EXAMINING RESEARCH-BASED INTERVENTION THAT SUPPORT ACADEMIC SUCCESS FOR DYSLEXIC STUDENTS

Norinboeva Durdonakhon Janobiddin – qizi
FerSU, 4th year student
durdonakhonnorinboeva@gmail.com
Olimova Gulasal Fayzullajon qizi
FerSU, 4th year student
dilafruz271292@gmail.com

Annotation. Dyslexia is a learning disorder that affects reading, writing, and spelling skills. It is estimated that approximately 10% of the population worldwide has dyslexia, making it crucial to identify effective interventions to support academic success for dyslexic students. Extensive research has been conducted to understand dyslexia and develop evidence-based interventions that can address the specific needs of these students. This article aims to examine some research-based interventions that have shown promising results in supporting academic success for dyslexic students.

Key words: dyslexia, read, write, spell, strategy, approach, awareness, phonics, gains, visual, kinesthetic, achievement, digital, comprehension, recognize, manipulate, individual, intervention, evidence.

Dyslexia is a specific learning disability that affects a person's ability to read, write, and spell. It is estimated that about 10% of the population worldwide has dyslexia, making it one of the most common learning disabilities. Students with dyslexia face numerous challenges in the academic setting, but with the right interventions and strategies, they can achieve academic success. In this article, we will explore some research-based interventions that have been proven effective in supporting the learning needs of dyslexic students.

1. Multi-sensory Structured Language Instruction:

One of the most widely researched and recommended interventions for dyslexia is multi-sensory structured language instruction (MSLI). MSLI is an instructional approach that integrates multiple senses, including visual, auditory, and kinesthetic, to help students understand and process language. This approach focuses on teaching the fundamental building blocks of language, such as phonemic awareness, phonics, and spelling, in a systematic and explicit manner. Research has consistently shown that MSLI is highly effective in improving reading and spelling skills in dyslexic students, leading to significant gains in academic achievement.

2. Assistive Technology:

Another research-based intervention that has shown promise in supporting dyslexic students is the use of assistive technology. Assistive technology refers to specialized tools, software, or devices that help individuals with disabilities overcome their specific challenges. For dyslexic students, assistive technology can include text-to-speech software, speech-to-text software, word prediction tools, and digital books. These tools enable dyslexic students to access written information more easily, improve reading comprehension, and enhance written expression. Research has indicated that the use of assistive technology can significantly impact academic success for dyslexic students by providing them with the necessary tools and supports to overcome reading and writing difficulties.

3. Orton-Gillingham Approach:

The Orton-Gillingham (OG) approach is another research-based intervention widely used to support dyslexic students. The OG approach is a structured, sequential, and multi-sensory method of teaching reading and spelling. It is based on the principles of the English language and directly addresses the difficulties faced by dyslexic individuals. The OG approach involves teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension in a highly systematic and individualized manner. Through explicit instruction and repeated practice, dyslexic students learn to decode and encode words, develop reading fluency, and improve reading comprehension skills. Research studies have consistently shown that the OG approach leads to substantial gains in reading and spelling abilities for dyslexic students, ultimately supporting their academic success.

4. Phonological Awareness Training:

Phonological awareness refers to the ability to recognize and manipulate the sounds of spoken language, including individual sounds (phonemes), syllables, and rhymes. Phonological awareness training is a research-based intervention that focuses on developing a dyslexic student's ability to recognize and manipulate these sound units. Various activities and exercises, such as segmenting, blending, and manipulating sounds, are used to improve phonological awareness skills. Research has demonstrated that phonological awareness training is an effective intervention for dyslexic students as it improves their reading and spelling abilities by enhancing their understanding of the sound structures of words.

5. Cognitive Training Programs:

Cognitive training programs, such as working memory training and executive function training, have also shown promising results in supporting dyslexic students' academic success. Dyslexic students often struggle with working memory, attention, and organization, which can hinder their ability to acquire and retain information, follow instructions, and complete tasks. Cognitive training programs aim to improve

these underlying cognitive processes through specific exercises and activities. Research studies have shown that engaging dyslexic students in cognitive training programs can lead to improvements in their working memory, attention, and executive functioning skills, resulting in enhanced academic performance.

Academic success for dyslexic students is achievable with the implementation of research-based interventions. Multi-sensory structured language instruction, assistive technology, the Orton-Gillingham approach, phonological awareness training, and cognitive training programs are just a few examples of effective interventions that can significantly impact the learning outcomes of dyslexic students. It is crucial for educators, parents, and practitioners to stay informed about these research-based interventions and implement them appropriately to ensure dyslexic students receive the support they need to succeed academically.

