



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Understanding Dyslexia: Spreading Awareness Among Parents And Teachers

Aakash Dadhich, Saloni Pareek, Sunny Kumar, Vansh, Khushal Singh Chouhan, Ms Twinkal Israni Allied health care, Bachelor of Design, Btech, CSA department, CSA department, Btech (CSE), (Assistant Professor) VGU, Jaipur

Abstract:

A common learning impairment that affects a child's reading and language processing skills, dyslexia frequently goes undiagnosed in India due to a lack of awareness among educators and caregivers. By defining the symptoms of dyslexia, demonstrating how it affects the brain, and emphasizing the importance of early detection, this research paper aims to increase awareness. The study dispels prevalent misconceptions, such as the notion that dyslexic kids are irresponsible or poor students, by a thorough evaluation of the literature and feedback gathered from parents and educators. The results highlight the significance of knowledgeable counselling, compassionate instruction, and prompt assistance in enhancing learning and mental health.

Keywords: Dyslexia, Awareness, Parents, Teachers, Early Intervention, Inclusive Education

Introduction:

Approximately 5–10% of people worldwide suffer from dyslexia, a common learning disability. Dyslexia, a learning disability that affects how the brain interprets letters and words, is a prevalent cause of reading and writing difficulties in clever children (Child Mind Institute, 2023; Shaywitz, 1998). Because their brains process language differently, children with dyslexia may read slowly, jumble up letters, or avoid writing—not because they are lazy (Cambridge English, 2020; IDA Handbook, 2015). However, parents and educators are still unaware about dyslexia in many places, particularly in India, and may believe the child is irresponsible or "not smart enough" (Nayar, 2017; ERIC, 2017). This misunderstanding can affect the child's confidence, cause stress, and delay the right help they need (PMC Article, 2024; ResearchGate, 2023). Studies show that when parents and teachers understand dyslexia early, children learn better and develop stronger language and reading skills with the right teaching methods (Snowling & Hulme, 2012; UMich Strategies for Teachers, 2020).

Review of Literature:

1. **R. Brown-Chidsey (2024)** discovered that while the majority of dyslexia manuals describe dyslexia and how to test for it, they don't discuss multilingual students. Additionally, she discovered that teachers in various locations receive different kinds of teaching, which results in unequal student support. She says schools should follow one clear, standard method based on research so parents and teachers know exactly what to do.

1. **Alena Stuart & Anne Yates (2018)** discovered that teaching dyslexic individuals utilizing several senses—seeing, hearing, and touching—improves their reading comprehension and increases their memory. Additionally, they clarify that providing students with clear instructions, individualized lesson plans, and useful resources like technology can help them feel less stressed and more competent in the classroom.
1. **Jeremy R. Mills & Monica Clarke (2017)** found that many educators do not receive adequate instruction regarding dyslexia while they are in school. Teachers frequently feel uncertain about how to assist dyslexic pupils as a result. According to their review, teachers support children considerably better and pupils learn to read more successfully when schools offer additional training, workshops, and specific tutoring facilities.
1. **M. J. Snowling (2013)** found that the best way to identify dyslexia early on is to evaluate a child's phonological awareness (sound skills), letter-sound knowledge, and item or letter naming speed. Early phonics-based training, in her opinion, helps children develop more quickly and avoid problems like low self-esteem and academic challenges.
1. **Jane Roitsch & Silvana M. Russo Watson (2019)** discovered that each student's dyslexia manifests differently, thus assessments should examine a wide range of topics, including reading and language proficiency. Their analysis demonstrates the effectiveness of structured literacy, which includes multisensory exercises, decoding practice, and step-by-step phonics. Additionally, they state that in order to modify instruction as necessary, teachers must routinely assess student achievement.
1. **Martinelli, K. & Cruger, M. (2021)** According to the authors, dyslexia primarily affects a person's ability to hear and use sounds in words, which makes reading challenging and slow. They claim that while many dyslexic students are exceptionally intelligent, dyslexia has nothing to do with IQ. According to their review, children learn substantially better when dyslexia is detected early. They also observe that a lot of pupils experience anxiety or distress due to their difficulty with reading. To assist these kids in improving, the authors recommend employing multimodal approaches and structured literacy. Additionally, they claim that employing audiobooks and granting extra time can help learning. In general, they think that early intervention avoids more serious issues down the road.
1. **Musoff, J. (2020)** According to Musoff, dyslexia results in issues with spelling, reading rapidly, and hearing word sounds. According to her, each child's dyslexia manifests differently and may evolve as they mature. According to her review, accurate dyslexia diagnosis requires appropriate testing. She also emphasizes that the best approaches are phonics-based instruction and structured literacy. To improve children's memory, Musoff suggests multimodal learning. She claims that because dyslexic pupils may experience frustration, they require emotional assistance. She also says that classroom aid like extra time is vital for their success.
2. **Blue, J. (2021)** According to Blue, dyslexic students frequently have trouble remembering details, following directions, and comprehending instructions. Multisensory instruction, which incorporates movement, sound, and sight, has been shown to improve student learning. To prevent pupils from feeling overburdened, she advises teachers to divide assignments into smaller, more manageable chunks. Additionally, Blue advises using clear instructions and allowing extra time for tests. She

thinks that in order for teachers to comprehend how dyslexic individuals learn, they must receive the necessary training. According to the review, receiving comments on a regular basis boosts confidence. Blue concludes that a helpful and welcoming classroom helps pupils accomplish better.

