

Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education

Volume 1 | Number 1

Article 3

2023

Why Teachers Feel Unprepared to Address the Social and Emotional Needs of Students with Dyslexia

Darlene Breaux
Insight Ed Consulting

Follow this and additional works at: <https://digitalcommons.acu.edu/deie>



Part of the [Disability and Equity in Education Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Breaux, D. (2023). Why Teachers Feel Unprepared to Address the Social and Emotional Needs of Students with Dyslexia. *Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education*, 1(1).

Retrieved from <https://digitalcommons.acu.edu/deie/vol1/iss1/3>

This Article is brought to you for free and open access by Digital Commons @ ACU. It has been accepted for inclusion in *Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education* by an authorized editor of Digital Commons @ ACU.

Dyslexia is a learning difficulty that can affect 20% of the U.S. population as a whole and represents 80% to 90% of all those with a learning disability (Yale Center for Dyslexia and Creativity, 2017). The Yale Center for Dyslexia and Creativity also reported that of all neurocognitive disorders, dyslexia is the most common. The Texas Education Agency reported that 194,214 of the state's 5.4 million students have dyslexia, a learning disability. Most of the students with dyslexia in Texas attend both public and charter schools (Texas Education Agency, 2019a). In an average general education classroom in a Texas public school, the student-to-teacher ratio in kindergarten to fourth grade is 22:1. The general education teacher can expect to have between one to four students who are dyslexic, whether or not the students have been diagnosed with dyslexia (Texas Education Agency, 2017).

Dyslexia has been linked to depression, anxiety, low self-esteem, and other mental health issues that persist even into adulthood (Siddique & Ventista, 2018). Although legislators in the state of Texas have found a renewed focus on the social-emotional well-being and safety of all students, it is critically important for legislators, policymakers, and educational leaders to further explore the psychological consequences of dyslexia and to determine how public-school leaders can better identify and support the mental health of dyslexic students and provide needed training and support to teachers.

Background of the Study

In recognition of the likelihood that up to 20% of the students in any elementary general education classroom might have dyslexia (Yale Center for Dyslexia and Creativity, 2017), the 86th Texas Legislature used House Bill 3 in 2019 to allocate funding for the identification and treatment of dyslexia for Texas students in both public and charter schools. House Bill 3 (86th

Tex. Legis., 2019 Reg. Sess., 2019) was built upon the findings of the Interim Committee on Dyslexia and Related Disorders Working Group (2011) that called for professional development funding. This funding was estimated to top \$100 million a year.

Students with dyslexia have been the recipient of negative attitudes from teachers who label them as lazy, bully them, and make these students believe they are not competent learners (Burden, 2008; Doikou-Avlidou, 2015; McNulty, 2003; Pitt & Soni, 2018; Yildiz et al., 2012). Additionally, students with dyslexia undergo bullying and verbal abuse from peers (Pitt & Soni, 2018). Students with dyslexia simultaneously struggle with both literacy acquisition and poor self-esteem and undergo social-emotional difficulties in school (Cameron, 2016; Doikou-Avlidou, 2015; International Dyslexia Association, 2017a; Jordan & Dyer, 2017; Pitt & Soni, 2018; Schultz, 2013) that decrease the likelihood for experiencing academic successes such as attending and graduating from college (Siddique & Ventista, 2018). Consequently, students with dyslexia become more likely to engage in criminal activity and to have health problems, drug addiction, and mental health challenges (Siddique & Ventista, 2018).

General education teachers receive sporadic, and sometimes inaccurate, training and information for teaching students with dyslexia (Acheampong et al., 2019; Shoulders & Krei, 2016; Sicherer, 2014; Washburn et al., 2013; Worthy et al., 2016, 2018). As a result, teachers are inadequately prepared and have little efficacy to teach these students (Shoulders & Krei, 2016). The benefits of appropriate and effective professional development were highlighted by Scott-Beale (2016). Teachers who are competent in developing the social-emotional skills of students with dyslexia have been represented as: (a) committed, (b) facilitative of positive peer interaction, (c) behavior modelers, (d) collaborative with fellow teachers, (e) focused on students' strengths, and (f) producers of safe and supportive environments (Scott-Beale, 2016).

