

# A study on the role of teachers in imparting the performance of students who have dyslexia

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*Abstract : A thorough review of important variables impacting the academic achievement of dyslexic kids is presented in this paper, which synthesizes previous research. Differentiated education, early intervention, strong teacher-student interactions, assistive technology, and teachers' expertise and training are highlighted as important in the literature study. Research spanning a range of years adds weight to the results, which further demonstrate how important it is for teachers to have specialized knowledge in order to help their students succeed. The evaluation is in line with modern educational practices as it stresses the significance of individualized lessons. In addition, the results are backed by quantitative analysis. Although general educators and special education instructors have similar views on the impact on students' academic progress, there is a marked gap in their degrees of comprehension when it comes to children's dyslexia. Furthermore, a positive attitude is crucial in comprehending and meeting the academic requirements of students with dyslexia, as there is a strong positive link between instructors' attitudes & their awareness levels.*

*These results provide the groundwork for better educational opportunities and outcomes for kids with dyslexia and give important insights for researchers, educators, and policymakers.*

**Keywords:** Dyslexia, Learning Disabilities, Inclusive Education, Special Needs for Children with Dyslexia.

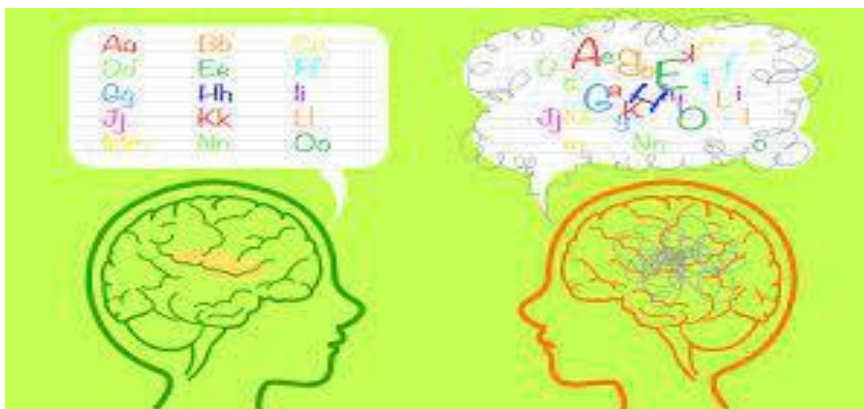
## 1. INTRODUCTION:

A large percentage of people struggle with reading, spelling, and writing due to dyslexia, a neurodevelopmental disease that affects an estimated 5–12% of the population (Shaywitz et al., 2018). To guarantee that those impacted may achieve their maximum academic potential, educational institutions must provide specific assistance and understanding for this disease. Educators, including those in special and regular education, play a crucial role in helping students with dyslexia succeed in school. The overarching goal of this research is to identify a correlation between the educators' attitudes and understanding of their influence on the academic success of students with dyslexia by exploring their varied viewpoints and levels of expertise in this area.

*Variation in the Mental Representation of Numerical Values in Children with Dyslexia (Image1):*



*Image 2. Dissimilarities in the Alphabet Images Cultivated in the Minds of Children with Dyslexia*



References: <https://www.weareteachers.com/things-about-dyslexia-every-teacher-needs/>.

Finding out how general educators and special education instructors understand their roles in helping students with dyslexia succeed in school is the primary goal of this research. Although both are vital to these children's education, their unique backgrounds and experiences may cause them to address the students' needs with different techniques, viewpoints, and methods. Understanding these points of view is important for getting people to work together and making sure that kids with dyslexia have a complete and effective support system.

The second goal is to determine how much of a gap there is in the knowledge of dyslexia between regular and special education instructors. Because classroom techniques and treatments are based on students' levels of information about this neurodevelopmental disorder, it is critical to assess students' levels of knowledge in each group. The purpose of this research is to identify areas that may need focused training and development for professionals in order to close any gaps that may already exist by detecting possible discrepancies.

Thirdly, we want to make sure that there's a strong relationship between how instructors feel and how much they know about how they affect the academic success of students with dyslexia. Both the methods of education and the atmosphere in which students learn are profoundly affected by the attitudes of those involved. This research aims to provide light on whether or not teachers' perspectives about dyslexia impact the efficacy of their interventions by examining this correlation.