1. **International Dyslexia Association (IDA) DITC Handbook (2015)** According to the manual, organized literacy—which teaches reading in an understandable and methodical manner—is the most effective technique to instruct students with dyslexia. Additionally, it claims that multimodal instruction improves pupils' retention of words and sounds. According to the authors, regular and consistent instruction helps children advance more. They advise monitoring students' development frequently to determine what needs to be changed. According to the manual, many teachers lack the necessary training in dyslexia techniques. It also emphasizes the importance of parents encouraging their children to learn at home. Overall, it comes to the conclusion that qualified instructors and appropriate techniques produce superior outcomes.
1. **Blue, J. (2022)** According to Blue, courses that follow a defined pattern and the classroom has a regularity help dyslexic students learn more effectively. According to her, these pupils frequently struggle with memory and rapid information processing. According to her review, teachers should regularly examine their students to determine what they need assistance with. Blue emphasizes how children feel more secure when their professors are kind and understanding. In order to properly employ dyslexia-friendly strategies, she adds, teachers must receive training. When preparing for a test, she suggests using visual aids and a variety of tasks. Blue comes to the conclusion that pupils do better when they have both academic and emotional support.

Research Gap:

Despite numerous studies on dyslexia and its impact on reading and learning (Shaywitz, 1998; IDA, 2015), parents and educators, particularly in India, are still mostly unaware of the condition (Nayar, 2017). According to research, many adults who work with children still believe that dyslexic pupils are "slow," "lazy," or "not paying attention," rather than realizing the true learning challenge that underlies their difficulties.

Some studies describe the symptoms of dyslexia and offer instructional strategies. Few studies, however, examine what parents and educators genuinely think about dyslexia or how these ideas impact the child's self-esteem and academic achievement.

Additionally, there is little study comparing parents' and teachers' awareness; most studies only look at one group. As a result, we still don't fully comprehend how misconceptions are created, why so many kids go untreated, and what kind of support mechanisms are lacking in Indian schools.

Objectives:

Publish a research paper that spreads awareness about dyslexia among parents and teachers.

Methodology:

Research Design

This study examines the degree of awareness, attitudes, and misconceptions regarding dyslexia among Indian parents and educators using a descriptive, cross-sectional research approach. Because it enables the researcher to comprehend current attitudes and knowledge within a particular group at a particular moment in time, the design is suitable.

Population and Sample

The target population includes:

- **Parents** of school-going children (ages 6–14) from government, private, and semi-private schools.
- **Teachers** who teach primary and middle-school grades.

A sample of **100 participants** (50 parents and 50 teachers) will be selected through **convenience sampling**, ensuring ease of access while maintaining diversity in socioeconomic background and school type.

Data Collection Tool

A standardized questionnaire that was created based on prior research literature and expert review will be used to gather data. The questionnaire includes four sections:

1. **Demographic information** (age, education, school type, child's grade, teaching experience).
2. **General awareness of dyslexia** (knowledge of symptoms, causes, identification).
3. **Attitudes and beliefs** (misconceptions such as “child is lazy,” “low intelligence”).
4. **Need for training or awareness programs.**

Responses are collected using **multiple-choice questions and a 5-point Likert scale** (strongly agree to strongly disagree).

Procedure

The questionnaire will be distributed both **online (Google Forms)** and **offline (printed copies)** to ensure accessibility. Participants will be informed about the purpose of the research, and voluntary consent will be obtained. All responses will remain confidential and used only for academic purposes.

Data Analysis

The collected data will be tabulated and analysed using:

- **Descriptive statistics:** frequencies, percentages, mean scores to determine overall awareness.
- **Comparative analysis:** comparing parents and teachers to identify differences in understanding of dyslexia.
- **Thematic grouping:** for any qualitative or open-ended responses.

Ethical Considerations

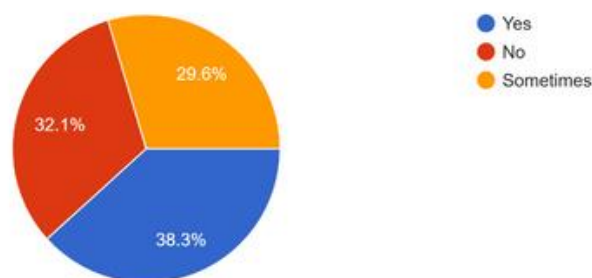
The study follows standard ethical guidelines:

- Participation is voluntary.
- No personal identifying information is collected.
- Participants can withdraw at any time.
- Data is used strictly for research and awareness purposes.

Survey (Parents):

Does your child enjoy going to school?

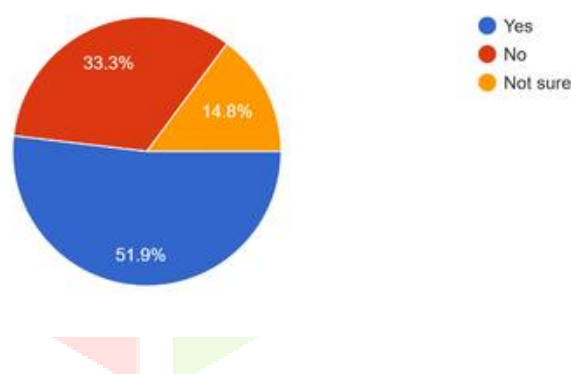
81 responses



The survey results show that while 38.3% of children enjoy going to school, a notable 32.1% do not, and 29.6% only enjoy it sometimes. This indicates that although the highest proportion of students are happy with school, a majority still experience discomfort or inconsistency in their school experience, suggesting a need to improve overall student engagement and well-being.

Do you think your child learns slower than other children of the same age?

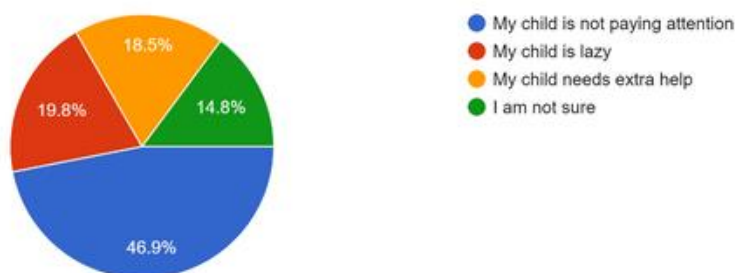
81 responses



The survey indicates that 51.9% of parents believe their child learns slower than others of the same age, while 33.3% do not feel this way, and 14.8% are unsure. This suggests that more than half of the parents perceive learning challenges in their children, highlighting the importance of supportive teaching methods and early intervention to address potential learning difficulties.