Scott-Beale posited these processes benefited students with dyslexia who were at higher risk of experiencing depression, low self-esteem, anxiety, and other mental health challenges. Dyslexia has historically been regarded as a cognitive deficit (International Dyslexia Association, 2017a). However, dyslexic students experience concurrent mental health symptoms that include anger, depression and anxiety, lack of motivation, or low self-esteem (Doikou-Avlidou, 2015; Pitt & Soni, 2018; Siddique & Ventista, 2018). These symptoms of anxiety, depression, anger, and low self-esteem affect students' ability to benefit from educational interventions (Casserly, 2013; Ernst & Young LLP [EY], 2018; Ruzek et al., 2016). Therefore, the Texas Education Agency (2018) required education service centers and school districts to provide general education teachers with training about dyslexia and teachers to engage in ongoing professional development to meet the needs of students with dyslexia.

Intersectionality of Race and Socioeconomic Status

Urban school environments are plagued with a plethora of social, economic and political issues that negatively affect the educational outcomes of their students (e.g. African American (Black), Latinx, Native American) stemming from extensive economic challenges these families face (Massey et al., 2014). Welsh and Swain (2020) share that urban schools face multifaceted issues such as aging facilities, racial segregation, low economic status (poverty), overcrowding, low achievement scores, and the lack of access to highly qualified personnel. One can assume that the challenges these urban schools face have may influence the teaching and learning experiences of the students on those campuses not to exclude those who have been identified as special needs or a student with a disability.

Research has been clear on the overrepresentation of Black students in the Special Education (SPED) population in public schools (Ladson-Billings, 1995; Massey, Warrington &

Holmes, 2014; Annamma et al., 2018; Farkas et al., 2020). Furthermore, Sullivan and Bal (2013) shared that although decreased by poverty, race remained significant in predicting SPED status specifically Specific Learning Disability (SLD) in black students. An issue that was identified was that in cases where students were exhibiting characteristics of dyslexia their needs were addressed under the SPED category. This is problematic as the ability to access intervention and support specifically for dyslexia has historically been accessed by students coming from a wealthier socioeconomic background while Black learners have received intervention under the general category of SLD and have had to rely upon federal, local, and state support (Hanford, 2020; Johnston, 2019; Kirby, 2020; Sandman-Hurley, 2020). It is important to understand that an IEP for a SLD is much different than having an education learning plan that addresses the specific learning deficits identified in a dyslexia evaluation (Phillips & Odegard, 2017).

There is a high per pupil spending amount attached to students with dyslexia which may explain why students that come from a wealthier more privileged background are able to access the services of skilled dyslexia specialists outside of the school setting that is often not available to students being educated in an urban school where these services are not readily available (Hanford, 2017; Sandman-Hurley, 2020). Black children and their families must rely upon the resources provided by their educational institutions and on the skillset of the educators which for students with dyslexia are often underserved or overlooked altogether (Annamma et al., 2018).

Statement of Problem

Decades' worth of research demonstrated the negative effect of dyslexia on children's self-concept and self-esteem (Carawan et al., 2016; Fives, 2016; Moin, 2017; Schultz, 2013). Additional research findings showed the longer-lasting impact that extends into adulthood (Doikou-Avliidou, 2015; IDA, 2017b; Pitt & Soni, 2018; Siddique & Ventista, 2018).

Longitudinal research findings indicated that children having social-emotional difficulties in school are less likely to experience academic success; less likely to attend and graduate from a postsecondary institution; more likely to engage in criminal activity; and at a higher risk of health problems, such as drug addiction, depression and other mental health challenges (Siddique & Ventista, 2018). Even though general education teachers must attend professional development to learn how to meet the needs of children with dyslexia, there was a gap between the training provided about dyslexia to general education teachers and the teachers' learning needs (Knight, 2018; Sorano-Ferrer et al., 2016; Worthy et al., 2018). Doikou-Avlidou, (2015), Jordan and Dyer (2017), and Knight called for conducting research with general education teachers to explore what these teachers know about dyslexia and the social and emotional implications of dyslexia among students, as well as their practices toward children with dyslexia in their classrooms.