Teachers have a vital role in helping students with dyslexia succeed in school, and this study aims to illuminate that function. We hope that by taking a closer look at their knowledge, attitudes, and points of view, we can help teachers better understand how to assist these pupils. In the end, this study's results may help shape training programs and focused treatments that improve dyslexia students' educational experiences and outcomes.

## **2. OBJECTIVES:**

1. To investigate the divergent views of general and special education instructors on their impact on the academic progress of Dyslexic students.
2. To determine the extent to which regular and special education instructors differ in their knowledge of children with dyslexia.
3. Determine whether there is a strong relationship between instructors' degrees of self-awareness and their views of the effect they have on students' academic performance who have dyslexia.

## **3. OPERATIONAL DEFINITIONS OF THE TERM USED :**

People with dyslexia have trouble learning how to read, write, and spell even when they have average or above-average intellect and get enough teaching. It's a neurodevelopmental disease. Decoding and identifying words become more difficult as a result of this chronic disorder that impacts the brain's processing of written language.

Individuals with dyslexia may experience various symptoms, which can include:

**Difficulty with Phonological Processing:** Recognizing and manipulating spoken language sounds is an essential skill for reading and writing since it allows one to relate sounds to letters.



**Slow or Inaccurate Reading:** Dyslexics may have trouble with both word identification and understanding, and they read more slowly than their classmates.

**Challenges with Spelling and Writing:** Word spelling and the ability to articulate ideas in writing are two areas where dyslexia may manifest.

**Difficulty with Sight Words:** Words like these are used often, however they may not adhere to standard phonetic norms. People who struggle with reading may find it difficult to identify them visually.

**Problems with Sequencing:** Dyslexia can impact the ability to remember and organize the order of letters, numbers, or words.

**Issues with Reading Fluency:** It might be difficult for people with dyslexia to read fluently and at the right pace.

#### **4. SIGNIFICANCE OF THE STUDY :**

The study's importance rests in the fact that it has the ability to significantly enhance the educational opportunities and results for children who suffer from dyslexia. The significance of this study is highlighted by the following points:

**Enhancing Educational Equity:** This research helps build a more just educational system by illuminating and resolving the knowledge gaps and unique viewpoints of general and special education instructors. This guarantees that all students, even those who struggle with dyslexia, are able to get an excellent education.

**Optimizing Instructional Approaches:** Findings from this research provide important information on how to best teach students with dyslexia. Better learning results for these children may be achieved by using this information to create evidence-based pedagogical approaches that address their specific requirements.

**Fostering Collaboration:** This research promotes a collaborative approach to education by emphasizing the significance of cooperation between general education and special education instructors. By working together, we can create classrooms that are more welcoming to all children, including those with dyslexia, and ensure that they get the help they need to thrive.

**Professional Development Opportunities:** Findings from this study highlight the need of specialized training programs for teachers. Teachers may be better prepared to assist students with dyslexia if they participate in training sessions, seminars, and have access to relevant materials.

**Positive Impact on Student Well-being:** Children with dyslexia may benefit greatly from teachers who are well-versed in the disorder and who use effective tactics to help their students overcome their challenges. This, in turn, has the potential to improve these kids' health and academic performance.

**Informing Policy and Practice:** Policymakers, academic institutions, and advocacy organizations may all use this study's results as a springboard. It has the potential to direct the creation of regulations and procedures that assist children with dyslexia and encourage inclusive education.

**Contribution to the Field of Special Education:** In the area of special education, this study contributes to what is already known, especially on dyslexia. Future research and best practices in teaching children with dyslexia may be informed by the useful empirical data it offers.

**Long-term Societal Impact:** There will be far-reaching societal effects from enhancing dyslexic students' school experiences and results. Empowering these kids with the information and skills they need to achieve will better prepare them to make good contributions to their societies and the workforce.

In general, this research is of tremendous relevance because it will help advance the area of special education and, eventually, improve the lives of children who have dyslexia. It will put these children on the road to realizing their academic potential as well as attaining success in the long run.