When your child makes reading or writing mistakes, what do you usually think?

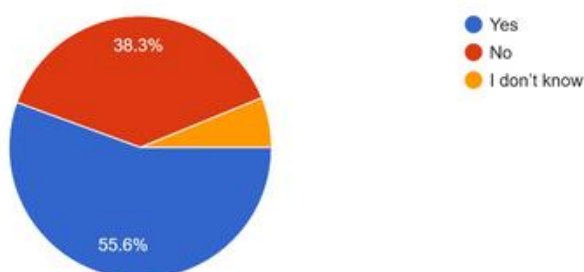
81 responses



The chart shows that 46.9% of parents believe reading or writing mistakes happen because their child is not paying attention, while 19.8% think the child is lazy, 18.5% feel their child needs extra help, and 14.8% are unsure. This reveals that many parents may misunderstand the reasons behind learning difficulties, often assuming lack of attention or laziness instead of recognizing that the child might genuinely require academic support.

Do you think children who struggle in reading or writing are less intelligent?

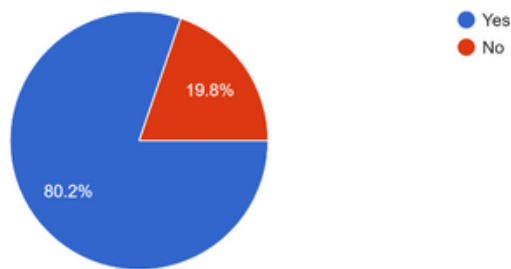
81 responses



The results show that 55.6% of parents believe children who struggle with reading or writing are less intelligent, while 38.3% disagree and 6.2% are unsure. This indicates that more than half of the respondents hold a misconception that academic difficulties reflect lower intelligence, highlighting the need for greater awareness about learning differences and support for children facing such challenges.

Have you ever heard that some children face learning difficulties even if they are intelligent?

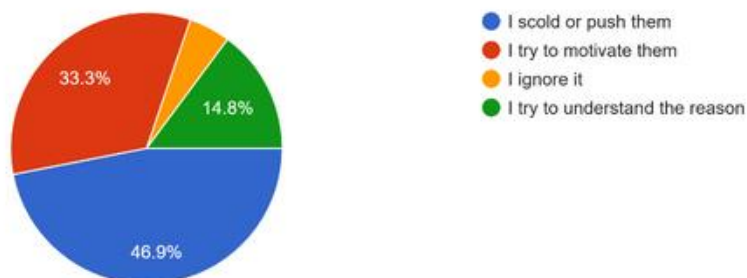
81 responses



The chart shows that 80.2% of parents are aware that children can face learning difficulties even if they are intelligent, while 19.8% have never heard of this. This suggests that although most parents understand that learning challenges do not determine intelligence, there is still a portion that lacks awareness and may hold misconceptions, emphasizing the need for continued education on learning disabilities.

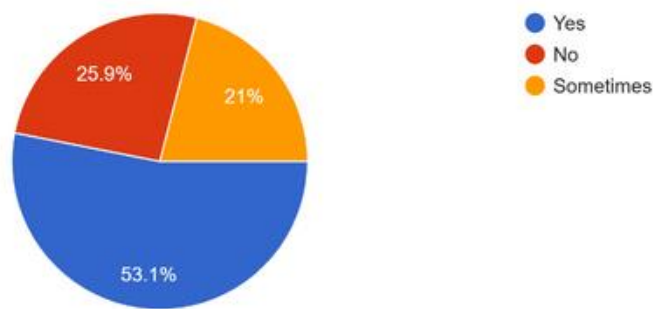
How do you usually react when your child avoids reading or homework?

81 responses



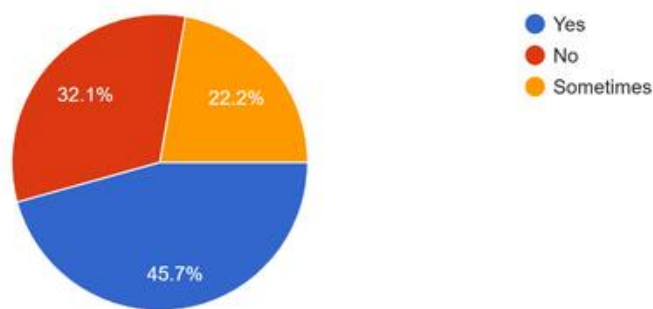
The results show that 46.9% of parents scold or push their child when they avoid reading or homework, 33.3% try to motivate them, 14.8% try to understand the reason, and 4.9% ignore it. This suggests that most parents respond with pressure rather than seeking to understand the child's difficulties, highlighting the need for more supportive and empathetic approaches to help children with learning challenges.

Does your child often read words incorrectly or slowly?
81 responses



The chart shows that 53.1% of parents say their child often reads words incorrectly or slowly, 25.9% do not observe this issue, and 21% see it happening sometimes. This indicates that more than half of the children may be experiencing reading difficulties, highlighting the need for early support to strengthen their reading skills and confidence.

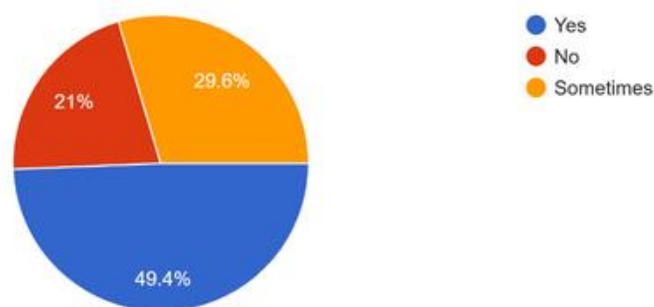
Does your child confuse letters or numbers (like b/d, p/q, 6/9)?
81 responses



The results indicate that 45.7% of parents notice their child confusing letters or numbers, 32.1% do not see this issue, and 22.2% observe it occasionally. This suggests that a significant number of children may be experiencing common early learning challenges related to visual recognition and processing, which may require additional guidance and support.