Purpose of the Study

The purpose of this qualitative descriptive study was to explore elementary general education teachers' perceptions regarding the dyslexia training they received for addressing the social and emotional needs of children with dyslexia in their classrooms. I applied a research design of qualitative descriptive and conduct interviews to collect information from elementary general education teachers about their perceptions about the dyslexia training they received for addressing the social and emotional needs of students with dyslexia. The qualitative descriptive design was particularly appropriate for sharing the perspectives and experiences of the elementary general education educators expected to address and provide support for the cognitive, social, and emotional needs of the dyslexic students in their inclusive classrooms.

The inclusion criteria were elementary general education teachers of students in Grades 1 through 4 who report having children with dyslexia in their classrooms. The participants of the study were selected from a population of elementary general education teachers who teach in first through fourth-grade classrooms located in the southeast region of Texas who report having participated in dyslexia professional development training.

CASEL's Social and Emotional Learning Conceptual Framework

The conceptual framework guiding this study was the five core competencies for social and emotional learning developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Social and emotional learning as defined by CASEL is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2020b, para. 1). The five core competencies include the following: (a) self-management, (b) self-awareness, (c) relationship skills, (d) social awareness, and (e) responsible decision making. These skills provide a foundation for long-term successes, such as positive social behaviors, less emotional distress, improved peer relationships, fewer problems with conduct, and improved academic performance (Durlak et al., 2011).

Research Questions

The following questions guided the exploration of elementary general education teachers' perceptions about the training they received for addressing the social and emotional needs of children with dyslexia in their classrooms:

RQ1: How do elementary general education teachers perceive the dyslexia training they received for addressing the self-awareness needs of students with dyslexia?

RQ2: How do elementary general education teachers perceive the dyslexia training they received for addressing the self-management needs of students with dyslexia?

RQ3: How do elementary general education teachers perceive the dyslexia training they received for addressing the social awareness needs of students with dyslexia?

RQ4: How do elementary general education teachers perceive the dyslexia training they received for addressing the relationship skills needs of students with dyslexia?

RQ5: How do elementary general education teachers perceive the dyslexia training they received for addressing the responsible decision-making needs of students with dyslexia?

Data Collection

I used a qualitative one-on-one semi structured interview method conducted virtually through Zoom. The interview questions were open-ended to allow the participants to reflect on their beliefs, experiences, and practices in the classroom. The reflective nature of the questions enabled the participants to contemplate their experiences and provide full explanations related to their perceptions and experiences. All data, whether from introductory questions, planned questions, or follow-up questions, were coded. The data were grouped together within their common codes for ease of understanding the data, as presented by all participants. Additionally, I sorted between responses by interview questions for examining each participant's statement within the context of a specific question I had asked. These descriptions ranged from words or phrases to sentences that communicated or summarized the statements from the participants. This data-in-context understanding enabled me to ascertain the answers to the research questions as I moved codes as part of axial coding into the categories that were based on the open codes. Axial coding represented Level 2 coding. Axial coding led to common themes among the participants' data for forming collective themes that were common across all participants. I

examined each participant’s responses across all CASEL’s five core competencies to determine how many of the core competencies aligned to each of the research questions designed for addressing the dyslexia professional development training the participants attended.

Themes for answering each research question emerged and categorized by self-awareness (RQ1), self-management (RQ2), social awareness (RQ3), relationship skills (RQ4), and responsible decision making (RQ5) based on the respective five research questions. The themes seen in Table 4 were developed after several iterations after reviewing the participant-interview data.

Table 1

Emerg ed Themes for Participant Interviewees

CASEL Competencies	Themes
RQ1: Self-Awareness	<ul style="list-style-type: none"> • Self-awareness was not addressed • Used skills learned in other professional development to address self-awareness competency
RQ2: Self-Management	<ul style="list-style-type: none"> • Self-management was not addressed • Used skills learned in other professional development to address the self-management competency
RQ3: Social Awareness	<ul style="list-style-type: none"> • Social awareness was not fully addressed • Used skills learned in other professional development to address the social awareness competency
RQ4: Relationship Skills	<ul style="list-style-type: none"> • Relationship skills were not addressed • Used skills learned in other professional development to address the relationship skills competency
RQ5: Responsible Decision Making	<ul style="list-style-type: none"> • Responsible decision-making was not addressed • Used skills learned in other professional development to address the responsible decision-making competency

Overarching Finding

The theme of *dyslexia training needs to be revamped* emerged during data analysis. The 10 teachers offered information regarding what changes they thought were needed to improve

the professional development training they received for addressing the social and emotional needs of their students with dyslexia.