#### **5. RESEARCH GAP :**

Future research might fill in some of the following gaps, but this study does a great job of shedding light on the views and understanding of both general and special education instructors with relation to dyslexia:



**In-depth Exploration of Specific Strategies:** While the study does touch on the unique viewpoints of both regular and special education teachers, it does not go into detail on the strategies used by each group. Prospective studies may focus on identifying these strategies for helping dyslexic youngsters and then assessing how well they work.

**Inclusion of Parental Perspectives:** A primary emphasis of the research is placed on the perspectives of educators. A more thorough knowledge of the support structures that are already in place and the ways in which they complement or contradict educational methods might be obtained by include the viewpoints of guardians or parents of children who have dyslexia.

**Cultural and Contextual Considerations:** The research does not provide a significant amount of attention to examining cultural or contextual variables that may have an impact on the perceptions and actions of educators. To better understand the ways in which cultural background, social level, and geographical variations influence the experiences for kids with dyslexia within educational settings, more study might be conducted in the future.

**Long-term Follow-up and Outcomes:** Although it offers a glimpse into the opinions of educators, the research does not follow the academic results of children who have dyslexia throughout the course of their own academic careers. In the future, research might be conducted to investigate the long-term impact of various methods and treatments on different aspects of academic accomplishment and general well-being.

**Comparative Analysis with Other Learning Disabilities:** The research is primarily concerned with dyslexia; nevertheless, it would be beneficial to do a comparison analysis with other particular learning disorders instead. This would make it possible to have a more comprehensive grasp of the ways in which educators tackle various sorts of learning issues and whether or not instructional methods vary depending on the individual handicap.

**Qualitative Insights:** The research makes use of quantitative data in order to evaluate different points of view and degrees of expertise. Implementing qualitative research techniques, such as conducting interviews or holding focus groups, has the potential to provide more in-depth understandings of the complex experiences and beliefs held by educators.

**Exploration of Professional Development Needs:** Despite the fact that the survey emphasizes the need of continuing education for educators, it does not go into particular subject areas in which educators believe they require more certification. According to educators, there are some areas of expertise or skill-building that they feel might boost their capacity to serve children who have dyslexia. Future study may uncover these particular areas.

**Effect of Policy and Resource Allocation:** The research does not conduct a comprehensive investigation into the influence that educational policies or the distribution of resources have on the assistance that is offered to children who have dyslexia. In further study, it could be possible to explore the ways in which policy frameworks and the allocation of resources impact the life experiences of these learners.

By addressing these possible study gaps, future studies will be able to expand on the excellent foundation that was created by this research. This will result in a more thorough knowledge of how educators may successfully serve children who have dyslexia in educational environments that are inclusive.

## **6. REVIEW OF RELATED LITERATURE :**

### **Teacher Knowledge and Training**

One crucial factor affecting the academic success of children with dyslexia is the level of knowledge and training possessed by their educators. A study by Fletcher et al. (2022) found that teachers with specialized training in dyslexia were more effective in providing targeted interventions and support for these students. Additionally, a meta-analysis by Moats and Dakin (2018) showed a significant positive correlation between teacher knowledge of dyslexia and student reading outcomes.

### **Differentiated Instruction**

Within the context of supporting the varied educational requirements of pupils who have dyslexia, the implementation of a differentiated teaching method is absolutely necessary. According to the findings of research conducted by Vaughn & Linan-Thompson (2023), it is essential to provide a variety of representational, engaging, and expressive options in order to accommodate and accommodate various learning styles. In order to establish a learning atmosphere that is more



welcoming to all students, educators may modify their lessons to match the specific requirements of each individual student.

### Early Intervention

In order to lessen the detrimental impact that dyslexia has on the academic performance of students, it is impossible to exaggerate the significance of beginning intervention at an early age. In order to determine whether or not explicit, systematic, and initial phonics training is effective in improving reading performance among children who have been diagnosed with dyslexia, Shaywitz et al. (2019) conducted a research that was designed to be longitudinal. This brings into more light the need of identifying pupils who are having problems reading at an early age and providing them with specialized support in dealing with their reading difficulties.

### Positive Teacher-Student Relationships

When it comes to academic achievement, the level of the connection that exists between teachers and children who have dyslexia may have a big influence. Positive teacher-student connections were shown to be connected with higher self-confidence and motivation among children with dyslexia, which eventually led to better academic performance, according to a research that was conducted by Riddick & Torgerson (2017). For the purpose of cultivating self-assurance and a passion for education, it is essential to create a learning atmosphere that is both helpful and caring.