Does your child forget what they just read or studied?

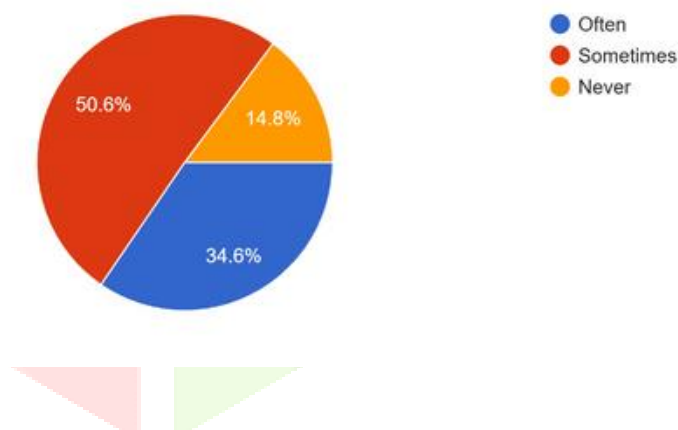
81 responses



the majority of parents indicate a challenge with information retention. Nearly half (49.4%) responded Yes, and an additional 29.6% said Sometimes, bringing the total percentage of children experiencing this issue to 79%. This strongly suggests that a lack of study techniques or difficulties with long-term memory consolidation is a widespread issue among the children surveyed.

Does your child show frustration, tears, or anger while studying?

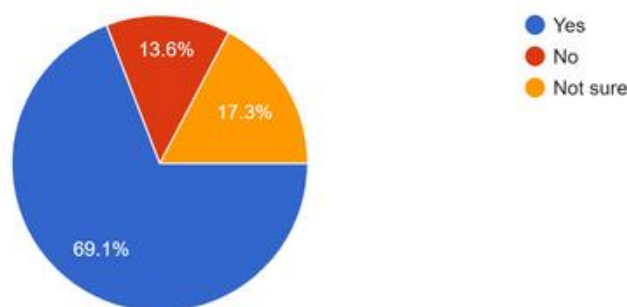
81 responses



Over half (**50.6%**) report that their child **Sometimes** shows frustration, tears, or anger, and a significant **34.6%** report that it happens **Often**. only a small minority (**14.8%**) reporting that their child **Never** displays such emotions.

Is your child more creative, good at art, music, or building things?

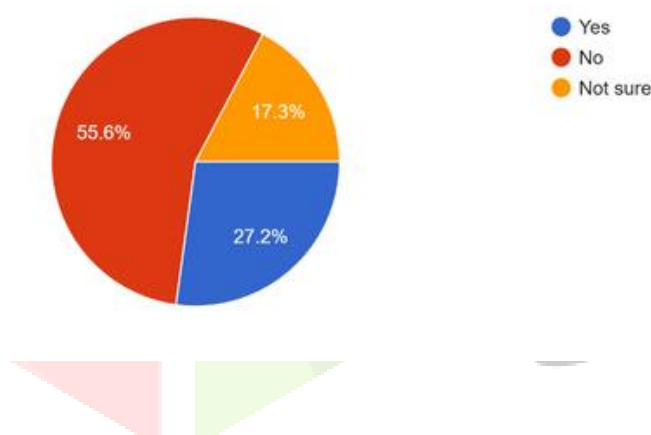
81 responses



A dominant majority of **69.1%** of parents answered **Yes**, confirming their child excels in these areas. Only **13.6%** of parents answered **No**, while **17.3%** were **Not sure**. This suggests that the vast majority of children represented in this survey possess or demonstrate a noticeable aptitude for creative, artistic, or constructive pursuits.

Have you ever heard the word "dyslexia" before?

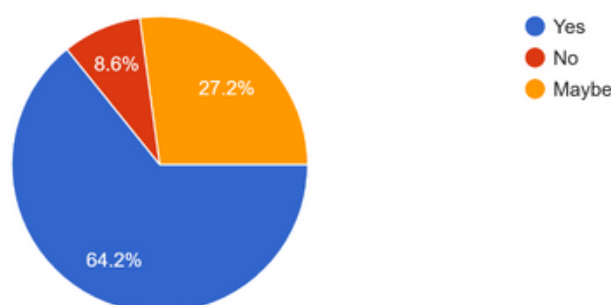
81 responses



A clear majority of parents, **55.6%**, stated **No**, they had not heard the word, while an additional **17.3%** were **Not sure**. This means over seven out of ten respondents (**72.9%** combined) are either unfamiliar or uncertain about the term, with only **27.2%** answering **Yes**. This low level of awareness suggests a need for increased public education on common learning differences.

Would you be interested in learning more about how children's brains work differently while learning?

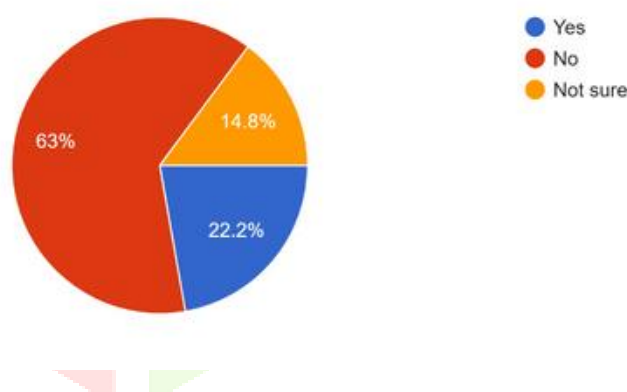
81 responses



A significant majority of **64.2%** of parents answered **Yes**, expressing a clear interest in the topic. An additional **27.2%** responded **Maybe**, indicating potential interest, while only a small minority of **8.6%** said **No**. The combined high interest (**91.4%** responding Yes or Maybe) suggests that parents are highly receptive to educational resources about learning differences and cognitive function.

Do you think every child learns in the same way?

