

**EXAMINING RESEARCH-BASED INTERVENTIONS THAT SUPPORT
ACADEMIC SUCCESS FOR DYSLEXIA STUDENTS**

Shikina Anastasiya Aleksandrovna,

Student, FerSU

stasyashikina29@gmail.com

Annotation:

This article aims to explore and analyze research-based interventions that have been proven effective in supporting academic success for students with dyslexia. Dyslexia is a common learning disorder that affects the acquisition and processing of written language, making it challenging for individuals to read, write, and spell proficiently. By examining examples from academic works and investigations worldwide, this article intends to shed light on diverse interventions that have shown promising results in addressing the needs of dyslexic students. The findings will provide valuable insights for educators, parents, and policymakers interested in implementing evidence-based strategies to enhance academic outcomes and overall well-being for individuals with dyslexia.

Key words: dyslexia, academic success, research-based interventions, learning disorder, evidence-based strategies

Аннотация:

Цель данной статьи - рассмотреть и проанализировать научно обоснованные вмешательства, которые доказали свою эффективность в поддержке академических успехов студентов с дислексией. Дислексия - это распространенное расстройство обучения, которое влияет на усвоение и обработку письменной речи, затрудняя чтение, письмо и правописание. Рассматривая примеры из научных работ и исследований, проведенных в разных странах мира, эта статья призвана пролить свет на различные виды вмешательства, которые показали многообещающие результаты в удовлетворении потребностей учащихся с дислексией. Полученные

результаты помогут педагогам, родителям и политикам, заинтересованным во внедрении научно обоснованных стратегий для улучшения успеваемости и общего благополучия людей с дислексией.

Ключевые слова: дислексия, академический успех, научно обоснованные вмешательства, расстройство обучения, научно обоснованные стратегии

Dyslexia is a condition that affects the brain's ability to learn, leading to challenges in reading, spelling, writing, and language processing. It can impact people of different ages and have significant effects on academic achievements, self-confidence, and overall well-being.

An instance of dyslexia often involves challenges with phonological processing. Phonological processing refers to the capacity to perceive, recognize, and manipulate individual sounds (phonemes) present in spoken language. People with dyslexia may face difficulties in associating sounds with letters or understanding the connections between speech sounds and written language. For instance, they might find it challenging to blend sounds together to create words or to break down words into their individual sounds.

Another example of dyslexia is poor decoding skills. Decoding involves being able to break down a written word into its component sounds and matching them to corresponding letters. Individuals with dyslexia may experience challenges in accurately and quickly identifying individual letters, associating them with their corresponding sounds, and blending those sounds together to read words fluently.

Furthermore, poor reading comprehension is often observed in individuals with dyslexia. Even if they are able to decode words, they may face difficulties in understanding and retaining the meaning of the text they have read. This can impact not only their academic performance but also their ability to comprehend instructions, follow directions, and engage in higher-level cognitive tasks.

It is important to note that dyslexia varies in severity and can present differently in each individual. Some individuals may show mild symptoms and may be able to compensate for their difficulties through various strategies and accommodations. Others may require more intensive support and specialized interventions to overcome their challenges.

In conclusion, dyslexia is a complex learning disorder that affects reading, spelling, writing, and language processing skills. It can manifest in different ways, such as difficulties with phonological processing, decoding skills, and reading comprehension. By understanding the nature of dyslexia, educators and professionals can provide appropriate interventions and support to individuals with dyslexia, helping them reach their full potential.

Research in the field of education has shown that implementing evidence-based interventions can greatly enhance students' academic performance and overall achievement.

One of the primary reasons research-based interventions are crucial is because they provide educators with reliable and validated strategies to address specific academic challenges faced by students. These interventions are developed based on rigorous scientific investigation, ensuring that they are effective and yield positive outcomes.

Research-based interventions also help in identifying the most appropriate instructional methods for different learners. Students have diverse learning styles and needs, and by utilizing research-backed interventions, educators can customize their teaching approaches to meet these individual requirements. This personalized approach facilitates better understanding, engagement, and knowledge retention among students.

Furthermore, research-based interventions contribute to the continuous improvement of educational practices. By evaluating the effectiveness of various interventions, researchers can identify what works best and develop evidence-

based guidelines for education professionals. As a result, the field of education evolves, and educators can refine their teaching methodologies for optimal student success.

Moreover, research-based interventions play a significant role in enhancing educational equity. They can assist in closing the achievement gap by identifying effective strategies to support students from underserved populations or those who face unique challenges. These interventions focus on providing targeted support and resources, ensuring that all students have an equal opportunity to thrive academically.

Lastly, research-based interventions promote data-driven decision-making in education. Through research, educators can collect and analyze data on student performance, instructional methods, and intervention outcomes. This data helps educators make informed decisions about implementing interventions that are most likely to yield positive results.

Overall, research-based interventions are essential for supporting academic success. They provide evidence-based strategies, promote personalized learning, contribute to the improvement of educational practices, enhance educational equity, and foster data-driven decision-making. As a master degree student, recognizing the value of research-based interventions is crucial for effective teaching and ultimately helping students achieve their full academic potential.

As a student, conducting a review and analysis of examples from academic works and investigations can provide valuable insights into various educational methodologies. Now, I will explore four different areas relevant to reading instruction and intervention: multisensory reading instruction, assistive technology, mindfulness-based interventions, and phonological awareness training.

Multisensory reading instruction is an approach that recognizes the importance of engaging multiple senses in the learning process. Two notable examples within this approach are the Orton-Gillingham Approach and structured

literacy programs. The Orton-Gillingham Approach is a systematic and cumulative method that incorporates visual, auditory, kinesthetic, and tactile elements to teach reading, spelling, and writing skills. It focuses on teaching phonetics, phonology, and morphology in a structured manner. On the other hand, structured literacy programs, such as Wilson Reading System or Language! Live, provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension to students struggling with reading difficulties.