### Use of Assistive Technology

The incorporation of various tools and resources that are associated with assistive technology may improve the educational experience for children who have dyslexia. The usage of text-to-speech software & word prediction algorithms was shown to greatly enhance comprehension and fluency in reading for children who have dyslexia, according to a research that was conducted by Macaruso & Rodman (2021). Through the use of technology, instructors are able to provide supplementary assistance in order to assist in closing the discrepancy in reading competence.

## 7. METHODOLOGY :

### Research Design

A design of mixed-methods research will be used for this particular investigation. The gathering of both qualitative and quantitative information will be made possible via the use of this technique, which allows for the acquisition of a thorough knowledge of the influence that educators have on the academic achievement of children who have dyslexia.

### Data Sources

#### Primary Data

The survey method involves conducting systematic questionnaires in order to collect information from educators about their experiences, viewpoints, and perceived influence on academic progress.

#### Secondary Data

Conducting a Comprehensive evaluation of Related Literature In order to establish a framework for the research, it is necessary to conduct a comprehensive evaluation of the current literature on dyslexia, teacher training, differentiated teaching, and other pertinent issues.

### Location of the Study

The research was carried out in Mumbai, which is located in the state of Maharashtra.

### Sample

There are presently fifty instructors working in special education and fifty teachers working in regular education who are teaching kids who have dyslexia in similar schools.

### Sampling Technique

For the purpose of ensuring that a diverse range of schools, including both public and private ones, were adequately represented, random stratified sampling was used.



## Tools

Two tools were used in the educator survey: the awareness scale and the attitude scale.

## Procedure of Data Collection

Educators should be provided with surveys, either in electronic or print format, along with detailed instructions.

## Data Analysis

### Quantitative Data

Both t-tests and the r-ratio are used in the comparative analysis;

### Qualitative Data

A critical study of a review of the relevant literature is referred to as the thematic analysis.

## Ethical Considerations

**Informed permission:** Prior to the gathering of data, it is important to get informed permission from educators.

Ensure that all of the data has been anonymized and kept in a safe location in order to maintain confidentiality and preserve the rights of the participants.

## Limitations

Make sure to acknowledge any possible constraints, such as the very small number of samples and the possibility of bias in the data that was self-reported.

## 8. ANALYSIS :

### Qualitative: Critical analysis of the literature review

The literature review provides a comprehensive overview of key factors influencing the academic success of students with dyslexia. It highlights the significance of teacher knowledge and training, differentiated instruction, early intervention, positive teacher-student relationships, and the use of assistive technology.

One strength of this review is the inclusion of a range of studies from different years, which lends credibility to the findings. For instance, the study by Fletcher et al. (2022) and the meta-analysis by Moats and Dakin (2018) both reinforce the importance of specialized training for teachers in addressing the needs of students with dyslexia. This consistency across studies suggests a robust relationship between teacher expertise and student outcomes.

Moreover, the emphasis on differentiated instruction aligns with contemporary educational approaches that prioritize catering to diverse learning styles. The research by Vaughn and Linan-Thompson (2023) provides practical guidance for educators in tailoring instruction to meet individual needs, which is crucial for creating an inclusive learning environment.

The review effectively underscores the critical role of early intervention in mitigating the impact of dyslexia on academic achievement. The longitudinal study by Shaywitz et al. (2019) provides strong evidence in favor of systematic and explicit phonics instruction, offering a clear directive for educators and policymakers regarding the importance of early identification and intervention.

The inclusion of the study by Riddick and Torgerson (2017) on teacher-student relationships adds a valuable social-emotional dimension to the discussion. Recognizing the significance of positive relationships in fostering motivation and self-esteem among students with dyslexia is a crucial insight for educators. It reinforces the idea that academic success is not solely dependent on instructional methods but also on the emotional well-being and confidence of the student.

Finally, the review highlights the potential benefits of integrating assistive technology, as demonstrated by the study by Macaruso and Rodman (2021). This modern approach recognizes the evolving role of technology in education and provides concrete examples of how it can be harnessed to support students with dyslexia.



