

# [Reading disabilities](https://assignbuster.com/reading-disabilities/)

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The main purpose of this article is to give an overview of the instructional practices for teaching word reading to with reading disabilities. It aims to establish specific actions by which we can evaluate a child’s reading skill to give them the appropriate and effective reading program. The need to teach reading is very important and urgent, as studies have found that the consequences of low reading proficiency are detrimental for a child’s mental and emotional development.   
The key question that the author is addressing is: what are the existing programs that will help students with reading disabilities to overcome their disability. The article attempts to evaluate, not just describe, the existing instructional practices for teaching word reading to students with reading disabilities. It finds out how these teaching practices and reading program impact the development of the child.   
The most important information in this article is the explicit instruction cycle. The cycle tells us that students with reading disabilities need explicit, or direct, instruction, modeling and feedback. Direct and straightforward instructions are important as the student may have a hard time understanding complicated instructions because of their disability. If the instruction given is direct, there is no reason for the student to get mixed up with what he needs to do. The cycle also indicates the importance of assessment data, as these information becomes the basis of the lesson plan for the student. And of course, feedback is always necessary in any given program. This allows the student to know his progress and how else he can develop his skills. There should also be a monitored independent practice to improve the student’s level of confidence. With this, the student will learn that he also needs to do something by himself in order to improve. He does not need to rely always on his teacher. The program is a cycle to establish the student’s development not just to start it.   
The article concludes that, based on research, existing reading instructions and programs for students with reading disabilities are effective. It is important, though, to note that the development for these students may not be in a snap. Continuous intervention and teaching practices are needed to ensure that the approaches and tools will be effective.   
The key concept in this article is reading. Reading is a complex process with multiple components, such as recognizing the words, comprehending the language and thinking critically to understand the material one is reading.   
The main assumptions underlying the author’s thinking are: that evidence-based and research validated reading programs does not ensure success but on how the teachers are able to implement the reading programs effectively and correctly, and that the student will be able to overcome his disability when the reading program is continuously implemented.   
If we take this line of reasoning seriously, the implications are improvement in the reading skills of the student and of his mental and emotional development. If we fail to take this line of reasoning seriously, the implications are depreciation of the student’s chance of becoming literate. It will also increase the chances of the student’s delinquency, as found in studies correlating reading skills and delinquency.   
The main points of view presented in this article are the functional purpose of reading programs and the importance of explicit reading instructions in their development. Also, it is important to note the role of teachers in implementing the reading instructions effectively. Without the teacher’s help, the student won’t be able to improve his skills. Continuous implementation of the reading program is important so the student can overcome his reading disability.