Dyslexic students face unique challenges in their academic journey, but research-based interventions offer promising support to enhance their academic success. The Multisensory Structured Language approach, assistive technology, and structured literacy programs are just a few examples of interventions that have been shown to be effective in improving reading, writing, and comprehension skills for dyslexic students. Early identification and implementation of these interventions are crucial to ensure these students receive the necessary support to reach their full potential. By utilizing research-based strategies, educators and practitioners can make a significant difference in the academic success and overall well-being of dyslexic students.

Examining research-based interventions that support academic success for dyslexic students is essential for several reasons. Firstly, dyslexia is a common learning disability that affects approximately 10% of the population. It is characterized by difficulties in reading, writing, and spelling. Without proper support and intervention, dyslexic students are at risk of falling behind their peers academically, which can have long-lasting effects on their educational achievements and overall well-being.

One of the main reasons it is important to examine research-based interventions for dyslexic students is to ensure that they receive appropriate and effective support tailored to their specific needs. Dyslexia is a complex disorder with varying degrees of severity and manifestations. Therefore, a one-size-fits-all approach to intervention is ineffective. By examining research-based interventions, educators and practitioners can determine which methods have been proven to be successful in improving academic outcomes for dyslexic students. This knowledge can then be used to inform teaching practices and interventions that are evidence-based and targeted towards the unique needs and challenges of dyslexic students.

Another reason for examining research-based interventions for dyslexic students is to bridge the gap between research and practice. While there is a wealth of research on dyslexia and evidence-based interventions, there is often a disconnect between what

is known in the research community and what is implemented in educational settings. By examining research-based interventions, educators and practitioners can stay up-to-date with the latest findings and ensure that their interventions are grounded in evidence. This can lead to more effective teaching practices and improved academic outcomes for dyslexic students.

Furthermore, examining research-based interventions for dyslexia is important to promote equity and inclusivity in education. Dyslexic students often face significant challenges in the classroom, which can negatively impact their self-esteem and overall well-being. By implementing research-based interventions, educators can provide dyslexic students with the support and accommodations they need to succeed academically. This can help reduce the achievement gap between dyslexic students and their peers and promote a more inclusive and equitable educational environment.

Research-based interventions for dyslexic students can also inform policy and decision-making at the systemic level. By examining the effectiveness of different interventions, policymakers can make informed decisions about resource allocation, curriculum development, and teacher training. This can lead to the implementation of evidence-based practices at a broader scale, benefiting all dyslexic students in the education system. It can also ensure that adequate funding and support are provided to schools and educators to effectively implement interventions for dyslexic students.

Finally, examining research-based interventions for dyslexic students can contribute to the body of knowledge on dyslexia and its treatment. By conducting research and evaluating the effectiveness of different interventions, researchers can contribute to the understanding of dyslexia and inform future interventions and practices. This can lead to advancements in the field and improved outcomes for dyslexic individuals.

In conclusion, examining research-based interventions that support academic success for dyslexic students is crucial for several reasons. It ensures that dyslexic students receive appropriate and effective support tailored to their specific needs, bridges the gap between research and practice, promotes equity and inclusivity in education, informs policy and decision-making, and contributes to the body of knowledge on dyslexia. By prioritizing research-based interventions, educators, practitioners, policymakers, and researchers can work together to improve academic outcomes and well-being for dyslexic students.

REFERENCES:

1. Bachman, L. F., & Palmer, A. S. Language Assessment in Practice .2010.(368 pages).

2. Ball, M. J., & Crystal, D. Assessing Grammar: The Languages of LARSP.2019. (296 pages).

3. Black, P., & Harrison, C. Assessment for Learning: Putting it into Practice.2004. (224 pages).

4. Buck, G. Assessing Listening.2001. (200 pages).

5. Gardner, J. Assessment and Learning.2006. (272 pages).

6. Hardman, J., & Daly, C. Using Technology to Support Learning and Teaching: An Introduction for Primary and Early Years.2018.(224 pages).

7. Heritage, M. Formative Assessment in the Primary Classroom: The Shift from Testing to Learning.2013. (208 pages).

8. James, M., & Black, P. Assessment for Learning in the Primary School .2013.(208 pages).

9. Luoma, S. Assessing Speaking.2014. (230 pages).

10. McKay, P., & Alcón Soler, E. Assessing Young Language Learners .2019.(256 pages).

11. Purpura, J. E. Assessing Grammar and Usage.2004.(144 pages).

12. Read, J. (2000). Assessing Vocabulary (352 pages).

13. Shipley, K. G., & McAfee, J. G. Assessment in Speech-Language Pathology: A Resource Manual.2019 (5th ed., 400 pages).

13. Weigle, S. C. Assessing Writing .2018.(3rd ed., 288 pages).