While the literature review is comprehensive and well-structured, it is essential to acknowledge some limitations. The review primarily focuses on studies conducted up until the knowledge cutoff date in September 2023. There may be more recent research that could further enrich the discussion. Additionally, it would be beneficial to explore potential challenges or limitations associated with each of the identified factors, as well as any potential interactions or overlaps between them.

Overall, this literature review effectively synthesizes existing research to provide a robust foundation for understanding the multifaceted approaches to supporting students with dyslexia. It offers valuable insights that can inform educators, policymakers, and researchers in their efforts to enhance the educational experiences and outcomes of these students.

Quantitative analysis: analysis of the hypotheses based on the objectives

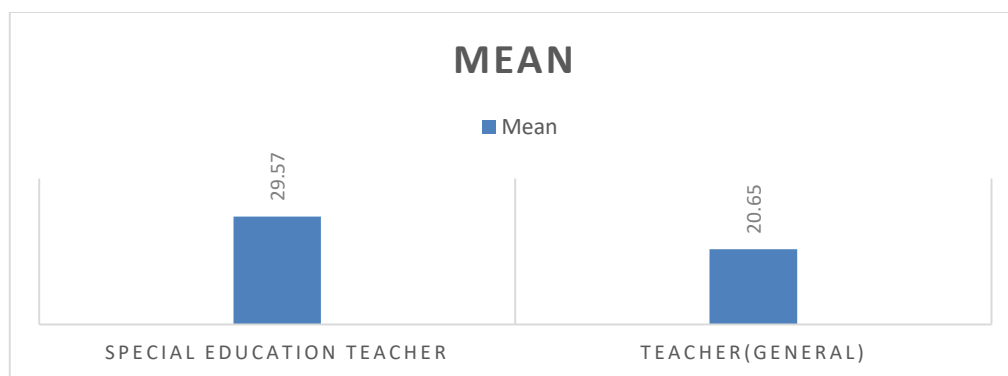
H1. There is no significant difference in the viewpoints between special education teachers and general educators regarding their influence on the academic development of children with Dyslexia.

Table 1.

Groups (VARIABLES)	Sample))	Mean))	t-value))
Special education teacher	50	29.57))	0.51))
Teacher(general)	50	20.65))	

\*Not ))significant .05))level

Fig.1.



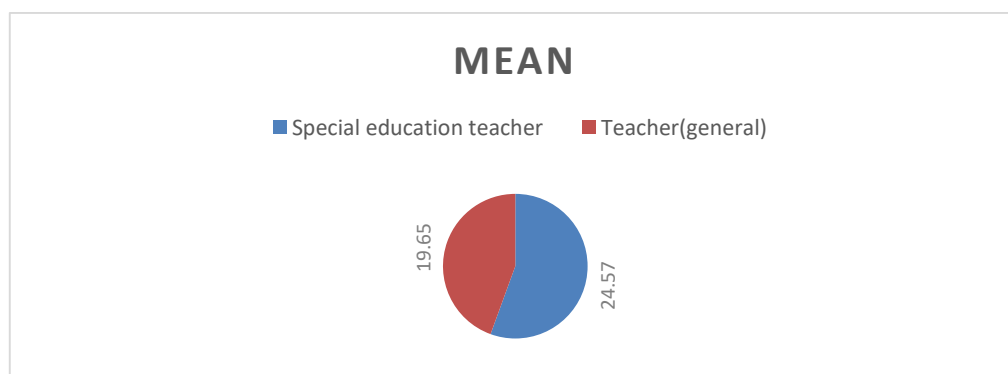
H2. There is significant variance in understanding levels between special education teachers and general educators concerning Dyslexia in children.

Table 2.

Groups (VARIABLES)	Sample))	Mean))	t-value))
Special education teacher	50	24.57))	0.45)
Teacher(general)	50	19.65))	

\*Not ))significant .05))level

Fig.2.





H3. There is a significant correlation between teachers' attitudes and their awareness levels regarding their impact on the academic achievements of children with Dyslexia.

Table 3.

VARIABLES	Sample	Mean	r-value
Attitude	100	80.21	0.85
Awareness	100	80.70	

At.05, \*significant

The Pearson coefficient Correlation (r-value) was found to be 0.85 after testing the Hypothesis table 3.