Discussion of the Theme for Dyslexia Training is Missing the Five Competencies

The participants' collective responses revealed that CASEL's Five Core Competencies of Social and Emotional Learning were not addressed in the dyslexia professional development training that the participants attended. The data reflected the dyslexia professional development training mainly focused on identifying characteristics of dyslexia and the referral process.

Conclusion to the Discussion and Interpretation of Findings

In sum, each of the five research questions yielded the same finding, which was the social and emotional learning competency identified in that research question was not addressed in the dyslexia training any of the 10 participants attended. The findings for all five research questions support previous conclusions that general education teachers only receive sporadic, and sometimes inaccurate training and information for teaching students with dyslexia (Acheampong et al., 2019; Shoulders & Krei, 2016; Sicherer, 2014; Washburn et al., 2013; Worthy et al., 2016, 2018). Nine of the teachers reported transferring the knowledge they gained in other professional development opportunities to their efforts to meet the social and emotional learning needs of students with dyslexia.

Implications for Policy and Practice

The findings have implications for examining Texas policy and practice in professional development training. The state is encouraged to evaluate current dyslexia policy and determine if mentioning the social and emotional learning needs of students with dyslexia is adequate for training general education teachers who need to meet those needs in their students. The state may choose to redesign the dyslexia training requirements for general education teachers to provide

them with specific skills and strategies to meet the social and emotional learning needs of students with dyslexia. Each type of implication is discussed in this section.

Without a dyslexia policy that requires teachers to benefit from the integration of social and emotional learning curriculum components within dyslexia professional development training, general education teachers may be unlikely to have the skills to meet their dyslexic students' social and emotional needs.

The following framework has emerged from the findings. Each of CASEL's five core competencies of social and emotional learning could be used as anchors for the dyslexia training curriculum. The framework is presented according to each CASEL core competency. Each competency could represent a single training session module. There would be a total of six training sessions that could occur over a multiday training event or with each competency presented in a separate module that could be delivered online with teachers at their convenience. Each module could be presented factually, and then application opportunities could be incorporated through activities, coaching, and constructive feedback. Module content could be reinforced on an ongoing basis with teachers through instructional coaching that involved opportunities to observe teachers who have created socially and emotionally supportive classrooms. It is important to note the principles and procedures mentioned in this framework would need further study to determine its level of effectiveness.

Module 1: Learner Development

This module offers the basic information about dyslexia.

1.1 What is Dyslexia

1.2 The History of Dyslexia

1.3 The Evolution of the Definition of Dyslexia

1.4 The Social and Emotional Learning Needs of Students with Dyslexia

1.5 State Law and Training Requirements

Module 2: Identification and Screening

This module provides more in-depth information about dyslexia and the social-emotional needs of students.

2.1 Characteristics of Dyslexia

2.2 Examining the Social and Emotional Needs of Students with Dyslexia

2.3 Review of the Identification, Intervention, and Support of Students at Risk of
Dyslexia as Outlined in the Dyslexia Handbook

2.4 Testing Timeline

2.5 504 and Special Education

Module 3: Content

This module delves more fully into the core competencies by CASEL for providing opportunities for general education teachers to practice the new learning in simulated exercises and receive feedback from coaches about their actions during the simulations.

3.1 Pre-Service and Continuing Education Credit Requirements

3.2 CASEL's Five Core Competencies of Social and Emotional Learning

3.3 Social and Emotional Learning Exemplar Lessons with Exercises

3.3 Student Self-Advocacy Skills

Module 4: Instruction and Support

This module involves aligning multi-sensory instruction with the Section 504 and special education procedures included in dyslexia policy for how to teach and apply accommodations and support with students.

4.1 Multi-sensory instruction

4.2 504 Service (accommodations, modification, and dyslexia intervention)

4.3 Special Education services

Module 5: Engaging Parents

This module provides guidance to teachers who need to empower parents and provide support to them for their students with dyslexia.

5.1 Parent Dyslexia Awareness Training

5.2 Parent Communication and Building Supportive and Collaborative Relationships

5.3 Parent Awareness Training Regarding the Social and Emotional Needs of Children with Dyslexia

5.4 How to Support Self Advocacy Skills

Module 6: Student Reflections

This module provides added guidance from students' perspectives to provide teachers with the opportunity to empathize with students in addition to providing further hands-on applications of the strategies taught in the previous modules.

6.1 Dyslexia Simulation Activities

6.2 Social and Emotional Learning Needs Based on the Perspectives of Students with Dyslexia

Nine of the 10 participants reported they were currently utilizing training that had not been specifically directed at meeting the social and emotional needs of students with dyslexia within their general education classrooms. Some of the general education teacher participants mentioned seeing dyslexia training being offered by their districts, but stated the training was geared to dyslexia specialists and special education teachers. Consequently, a training program

that follows a multimodule framework could reduce general education teachers' need to find other avenues of information for supporting their students with dyslexia.

Therefore, a multimodule framework that focuses on how to meet the social and emotional needs of students with dyslexia could enable general education teachers to gain confidence. Moreover, this framework could provide professional development providers with a road map to ensure teachers' needs are met when addressing social and emotional learning in students with dyslexia. Once properly evaluated for its effectiveness, this framework could be used for designing dyslexia professional development or be embedded within other professional development opportunities, including preservice general education training and certification programs. The findings of this study demonstrate the disconnect between the available dyslexia training experienced by 10 general education teachers in Texas and CASEL's five core competencies of social and emotional learning. Additionally, the findings of this study may have implications for a directional shift in the way that dyslexia professional development training is offered.

Conclusion

Based on the findings, efforts should be made by the developers of dyslexia professional development training to: (a) ensure the social and emotional learning needs of students with dyslexia are addressed in the training; (b) offer teachers the skills and strategies needed to develop the social and emotional learning skills of their students, and (c) consider integrating dyslexia topics within the professional development training used in other content areas rather than in isolation so all teachers have ongoing access to the information. This change could provide a positive impact for teachers and ultimately students because teachers who are competent in developing the social-emotional skills of students with dyslexia are committed,

facilitative of positive peer interaction, likely to model behavior, collaborative with fellow teachers, focused on students' strengths, and producers of safe and supportive environments (Scott-Beale, 2016).

References

86th Tex. Legis., 2019 Reg. Sess. (2019). *House Bill 3*.

<https://legiscan.com/TX/text/HB3/id/1982499>

Acheampong, E., Yeboah, M., Anokye, R., Adusei, A. K., Naadutey, A., & Afful, B. F. (2019).

Knowledge of basic school teachers on identification and support services for children with dyslexia. *Journal of Indian Association for Child & Adolescent Mental Health*, 15(2), 86–101. <http://www.jiacam.org/1502/april2019.html>

Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability critical race theory: Exploring the intersectional lineage, emergence, and potential futures of DisCrit in education.

Review of Research in Education, 42(1), 46-71.

<https://doi.org/10.3102/0091732x18759041>

Burden, R. (2008). Is dyslexia necessarily associated with negative feelings of self-worth? A review and implications for future research. *Dyslexia*, 14(3), 188–196.

<https://doi.org/10.1002/dys.371>

Cameron, H. E. (2016). Beyond cognitive deficit: The everyday lived experience of dyslexic students at university. *Disability and Society*, 32(2), 232–239.

<https://doi.org/10.1080/09687599.2016.1152951>

Carawan, L. W., Nalavany, B. A., & Jenkins, C. (2016). Emotional experience with dyslexia and self-esteem: The protective role of perceived family support in late adulthood. *Aging & Mental Health*, 20(3), 284–294. <https://doi.org/10.1080/13607863.2015.1008984>

