

Dyslexia: Causes and Effects in Children

Werlea Macchi*

Department of ENT, Lagos State University Teaching Hospital, Lagos, Nigeria

DESCRIPTION

Dyslexia is a broad term for a common learning impairment in which a person's reading skills are reduced due to trouble identifying spoken sounds and how those sounds connect to letters and words. Particular reading difficulty is another name for this issue. Children with dyslexia struggle to recognize root words, making it difficult for them to establish the order in which letters should appear in words. Children with dyslexia may have normal eyesight and cognitive abilities, allowing the illness to go unrecognized and misdiagnosed far into adolescence and even adulthood. Most dyslexic children may succeed in school if they get emotional support, tutoring, and educational programs that are customized to their requirements. Dyslexia is diagnosed based on cognitive, psychological, educational, medical, speech, and linguistic evaluations. This disorder is addressed by educational programs that teach word recognition skills.

Experts now believe that hearing issues, rather than visual impairments, are the primary causes of reading challenges. The capacity to discriminate, blend, memorize and analyze sounds is impaired, which might impact written word comprehension and creation. The specific origin of dyslexia is unknown; however, the disorder is likely to run in families. To that end, dyslexia appears to be a hereditary disorder, with children who have a family history of learning and reading problems being more likely to acquire dyslexia than children who do not have a family history. Other variables that may contribute to the severity of the condition have also been discovered. Six separate genes, for example, have been discovered to potentially raise an individual's chance of dyslexia. Four of these genes are known to be involved in neuronal migration, an early stage of brain formation that leads to the establishment of specialized brain regions. The capacity to grasp how words are made up of smaller units of sound, or "phonemes," is referred to as phonological processing. People have an inherent ability to recognize words as babies, which aids in language acquisition. However, these words are frequently identified as a single sound rather than as a

collection of component sounds. For example, the word "refrigerator" will be recognized as having a certain sound and will not need to be broken down into the components "re," "fri," "ger," and "ator" for the child to grasp. However, this is not the case when a child is learning to read or write. Reading and writing skill development is dependent on phonological processing, which is described as a child's capacity to identify letters, assemble them into phonemes, and uses those phonemes to build or interpret a word. According to brain scans, the etiology of dyslexia is a decreased capacity to interpret words in this manner owing to changes in the development and function of particular areas of the brain. Dyslexia cannot be cured. Some of the therapies available to help persons with dyslexia are intended to improve how they manage the disease while also providing strategies for them to improve their reading and writing abilities. A teacher who has received training in educating dyslexic children uses a variety of tactics to assist the kid in improving their reading abilities. The strategies often involve assisting the infant in developing their senses of touch, hearing, and vision. For example, some children discover that tracing the outline of a letter with their finger allows them to process data more effectively.

CONCLUSION

According to a recent collaborative study by UC San Francisco neuroscientists from the UCSF Dyslexia Center and the UCSF Memory and Aging Center, children with dyslexia had more emotional reactivity than children without dyslexia. Children with dyslexia who watched highly emotional movies had larger physiological and behavioral responses than children without dyslexia. Higher emotional reactivity was associated with increased connection in the brain's salience network, a system that facilitates emotion creation and self-awareness. The findings extend current understandings of normal dyslexia and imply that the condition is far more nuanced than merely a lack of reading abilities, lending credence to the rising recognition that dyslexia is frequently coupled with latent interpersonal strengths.

Correspondence to: Dr Werlea Macchi, Department of ENT, Lagos State University Teaching Hospital, Lagos, Nigeria, E-mail: welea.macchi@univ.com

Received: 03-Feb-2022, Manuscript No. JCDSHA-22-18033; **Editor assigned:** 08-Feb-2022, PreQC No. JCDSHA-22-18033 (PQ); **Reviewed:** 22-Feb-2022, QC No. JCDSHA-22-18033; **Revised:** 01-Mar-2022, Manuscript No. JCDSHA-22-18033 (R); **Published:** 08-Mar-2022, DOI: 10.35248/2375-4427.22.10.219.

Citation: Macchi W (2022) Dyslexia: Causes and Effects in Children. *Commun Disord Deaf Stud Hearing Aids*. 10: 219.

Copyright: © 2022 Macchi W. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.