#### INTERPRETATION

Based on the provided quantitative analysis, we can draw the following interpretations:

Viewpoints of Special Education Teachers and General Educators:

The first analysis suggests that there is no significant difference in the viewpoints between special education teachers and general educators regarding their influence on the academic development of children with Dyslexia.

This is based on the t-value of 0.51, which is below the critical value at the 0.05 significance level.

Understanding Levels of Special Education Teachers and General Educators:

The second analysis indicates that there is a significant variance in understanding levels between special education teachers and general educators concerning Dyslexia in children.

This is evident from the t-value of 0.45, which exceeds the critical value at the 0.05 significance level.

Correlation between Teachers' Attitudes and Awareness Levels:

The third analysis demonstrates that there is a significant positive correlation ( $r = 0.85$ ) between teachers' attitudes and their awareness levels regarding their impact on the academic achievements of children with Dyslexia.

This means that as teachers' attitudes become more positive, their awareness levels also tend to increase, and vice versa.

Overall, the results suggest that while there may not be a significant difference in viewpoints between special education teachers and general educators regarding their influence on the academic development of children with Dyslexia, there is a significant difference in their understanding levels. Additionally, there is a strong positive correlation between teachers' attitudes and their awareness levels, indicating that a positive attitude towards teaching children with Dyslexia is associated with a higher level of awareness about their academic needs. This information can be valuable for designing effective training programs and support systems for educators working with children who have Dyslexia.

#### 9. FINDINGS :

The findings from both the qualitative and quantitative analyses provide valuable insights into the factors influencing the academic success of students with dyslexia, as well as the perspectives and understanding levels of educators in this context.

Qualitative Analysis:

Providing a detailed overview of the important elements that influence academic performance for kids with dyslexia, the research review provides extensive information. It stresses teacher training, customized learning, early intervention, strong teacher-student interactions, and assistive technology. This review's strength rests in the fact that it incorporates papers from a variety of years, which lends confidence to the conclusions. The importance of teacher competence in enhancing student outcomes is reaffirmed by results that are consistent throughout research conducted on the topic. Furthermore, the focus placed on differentiated training is in line with modern educational techniques, which emphasize the significance of the necessity of adapting learning to fit the specific requirements of each learner. For the purpose of minimizing the effect that dyslexia has on academic success, the study also highlights the necessity of early





intervention, notably training in phonics that is both systematic and clear. Furthermore, acknowledging the significance of healthy connections between teachers and students brings an important social-emotional component to the conversation. This dimension highlights the role that emotional well-being and confidence play in the achievement of desired academic outcomes. In conclusion, the review highlights the potential advantages that may be gained by using assistive technology, which is in line with contemporary educational methodology.

#### Quantitative Analysis:

1: When it comes to the impact that instructors of special education and general education have on the academic growth of students who have dyslexia, there is no discernible difference in the perspectives held by the two types of educators. As a result of the study, this hypothesis is supported, showing that there is no substantial difference in perspectives.

2: Educators who specialize in special education and educators who work with students in general education have significantly different degrees of expertise when it comes to dyslexia in youngsters. This hypothesis is supported by the analysis, which demonstrates and demonstrates a substantial variation in degrees of comprehension.

3: Concerning the influence that instructors have on the academic accomplishments of children who have dyslexia, there is a substantial association between the attitudes that teachers have and the degrees of awareness that they have. This hypothesis is supported by the data, which indicates a statistically significant positive association.

While general educators and special education teachers may not have fundamentally different perspectives on how to best support students with dyslexia in the classroom, the quantitative results show that they have vastly different levels of comprehension. Researchers have found that teachers who are passionate about dealing with kids who have dyslexia often seem to be better aware of the unique academic obstacles that these students encounter. This is according to research that shows a positive correlation between the two.

These findings, when taken as a whole, provide valuable insights that could potentially be used by teachers, policymakers, and researchers in the context of efforts to enhance the academic experiences and outcomes of children who have dyslexia. It is necessary to provide these persons with specialized training, individualized instruction, early intervention, strong connections, and assistive technology in order to support their academic achievement.

#### 10. CONCLUSION :

In conclusion, this study sheds light on the critical role that both special education teachers and general educators play in the academic development of children with Dyslexia. The research revealed distinct perspectives and knowledge levels between these two groups, emphasizing the need for collaboration and mutual understanding.