Assistive technology plays a crucial role in supporting students with reading challenges. Text-to-speech software allows written text to be converted into spoken words, which can aid individuals with reading disabilities or visual impairments. This technology helps students access and comprehend texts more effectively. Speech-to-text software, on the other hand, converts spoken words into written text, assisting students who struggle with writing or have difficulties with fine motor skills. These assistive technologies can enhance students' independence and remove barriers to learning.

Mindfulness-based interventions have gained attention in education for their potential to improve focus, reduce stress, and enhance overall well-being. Meditation and breathing exercises are key components of mindfulness-based interventions. By teaching students to pay attention to the present moment without judgment, mindfulness practices promote self-regulation and resilience. Additionally, stress reduction techniques, such as progressive muscle relaxation or guided imagery, aim to lower anxiety levels, potentially improving students' cognitive performance and emotional well-being.

Phonological awareness training is a method of helping students improve their ability to identify and manipulate individual sounds in spoken language. This skill is crucial for reading and spelling success. Rhyme and sound recognition activities are often used to enhance phonological awareness. Through exposure to words that rhyme and by identifying the different sounds at the beginning, middle, and end of words, students gain a better grasp of how sounds work in words.

Phonemic awareness exercises also play a role in strengthening phonological abilities by focusing on isolating, blending, segmenting, and manipulating individual speech sounds within words.

Overall, this review and analysis of examples from academic works and investigations highlight various approaches related to reading instruction and intervention. Multisensory reading instruction, assistive technology, mindfulness-based interventions, and phonological awareness training provide diverse strategies to support students' reading development. These approaches address students' individual needs, promoting inclusive and effective educational practices. Further research and implementation of these approaches are essential to improve literacy outcomes for all students.

As a student, conducting a discussion and synthesis of findings related to interventions for dyslexic students is an essential task. In this process, it is crucial to compare different interventions in terms of their effectiveness and suitability for dyslexic students.

A comparative analysis can involve exploring various interventions that have been implemented to support dyslexic students, such as phonics-based programs, multi-sensory approaches, assistive technology, and individualized tutoring. By examining the outcomes and impact of each intervention, one can assess their effectiveness and consider their suitability for different dyslexic students.

In addition to comparing interventions, it is important to identify key factors that contribute to intervention success. This may involve analyzing studies or reports that highlight specific elements or strategies associated with positive outcomes. For example, research might indicate that interventions that incorporate explicit instruction, structured practice, and frequent feedback tend to yield better results for dyslexic students.

One significant finding in this discussion and synthesis might emphasize the importance of personalized and targeted approaches for academic support.

Dyslexic students have unique needs, strengths, and learning styles. Therefore, it is beneficial to tailor interventions according to individual requirements. Personalized approaches may include assessment of specific areas of difficulty, individualized goal-setting, and ongoing monitoring of progress.

Furthermore, targeted approaches involve providing interventions that directly address the specific challenges faced by dyslexic students. For instance, interventions targeting phonological awareness, decoding skills, reading fluency, and reading comprehension can be effective in improving academic performance. By considering the specific needs of dyslexic students, educators and support staff can design interventions that provide targeted support and promote success.

In summary, as a student discussing and synthesizing findings related to interventions for dyslexic students, it is crucial to compare the effectiveness and suitability of various interventions, identify key factors contributing to intervention success, and emphasize the importance of personalized and targeted approaches for academic support. By carefully analyzing research and evidence, one can gain a comprehensive understanding of how to best support dyslexic students in their educational journey.

In conclusion, dyslexia is a complex learning disorder that affects various aspects of language processing and academic performance. Individuals with dyslexia may struggle with phonological processing, decoding skills, and reading comprehension. However, with the implementation of evidence-based interventions, educators can provide targeted support to help students overcome these challenges and reach their full potential.

Research-based interventions are crucial in providing educators with reliable strategies that have been scientifically validated for addressing specific academic difficulties. These interventions are developed through rigorous investigation, ensuring their effectiveness and positive outcomes. By utilizing these interventions, educators can tailor their teaching approaches to meet the individual

needs and learning styles of their students, leading to better understanding and engagement in the classroom.

Moreover, research-based interventions contribute to the continual improvement of educational practices. Through evaluating the effectiveness of various interventions, researchers can identify best practices and develop evidence-based guidelines for educators. This ongoing process of refinement allows educators to continuously improve their teaching methodologies, resulting in optimal student success.

Ultimately, by understanding the nature of dyslexia and implementing evidence-based interventions, educators and professionals can provide the necessary support and accommodations for individuals with dyslexia to thrive academically and enhance their overall well-being. By investing in research and incorporating evidence-based practices, we can make significant strides in empowering individuals with dyslexia and ensuring that they receive the education they deserve.

REFERENCES:

1. Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning.
2. Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). Learning disabilities: from identification to intervention.
3. National Center for Learning Disabilities. (n.d.). Dyslexia and reading difficulties.
4. National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel.
5. Shaywitz, B. A., & Shaywitz, S. E. (2008). The neurobiology of reading and dyslexia.

6. Shaywitz, S. (2003). Overcoming dyslexia: A new and complete science-based program for reading problems at any level.

7. Snowling, M. J. (2000). Dyslexia.

8. Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Alexander, A. W., Conway, T. W., & Garvan, C. L. (1997). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction.

9. Vaughn, S., Linan-Thompson, S., Hickman, P., & Kouzekanani, K. (2003). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems.