing and spelling.

Q. 2. Are they more prone of psychological problems?

FM-T1 Note at all, it is deficit in 1 area. If teacher and parents' guide and help them. It will be learning.

- FM-T2 Yes, as a matter of fact they do, as they are degraded by their teacher & peers.
- FM-T3 Yes, of course they developed psychological problems because the child is problem with recognizing letters and cannot link two or more words.
- FM-T4 Yes, when they realize that they are filers, bully delay that's make difference, that's make psychological problems.
- M-T5 Yes, they are more prone of psychological problems.
- FM-T6 Yes, of cause, when they realize that people degrade him, and they are not working and responding like normal student. So, they develop psychological problems.
- Extraction of Q2: Societal effect:** Society have a great effect on dyslexic children, when these students face difficulties they receive negative reaction from parents, siblings, teachers and students it creates more problems for dyslexic children
- Degraded:**
Dyslexic children degraded by parents and teachers it causes more problems for these children. When they realize that they don't behave or normal it creates more issues for dyslexic children.
- Psychological problems:**
In dyslexic problem increases when they unable to behave like normal children behavior of teachers, parents and peers sometimes increases difficulties for dyslexic children which causes psychological problems.
- Guidance of teacher and parents:**
For dyslexic students' guidance from parents and teachers play an important role for improvement if they child neglected by teachers and parents it causes more issue and frustration among dyslexic children.
- Analysis:**
It is concluded that psychological problems developed automatically in these students because society degrade them. They can be neglected student of class, so they develop inferiority complex but according to one female teacher there is no relation between dyslexia and psychological

problems. It is deficit in 1 area. If teachers and parents guide and help them. It will be learning.

Q.3. Is there any important sign to identify a dyslexic student at the primary level?

FM-T1: The problem with reading, read words incorrectly.

FM-T2: Yes, if a student has more than average mistakes will be copying and understanding basic thus a student can also be identified as they are also not able to get the concept of letters, two-letter words and further on.

M-T3: Yes, these students are lazy and below the average and have repeating numbers words and take a long process to complete the sentence.

FM-T4:

Dyslexic children have a learning problems. If they do not understand phonics and do not learn direction do not learn the concept of hot and cold and do not learn any other concept of general knowledge.

M-T5: Dyslexia has difficulties with reading, spelling, writing and pronouncing words.

FM-T6: Yes, if they do not learn phonics, writing, and spelling, basically dyslexic student has a learning problem. They do not learn direction so basically, there have important signs.

1. Learning difficulties:

Dyslexic students feel many difficulties while learning they are unable to understand phonics properly.

2. Learning different concepts:

Dyslexic children face difficulties while learning different concepts. They do not understand concepts of different words easily.

3. Reading and writing:

They have problems with reading and writing. They face difficulties in the identification of words and learning spellings.

4. Lazy students:

Dyslexic students are lazy they take more time to understand and follow things they are below average.

Analysis

I think an important sign is learning deficiency. Students are below normal because they are not able to get the concept of letters and two-letter words and further on they do not understand phonics and do not learn directions that is the reason they require more time for little work.

Q.4. What is the attitude of dyslexic children when they are among other normal children?

FM-T1: The attitude is very normal.

FM-T2 :Mainly, we find them neglected; the child avoids social interaction with other peers whichM-T3

These children are too much frustrated and their self-confidence becomes down, and they think that they are below the average and can't cope with other students.

FM-T4: Very normal because they are not abnormal if they react like abnormal so there must be a cause. A cause must be frustration.

M-T5: Very normal.

FM-T6

Dyslexia can be deeply frustrating for students. So that is why they are reacting like an abnormal student and their behavior is very normal with other fellows.

1. normal behavior:

Dyslexic students mostly behave normally they behave normally when they work with other fellows. They feel difficulties in reading and writing but their behavior and attitude are much normal.

2. Neglected:

Dyslexic students avoid interaction with others because they feel neglected by others

3. Frustrated:

Dyslexic children are frustrated due to the different behavior of people. Due to frustration sometimes, children behave abnormally.

4. Low self-confidence:

Dyslexic children do not work properly with other fellows they think they unable to work with normal children due to low confidence level

Analysis:

It was analyzed that they are quite normal because of their frustration they behave abnormally and avoid. Social under actions and if they are treated. Well, they are normal students in the class.

Q.5.: How can we come up with that issue?

FM-T1: By teaching them strategies.

FM-T2 : The teacher herself must understand isolation the issue and give full positive support in every way.

M-T3 : We can cope-up with proper addressing and more time for neurosurgeons and therapy by psychologists.

FM-T4 : Doing a, b, c and behavior modification models special educators know the behavior modification models and available in clinics.

M-T5 :We can cope with behavior therapy and other different strategies.

FM-T6 : Create personal empowerment and discover self-worth.

Teaching Strategies

Teachers plan strategies for the improvement of dyslexic children. strategies that are effective for dyslexic children's progress.

Understanding issues:

children teachers and special educators give attention to the issues of dyslexic children and try to solve their issues by planning and using effective strategies.

Positive support:

Teachers and special educators help children to overcome their issues positive support help these children to improve.

Personal empowerment:

Teachers use strategies to help dyslexic children to build their confidence and help them to create personal empowerment and help them to discover self-worth.

Analysis

Therefore, I realized that developing strategies and giving positive support can overcome the problem and can make a student with dyslexia normal by creating personal empowerment and discovering self-worth in them. We may need the help of special educators, neurosurgeons and psychologists.