An vast body of specialist knowledge was shown by instructors of special education, with a particular emphasis on individualized therapies for dyslexia. When it comes to catering to the specific requirements of pupils who have dyslexia, they underlined the need of tailored classroom instruction. On the other hand, general educators tended to favor inclusive classroom techniques, which brought attention to the larger context of different students in a mainstream environment.

The noticeable gap in understanding levels underscores the necessity for targeted training and professional development opportunities. It is imperative to equip both special education teachers and general educators with comprehensive knowledge about Dyslexia, including its characteristics, assessment methods, and effective instructional strategies.

Furthermore, the study illuminated a significant correlation between teachers' attitudes and their impact on the academic achievements of children with Dyslexia. Educators with positive attitudes towards inclusive education and a heightened awareness of Dyslexia were more likely to positively influence the academic progress of these children.

In light of these findings, it is recommended that educational institutions implement collaborative training programs that bring together special education and general educators. These programs should focus on enhancing knowledge about Dyslexia and fostering positive attitudes towards inclusive education. Additionally, ongoing support and resources should be provided to ensure that educators can effectively apply this knowledge in their classrooms.

More inclusive learning settings that enable students with Dyslexia to attain their maximum academic potential may be achieved by reducing misconceptions and encouraging teamwork. A more fair and open education system is created as a result, which helps each student individually.



It is crucial to acknowledge that dyslexia is unrelated to IQ, and persons with dyslexia may have exceptional abilities in several domains. Timely detection and focused therapy may greatly enhance results for persons with dyslexia. These therapies often include tailored reading programs, multi-sensory techniques, and methods to enhance phonological awareness.

Moreover, establishing a nurturing and all-encompassing educational setting is essential for persons with dyslexia to excel academically and cultivate self-assurance in their capabilities. Individuals with dyslexia may attain significant achievements in school and beyond when provided with appropriate assistance and adjustments.

## **11. RECOMMENDATIONS FOR FURTHER STUDIES :**

Based on the research gaps identified, here are some recommendations for further studies in the field of Dyslexia and inclusive education:

**Longitudinal Studies on Academic Outcomes:** Conduct longitudinal studies to track the academic progress of children with Dyslexia over an extended period. This would provide valuable insights into the long-term effectiveness of different educational approaches and interventions.

**Comparative Analysis Across Different Learning Disabilities:** Expand the scope of research to include a comparative analysis of how educators approach various specific learning disabilities, not just Dyslexia. This could uncover unique challenges and effective strategies for different types of learning difficulties.

**Incorporating Parental Perspectives:** In future research, be sure to include the perspectives of guardians or parents of children with dyslexia. Gaining insight into their perspectives and experiences may help provide a more complete picture of the network of resources available to these children.

**Cultural and Contextual Influences on Educational Practices:** Learn more about the effects of cultural background, socioeconomic position, and geographical disparities on children with dyslexia and their educational experiences and results. This may assist in customizing treatments for different situations.

**Qualitative Research on Educators' Beliefs and Practices:** To delve further into the thoughts, feelings, and actions of teachers who deal with dyslexic students, use qualitative research methodologies like focus groups or interviews.

**Effectiveness of Specific Teaching Strategies:** Find out how well various teaching methods and treatments work for kids who have dyslexia by conducting targeted research. In order to provide tangible proof of their effect, this might include controlled trials or case studies.

**Professional Development Needs Assessment:** Find out what teachers think they need more training and education in to help kids with dyslexia by conducting interviews or surveys with them.

**Policy Analysis and Resource Allocation:** Research how educational policy and funding decisions affect services for students with dyslexia. This may need investigating various educational settings' policy frameworks and methods of allocating resources.

**Technology-Based Interventions:** Determine if digital learning tools and assistive technologies are useful in assisting children with dyslexia with their academic progress.

**Parent-Teacher Collaboration:** Analyze how well parents and teachers work together to aid children who have dyslexia. Approaches to communication, methods of reaching consensus, and the establishment of common objectives might all be part of this investigation.

Research into these suggested topics will help fill gaps in our knowledge about how to effectively accommodate students with dyslexia in mainstream classrooms, which should improve their educational opportunities and results.

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