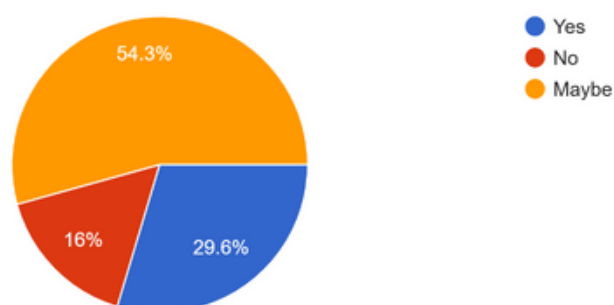
81 responses



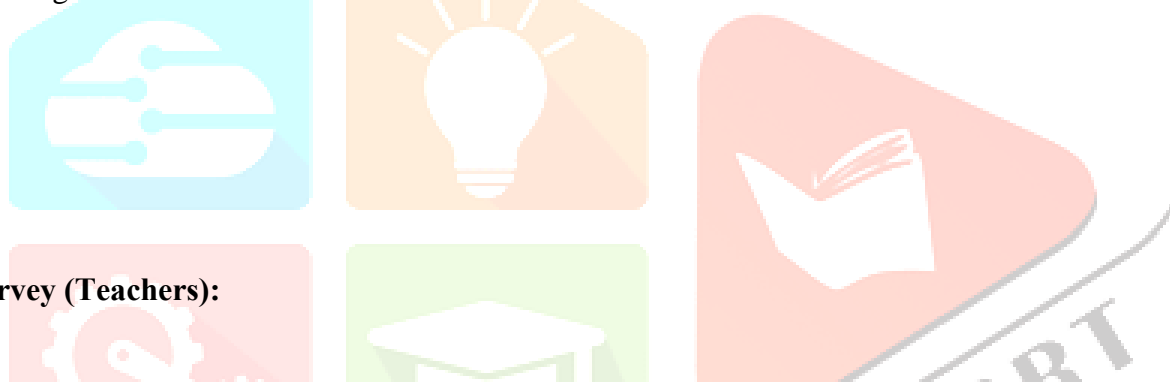
A clear majority of 63% of parents answered No, recognizing that children have different learning styles and paces. This contrasts sharply with the 22.2% who believe Yes, every child learns the same way, and the 14.8% who were Not sure. This majority view that learning is not uniform aligns well with modern educational psychology, suggesting that parents are receptive to individualized learning approaches.

Would you attend a short awareness session or workshop to understand such learning problems better?

81 responses



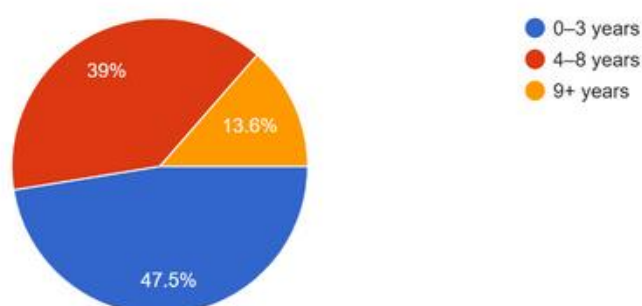
While 29.6% answered Yes right away, the largest segment, 54.3%, responded Maybe. This suggests that over eight out of ten parents (83.9% combined) are open to the idea, contingent perhaps on the time or format of the session, while only 16% definitively said No. This demonstrates a strong underlying interest among parents in seeking practical knowledge and support for their children's learning challenges.



Survey (Teachers):

How many years of teaching experience do you have?

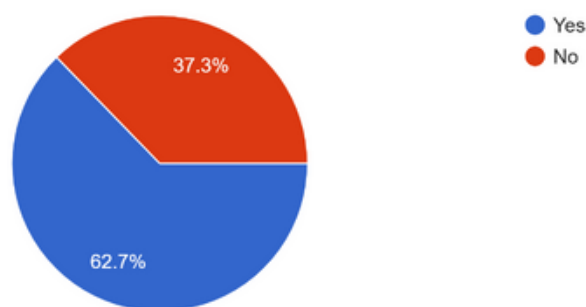
59 responses



the largest group, 47.5%, falls into the 0-3 years category, representing novice teachers, while the second-largest group, 39%, has 4-8 years of experience. Only a small minority, 13.6%, reported having 9+ years of teaching experience. This suggests the teaching staff surveyed is relatively young or new to the profession, with over 86% having eight years of experience or less.

Have you ever received training related to learning disabilities or special education?

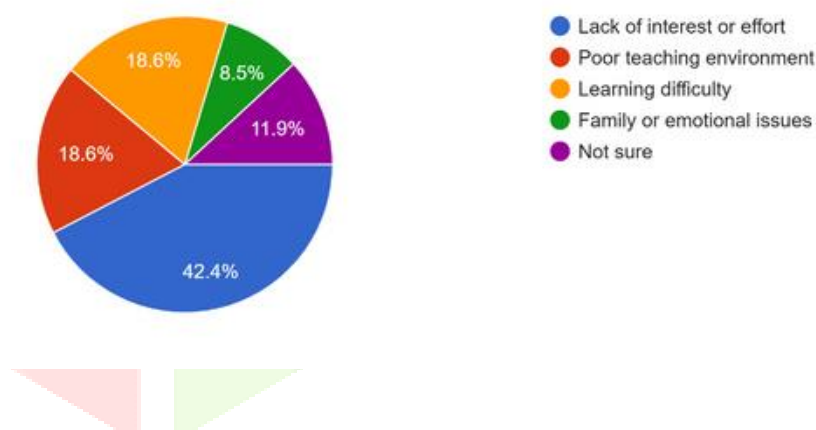
59 responses



Specifically, 62.7% of respondents answered Yes, indicating a significant base of knowledge in special education. However, a notable portion of the teaching staff, 37.3%, reported No training in this area, suggesting that while most have some foundation, a substantial segment may require additional professional development to support students with diverse learning needs effectively.

In your experience, what do you think causes a student to perform poorly in reading or writing?

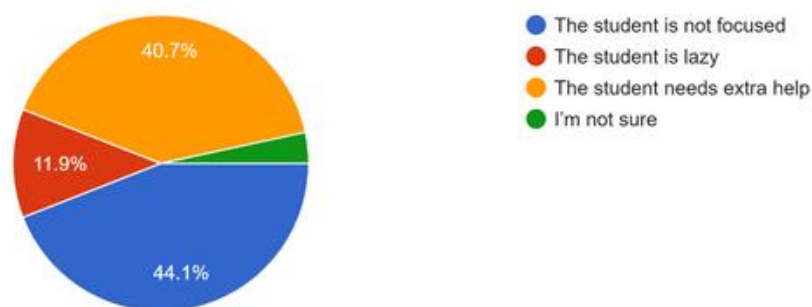
59 responses



Lack of interest or effort is the primary perceived cause at 42.4%. The second most common perceived causes are Poor teaching environment and Learning difficulty, which are tied at 18.6% each. The remaining respondents cited Family or emotional issues (8.5%) or were Not sure (11.9%). This suggests that while teachers recognize systemic and specific learning issues, they overwhelmingly attribute reading/writing struggles to student motivation.

When a student reads slowly or makes repeated spelling mistakes, what do you usually think?

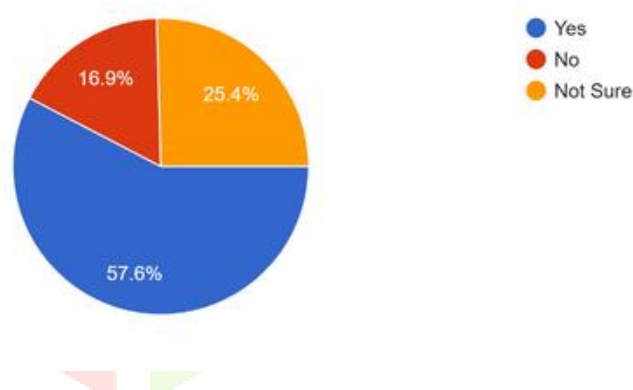
59 responses



teacher perceptions are split primarily between two ideas: 44.1% of teachers think the student is not focused, while 40.7% think the student needs extra help. Only a small minority believe the student is lazy (11.9%) or are Not sure (3.4%). This indicates that while almost half of the teachers attribute these common reading difficulty symptoms to inattention, a nearly equal number correctly view the student as needing specific intervention or support.

Have you ever had a student who seemed intelligent but still struggled to read or spell?

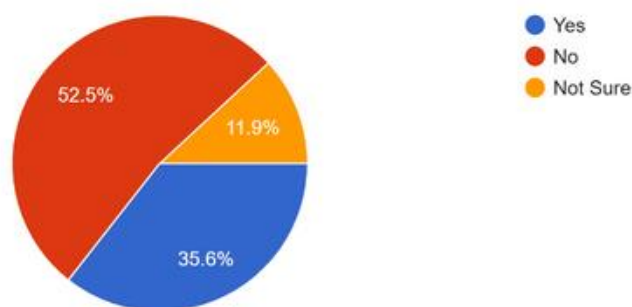
59 responses



A dominant 57.6% of teachers answered Yes, while an additional 25.4% were Not Sure, indicating a collective 83% of respondents who either confirmed or could not rule out having this experience. Only 16.9% answered No. This finding strongly aligns with the definition of learning disabilities, like dyslexia, where a struggle with specific academic skills coexists with average or above-average general intelligence.

Do you believe that all students can learn in the same way and at the same pace?

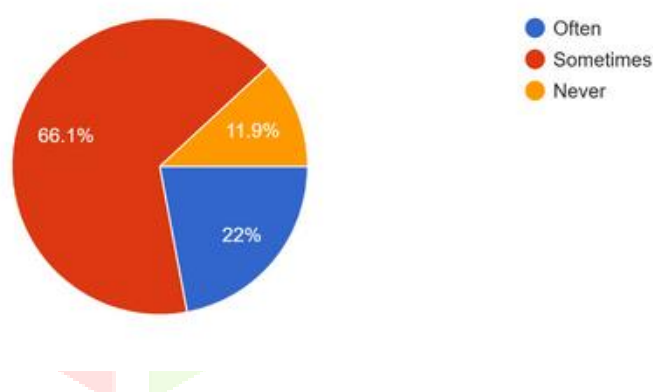
59 responses



A slight majority of 52.5% of teachers answered No, acknowledging that students have differing learning needs and speeds. However, a significant minority of 35.6% answered Yes, believing in a uniform learning process and pace, while 11.9% were Not Sure. This suggests a need for consensus and training, as nearly half of the teaching staff surveyed may not fully embrace differentiated instruction based on diverse learning styles.

Have you noticed students who confuse letters or numbers (e.g., b/d, p/q, 6/9)?

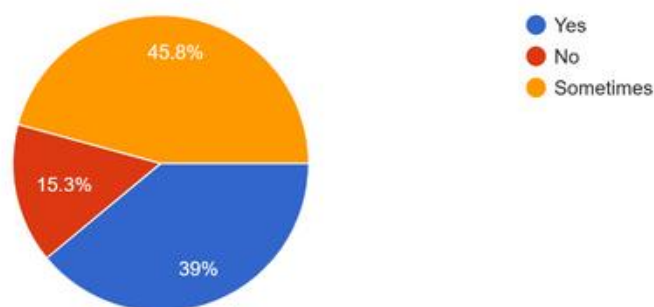
59 responses



A large majority of teachers, 66.1%, answered Sometimes, while a notable 22% answered Often, meaning that nearly nine out of ten teachers (88.1% combined) report witnessing this confusion in their students. Only 11.9% reported Never seeing this issue, strongly suggesting that confusing visually similar symbols is a very common difficulty encountered by these teachers.

Do some students in your class forget what they read or studied even after repeated practice?