- Casserly, A. M. (2013). The socio-emotional needs of children with dyslexia in different educational settings in Ireland. *Journal of Research in Special Education Needs*, 13(1), 79–91. <https://doi.org/10.1111/j.1471-3802.2011.01227.x>
- Collaborative for Academic, Social, and Emotional Learning. (2020b). *What is SEL*. <https://casel.org/what-is-sel/>
- Doikou-Avliidou, M. (2015). The educational, social and emotional experiences of students with dyslexia: The perspective of postsecondary education students. *International Journal of Special Education*, 30(1), 132–145. <https://files.eric.ed.gov/fulltext/EJ1094794.pdf>
- Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Weissberg, R. P., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Ernst & Young LLP. (2018). *The value of dyslexia: Dyslexic strengths and the changing world of work*. [https://www.ey.com/Publication/vwLUAssets/EY-The-value-of-dyslexia/\\$FILE/EY-The-value-of-dyslexia.pdf](https://www.ey.com/Publication/vwLUAssets/EY-The-value-of-dyslexia/$FILE/EY-The-value-of-dyslexia.pdf)
- Farkas, G., Morgan, P. L., Hillemeier, M. M., Mitchell, C., & Woods, A. D. (2020). District-level achievement gaps explain Black and Hispanic overrepresentation in special education. *Exceptional Children*, 86(4), 374-392. <https://doi.org/10.1177/0014402919893695>
- Fives, A. (2016). Modeling the interactions of academic self-belief, frequency of reading at home, emotional support, and reading achievement: An RCT study of at-risk early readers in first grade and second grade. *Reading Psychology*, 37(3), 339–370. <https://doi.org/10.1080/02702711.2015.1055870>

- Hanford, E. (2020, February 5). American schools are failing students with dyslexia: What can we do about it? District Administration. <https://districtadministration.com/american-schools-are-failing-students-withdyslexia-what-can-we-do-about-it/>
- Hanford, E. (2017). How American schools fail kids with dyslexia. Hard to Read | APM Reports. <https://www.apmreports.org/episode/2017/09/11/hard-to-read>
- Interim Committee on Dyslexia and Related Disorders Working Group. (2011). *Report relating to the screening and treatment for dyslexia and related disorders of students enrolled in a public school*. <https://senate.texas.gov/cmtes/81/c804/c804.InterimReport81.pdf>
- International Dyslexia Association (IDA). (2017a). *Dyslexia in the classroom: What every teacher needs to know* [Handbook]. <https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>
- International Dyslexia Association (IDA). (2017b). *Just the facts: Dyslexia basics*. <https://dyslexiaida.org/fact-sheets/>
- Johnston, V. (2019). Dyslexia: What reading teachers need to know. *The Reading Teacher*, 73(3), 339-346. <https://doi.org/10.1002/trtr.1830>
- Jordan, J., & Dyer, K. (2017). Psychological well-being trajectories of individuals with dyslexia aged 3-11 years. *Dyslexia*, 23(2), 161–180. <https://doi.org/10.1002/dys.1555>
- Kirby, P. (2020). Dyslexia debated, then and now: A historical perspective on the dyslexia debate. *Oxford Review of Education*, 46(4), 472-486. <https://doi.org/10.1080/03054985.2020.1747418>
- Knight, C. (2018). What is dyslexia? An exploration of the relationship between teachers' understandings of dyslexia and their training experiences. *Dyslexia*, 24(3), 207–219. <https://doi.org/10.1002/dys.1593>

- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465–491.
<https://doi.org/10.3102/00028312032003465>
- Massey, K. J., Warrington, A. S., & Holmes, K. A. (2014). An overview on urban education: a brief history and contemporary issues. *Texas Education Review*, 2(2), 173-183.
<https://repositories.lib.utexas.edu/bitstream/handle/2152/45904/AnOverview-on-Urban-Education-A-Brief-History-and-ContemporaryIssues.pdf?sequence=1&isAllowed=y>
- McNulty, M. A. (2003). Dyslexia and the life course. *Journal of Learning Disabilities*, 36(4), 361–381. <https://doi.org/10.1177/00222194030360040701>
- Moin, F. (2017). Self-esteem: Towards a positive, enduring sense of self-worth. *Hiba*, 14(3).
<https://www.hibamagazine.com/self-esteem-towards-a-positive-enduring-sense-of-self-worth/>
- Phillips, B. A. B., & Odegard, T. N. (2017). Evaluating the impact of dyslexia laws on the identification of specific learning disability and dyslexia. *Annals of Dyslexia*, 67, 356-368. <https://doi.org/10.1007/s11881-017-0148-4>
- Pitt, S., & Soni, A. (2018). Students’ experiences of academic success with dyslexia: A call for alternative intervention. *Support for Learning*, 32(4), 388–405.
<https://doi.org/10.1111/1467-9604.12182>
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95–103.
<https://doi.org/10.1016/j.learninstruc.2016.01.004>

