

## Chapter 3

# How Does Dyslexia Influence Literacy?

### ABSTRACT

*The approaches to dyslexia and reader skills were modelled hand in hand with the development of the knowledge in medicinal and pedagogical disciplines alike. The authors bring a short overview of them. The current knowledge is reflected in the support and intervention regarding reader skills. The recognition of the processes in the different phases of reader skill development is important mainly to prevent side effects of the experience of failure for child and adolescent and also to support strategy for improving reader competencies. In time, recognition of the barriers in the process of reading and the following intervention is the requirement for successful management of the school work and education. The variability and complexity of the reader's problems are supported by the life stories of the individuals with dyslexia published in the Community Zone of the Literacy Portal. These stories are analyzed based on the barriers creating reading problems in life and based on the strategies helping to overcome these barriers.*

### INTRODUCTION

This chapter focuses on describing some of the approaches towards dyslexia, what dyslexia is, and how it manifests. It describes all that is necessary to handle reading and what processes occur in the brain. Later on, the authors analyze 34 life stories of the people with dyslexia, which were posted in the

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community zone of the Literacy portal (Literacy, 2017). The life stories are reviewed based on two criteria. First is, what barriers introduce the problems with reading caused by dyslexia. Second is, what strategies they use to help them overcome these barriers.

In the previous chapter, the authors dealt with reading problems in terms of inclusion and quality of life. In this chapter, the authors focus on the risks and barriers to literacy that dyslexia causes. The importance of literacy for an active life in the 21st century is clear. Literacy is one of the crucial skills for **information transfer**. Reading problems must, therefore, be addressed not only in childhood as in the period of early education but also in adulthood through formal and informal learning using different levels of support and guidance. Problems with reading skills are mainly caused by people with **dyslexia**. They are reflected in all areas of reading and affect the reading technique, reading comprehension and often text reproduction. It places a greater or lesser obstacle to learning and education. Problems vary in magnitude depending on the degree of the disorder. A learning process in education entails learning through writing. Therefore, the limited reading ability, which is the main manifestation of dyslexia, significantly limits learning at any age. People with dyslexia encounter problems with reading techniques and reading comprehension all through adulthood. They also have to spend much more effort on reading than others, which slows down their pace of working with text.

## **DYSLEXIA**

First mentions of dyslexia had appeared since the mid-19th century when it was referred to as verbal blindness. However, it was the American pediatric psychiatrist Samuel Torrey Orton (1879–1948) who was also of decisive importance for the research, diagnosis and correction of dyslexia (specific reading disorders), whose name is also borne by the largest and most important dyslexia organization. It states that the term “dyslexia” was coined by Rudolf Berlin in 1887, a precise definition of eluded professionals for more than one hundred years. The first mention of dyslexia problems can be found in Czech literature by A. Heveroch in 1904. Although he did not use the term dyslexia, he described the case of a pupil in whom the ability to learn to read and write was stunted because there were no preconditions for it (Heveroch,

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