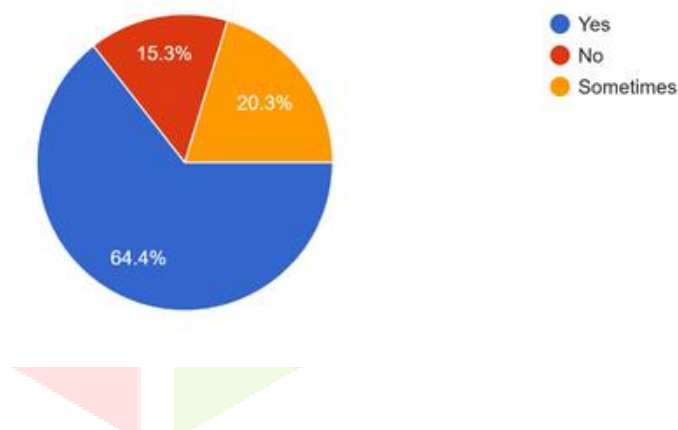
59 responses



A large majority of teachers reported seeing this issue, with **39%** answering **Yes** and an additional **45.8%** answering **Sometimes**, meaning a total of **84.8%** of teachers confirm that repeated practice is not enough for some students. This strongly suggests that a significant number of students face genuine learning challenges that cannot be solved through rote memorization or simple repetition.

Do you see students who avoid reading aloud or writing tasks?

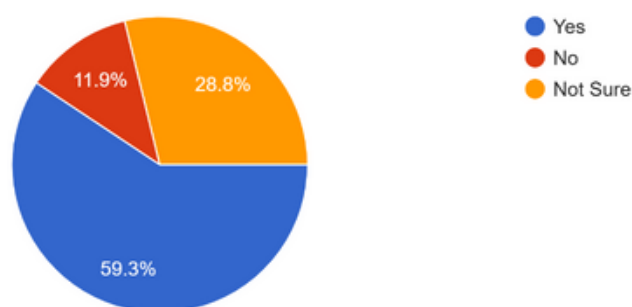
59 responses



A significant 64.4% of teachers answered a firm Yes, and another 20.3% answered Sometimes, meaning a powerful 84.7% of teachers observe students actively avoiding these critical literacy tasks. This strongly suggests that a high number of students find these tasks difficult or overwhelming, leading them to use avoidance as a coping mechanism, which aligns with the high rates of retention issues and emotional distress reported by parents.

Have you seen students who perform poorly in language-based subjects but do well in art, music, or creative tasks?

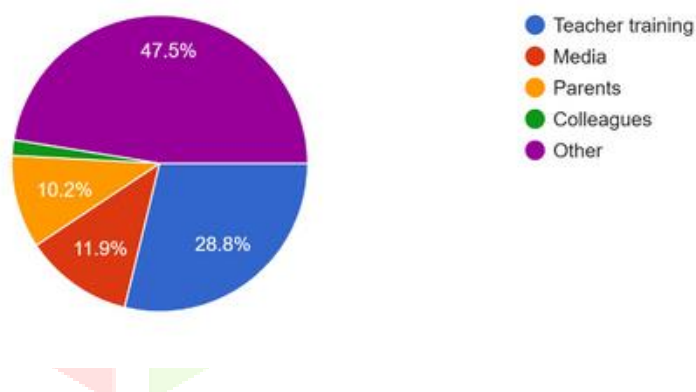
59 responses



A significant 59.3% of teachers answered Yes, having witnessed this pattern, while an additional 28.8% were Not Sure. This means 88.1% of the surveyed teachers either confirmed or could not rule out seeing this discrepancy, which is a key indicator of a specific learning difference, like dyslexia, where visual and creative skills are often strengths but language processing is a weakness.

If yes, where did you first hear about it?

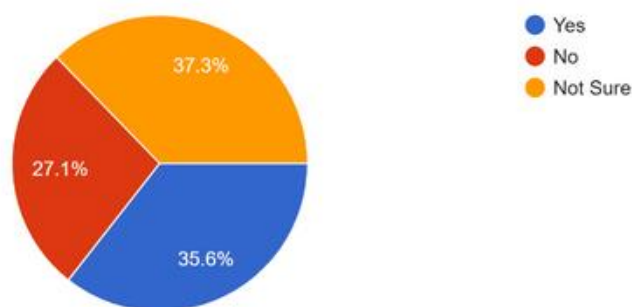
59 responses



Almost half (47.5%) were exposed to the topic through sources categorized as Other. Of the specific categories, Teacher training was the most common source at 28.8%, followed by Media at 11.9% and Parents at 10.2%. The dominance of the "Other" category suggests a lack of systematic, unified formal training, with many teachers encountering the topic through diverse or informal channels.

Do you think children with dyslexia are less intelligent than others?

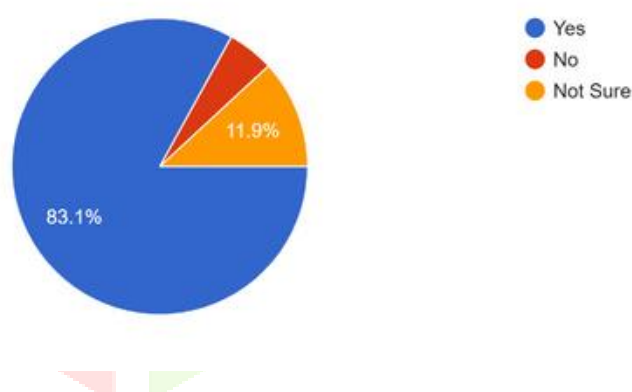
59 responses



A mixed and concerning level of awareness regarding this learning difference. While 27.1% correctly answered No, indicating an understanding that dyslexia is independent of intelligence, a combined 72.9% either believe Yes (35.6%) or are Not Sure (37.3%). The fact that over one-third of teachers believe children with dyslexia are less intelligent highlights a significant and urgent need for professional development on the true nature of learning disabilities.

Do you believe that early identification and support can help such students perform better?