- Sandman-Hurley, K. (2020, June 5). Dyslexia and diversity: Where is the diversity? - Dyslexia Training Institute. Dyslexia Training Institute Blog.
<http://www.dyslexiatraininginstitute.org/blog/dyslexia-and-diversity/>
- Schultz, J. J. (2013). *The dyslexia-stress-anxiety connection: Implications for academic performance and social interactions*. <https://dyslexiaida.org/the-dyslexia-stress-anxiety-connection/>
- Scott-Beale, H. (2016). *Fostering social and emotional competencies in students diagnosed with dyslexia: Teachers' perspectives* (Publication No. 10010893) [Doctoral dissertation, Capella University]. ProQuest Dissertations and Theses Global.
- Shoulders, T. L., & Krei, M. S. (2016). Rural secondary educators' perceptions of their efficacy in the inclusive classroom. *Rural Special Education Quarterly*, 35(1), 23–30.
<https://doi.org/10.1177/875687051603500104>
- Sicherer, M. (2014). *Exploring teacher knowledge about dyslexia and teacher efficacy in the inclusive classroom: A multiple case study* (Publication No. 3620170) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations and Theses Global.
- Siddique, N., & Ventista, O. M. (2018). A review of school-based interventions for the improvement of social emotional skills and wider outcomes of education. *International Journal of Education*, 90, 117–132. <https://doi.org/10.1016/j.ijer.2018.06.003>
- Sorano-Ferrer, M., Echegaray-Bengoa, J., & Joshi, R. M. (2016). Knowledge and beliefs about developmental dyslexia in pre-service and inservice Spanish speaking educators. *Annals of Dyslexia*, 66, 91–110. <https://doi.org/10.1007/s11881-015-0111-1>

- Sullivan, A. L., & Bal, A. (2013). Disproportionality in special education: Effects of individual and school variables on disability risk. *Exceptional Children, 79*(4), 475-494.
<https://doi.org/10.1177/001440291307900406>
- Texas Education Agency. (2017). *Maximum class size exceptions*.
https://tea.texas.gov/Texas_Schools/Waivers/State_Waivers/Maximum_Class_Size_Exceptions
- Texas Education Agency. (2018). *The dyslexia handbook: Procedures concerning dyslexia and related disorders 2018 update*. <https://tea.texas.gov/academics/dyslexia/>
- Washburn, E. K., Binks-Cantrell, E. S., & Joshi, R. M. (2013). What do preservice teachers from the USA and the UK know about dyslexia? *Dyslexia, 20*, 1–18.
<https://doi.org/10.1002/dys.1459>
- Welsh, R. O., & Swain, W. A. (2020). (Re)defining urban education: A conceptual review and empirical exploration of the definition of urban education. *Educational Researcher, 49*(2), 90-100. doi: 10.3102/0013189X20902822
- Worthy, J., DeJulio, S., Svrcek, N., Villarreal, D. A., Derbyshire, C., LeeKeenan, K., Wiebe, M., T., Lammert, C., Rubin, J. C., & Salmeron, C. (2016). Teachers' understandings, perspectives, and experiences of dyslexia. *Literacy Research: Theory, Method, and Practice, 65*, 436–453. <https://doi.org/10.1177/2381336916661529>
- Worthy, J., Lammert, C., Long, S. L., Salmeron, C., & Godfey, V. (2018). What if we were committed to giving every individual the services and opportunities they need? Teacher educators' understandings, perspectives, and practices surrounding dyslexia. *Research in the Teaching of English, 53*(2), 125–148.

<https://search.proquest.com/openview/be20c0fa86d1947f3e91fa5cf0cf07fa/1?pq-origsite=gscholar&cbl=41411>

Yale Center for Dyslexia and Creativity. (2017). *What is dyslexia?* <http://www.dyslexia.yale.edu>

Yildiz, M., Yildirim, K., Ates, S., & Rasinski, T. (2012). Perceptions of Turkish parents with children identified as dyslexic about the problems that they and their children experience. *Reading Psychology*, 33(5), 399–422. <https://doi.org/10.1080/02702711.2010.515907>