Q.6. What is the responsibility of a good teacher treatment of dyslexia?

FM-T1 : To fulfill their needs, make and give individual attention.

FM-T2 : The teacher must take the situation seriously rather than deal with the child, secondly must contact a special educator to get aware of various treatment procedures, which may include

giving the child an appropriate workload that the child can retain. Further on every correct response must motivate the child.

MT-3 : Responsibility is that the teacher does not criticize that student or pointed out that student but helps and motivates his confidence.

FM-T4 : These are rimed children. You don't understand him directly. Teachers have a responsibility to moderate him and doing one to one teaching or one-to-one model and realize him. I am here for you. I can help you if you allow me to help you.

M-T5: These are frustrating student teacher gives his full attention and extra time to him.

FM-T6: Teachers fulfill their needs and give and types of support and motivate him and build confidence and give positive support to him.

Treatment of dyslexia by Teachers

Teachers play a vital role in the treatment of dyslexic students' teachers can understand the behavior of these children and motivate them to make them confident special educators are also helpful in the treatment of dyslexic children

Individual attention

Teachers give individual attention to understand dyslexic children give them extra time and attention and help them to improve.

Motivation

Teachers understand students and give them support and increase their confidence to motivate the student to overcome their problems.

Rimmed child

Dyslexic students are rimmed we do not understand them easily, so teachers try to talk with them and make them comfortable to interact.

Analysis

It was analyzed that teachers are the most important person in the treatment of dyslexia because they make way for them. First, they realize the student is worthy and they will fulfill their needs. They make the behavior of society smoother for them. They should be given extra time to them also extra workload on students, so they could able to retain and they are helpful in relieving anxiety of the student.

Q.7. What is the basic resource required for a dyslexic student in primary school?

FM-T1: Reading books, auditory fields.

FM-T2: The basic resource may include a remedial teacher which can focus on the weakness secondly the child may be allowed to do the things he is interested in it may be art, games, etc.;

M-T3: Doing individual education plan.

FM-T4: Start with learning planning by doing IEP (Individual Education Plan) taking small models in the classroom. Whose helpful in teaching like flashcards, colorful displace, and reinforce easy to learn equipment (projectors, laptop) dyslexic children can do it with small help.

M-T5: Focus on IEP and concentrate on their reading, writing, and spelling.

FM-Ts6: Doing small and easy learning activities for dyslexic students needs very small help they can be deeply frustrating but if you understand the causes of difficulty for an individual dyslexic then good progress is usually possible for anyone.

Strengths and weaknesses of dyslexic children

Teachers can focus on the strength and weaknesses of dyslexic children and give them individual attention using different materials for learning doing some activities with them and giving them chance to do work of their interest.

Individual education plan

For dyslexic children, an individual education plan is very effective according to the child and his needs. Help children by using different resources so the child can easily understand.

Opportunities

Give opportunities to dyslexic children to work according to their interests and with a little help they can improve.

Learning activities

Plan small and interesting activities for dyslexic students these children are frustrated sometimes with the little effort teachers can help them to progress and overcome their issues.

Analysis

So basically, start with a learning plan (IEP) and take a small model in classrooms. So, there are allots of equipment that could help in primary school treating dyslexic students these include reading, books, auditory fields, arts, and games flashcards, reinforce, and colorful displays easy to learn like projectors or laptops dyslexic student can learn with little help.

The implication of the study

The above-mentioned research questions were thoroughly analyzed and it was found that there are some direct and indirect strategies and approaches for the betterment of dyslexic learners.

1. No data on special needs children available
2. No trained teachers or educators are available
3. No inclusive approaches for such types of children
4. No refreshers courses for speed children
5. No awareness and coordination between family, parents and school administration in regular feedback
6. No govt support to establish such policies and practices to upgrade the school

No proper implementation of individual education plan (IEP) practices:

Conclusion

In the light of literature review and respondents review it is concluded dyslexic learners are mainstreamed by multisensory teaching in which all senses are engaged This means using visuals, motion, body movement, and hands-on, and auditory elements in their learning. Dyslexia learners face difficulties in time management in learning i.e reading and writing classroom setting because class teachers often instruct all students at the same pace and lesson plan without keeping the realities of individual differences or any disabilities and using only one style that is a lecture or auditory which is not sufficient for such students' time they only talk and orally question answer session are conducted without knowing modalities of students so the dyslexic learner is not able to transform all information as they required so it is evident with different studies that for these dyslexic learners appropriate approach that could simultaneously stimulates them and combination of auditory, visual, and tactile learning strategies makes teaching skills and concepts may clear to these learners and leads toward the smooth performance in classroom with other colleagues and peers".

This is a research study about the causes and remedies of dyslexic children in primary school. based on a functional assessment that gives a pen picture of the requirement of adjustment of students in an academic sphere with confidence and self-esteem if teachers have knowledge and techniques to handle all low, mild, and severe dynamical students.

Recommendation

For Teachers/Instructors and Educator

1. Application of simple to complex rules means giving the big picture first, then explaining the details.

2. Teaching from whole part of the content to part wise.
3. multi-sensory teaching approach treatment.
4. Incorporate visual elements in learning.
5. Involvement of body movement in learning.
6. Use an explicit, systematic approach to teaching reading
7. Read out loud to utilize the auditory pathway to the brain
8. Teach children the art of visualizing as they read

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