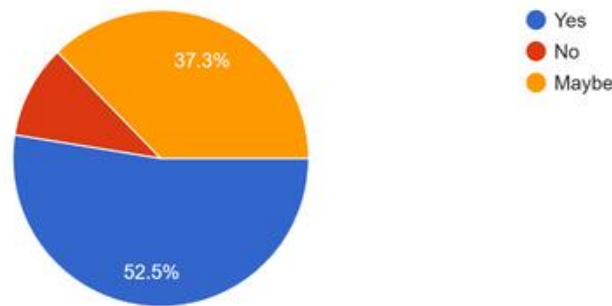
59 responses



A dominant 83.1% of teachers answered a firm Yes, indicating a strong belief that early identification and targeted support can significantly improve a struggling student's performance. Only a small minority (5.1%) answered No, with the remainder (11.9%) being Not Sure. This high degree of agreement on the value of early support provides a strong mandate for implementing diagnostic and intervention programs.

Would you be interested in attending awareness or training programs on learning difficulties?

59 responses



A majority of **52.5%** answered **Yes**, while an additional **37.3%** answered **Maybe**, resulting in a combined **89.8%** of teachers who are receptive to receiving more education on this topic. This strongly suggests that teachers are willing and eager to improve their knowledge base, which is crucial given the high rates of student struggle reported in the survey.

Result and Conclusion:

Result:

The study's conclusions demonstrate how little parents and educators in India know about dyslexia. The majority of parents were unaware of the disease and frequently misinterpreted their child's difficulties with reading or writing as indicators of low IQ, laziness, or inadequate effort. Few parents saw these challenges as possible signs of a learning problem.

Teachers showed a somewhat improved comprehension, but many were remained ignorant of how dyslexia manifests in kids and how to support it in the classroom. Many educators stated that they had never been trained or given advice on how to work with dyslexic students.

Both groups stated that they required additional training and information, suggesting that the lack of awareness is a result of restricted access to resources rather than a lack of desire. The findings demonstrate how misconceptions and a lack of exposure frequently prevent affected kids from being properly identified and supported, leading to emotional and academic difficulties. Overall, the study demonstrates that dyslexia awareness is still relatively low in India, especially in households with little understanding of cognitive disorders and in schools lacking special education facilities.

Conclusion:

According to the study's findings, Indian parents and educators have a significant lack of understanding of dyslexia. Due to this ignorance, many kids with dyslexia are mistakenly perceived as "slow learners" or "unmotivated," which has a detrimental impact on their self-esteem and academic achievement. The results emphasize the necessity of early screening programs, teacher preparation programs, and awareness campaigns in Indian educational environments. The study also demonstrates that, despite their desire to help dyslexic kids, parents and educators frequently lack access to reliable and understandable information. This highlights the significance of developing structured programs, workshops, and basic awareness resources that can assist parents and educators.

In conclusion, raising awareness and offering appropriate instruction can significantly enhance dyslexic children's educational experiences. Their academic success and general well-being can be significantly impacted by early identification, efficient teaching methods, and loving families.

References:**1. SAGE Journal Article**

Kozikoğlu, İ., & Babacan, N. (2024). *Inclusive education in dyslexia: A systematic review*. **International Journal of Disability Development and Education**.<https://journals.sagepub.com/doi/10.1177/09388982241245483>

1. JPROTECT Journal Article

Wahyuni, D., & Widyastuti, M. (2022). *Teachers' strategies in helping dyslexic students in inclusive classrooms*. **JPROTECT: Journal of Protection and Empowerment**.<https://journal1.uad.ac.id/index.php/JPROTECT/article/view/1441>

1. Cambridge Assessment Guide for Teachers

Cambridge English. (2018). *Supporting learners with dyslexia: A guide for teachers*.<https://www.cambridgeenglish.org/Images/609744-supporting-learners-with-dyslexia-a2-keys-for-schools-b1-preliminary-for-schools-and-b2-first-for-schools-a-guide-for-teachers.pdf>

1. International Dyslexia Association Handbook

International Dyslexia Association. (2017). *Dyslexia in the Classroom: What Every Teacher Needs to Know*.<https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

1. University of Michigan – Dyslexia Help

University of Michigan. (n.d.). *Strategies for teachers: Supporting students with dyslexia*.<https://dyslexiahelp.umich.edu/professionals/dyslexia-and-intervention/strategies-for-teachers/>

1. ERIC Journal Article (EJ1230072)

Hidayah, N., & Yulianti, D. (2019). *Teachers' understanding and teaching strategies for dyslexic students*. **Journal of Education and Practice**.<https://files.eric.ed.gov/fulltext/EJ1230072.pdf>

1. ResearchGate Article

Rehman, S., & Bukhari, F. (2024). *Teaching strategies used to deal with dyslexic students' learning difficulties*.[https://www.researchgate.net/publication/380888182 Teaching Strategies Used to Deal with Dyslexic Students%E2%80%99 Learning Difficulties](https://www.researchgate.net/publication/380888182_Teaching_Strategies_Used_to_Deal_with_Dyslexic_Students%E2%80%99_Learning_Difficulties)

1. PubMed Central (PMC Article)

Elbeheri, G., & Everatt, J. (2024). *Dyslexia prevalence and educator awareness in multilingual contexts*. **Frontiers in Psychology**.<https://pmc.ncbi.nlm.nih.gov/articles/PMC10946500/>

1. Child Mind Institute Article

Child Mind Institute. (2021). *Understanding dyslexia: Signs, causes, and support*.<https://childmind.org/article/understanding-dyslexia/>

1. PJLSS Journal Article

Khan, M. S., & Azeem, M. (2024). *Dyslexia and its impact on children's academic performance: A comprehensive study*. **Pakistan Journal of Life and Social Sciences**.https://www.pjlss.edu.pk/pdf_files/2024_2/11019-11030.pdf

1. ERIC Journal Article (EJ1160817)

Hussain, I., & Jameel, F. (2017). *Teacher perceptions about students with dyslexia in mainstream classrooms*. **Journal of Education and Training Studies**.<https://files.eric.ed.gov/fulltext/EJ1160817.pdf>

