

The Impact of Dyslexia on Children's Perspectives

Alicia Syabina^{1*}, Citra Utami Lubis²

^{1,2} English Language Education, Faculty of Education and Teacher Training, State Islamic University of North Sumatra, Medan 20371, Indonesia

ARTICLE INFO	ABSTRACT
Received: 17 December 2025	Dyslexia is a neurobiological learning difficulty that affects children's reading, writing, spelling, and phonological processing abilities. Beyond academic difficulties, dyslexia may influence children's emotional well-being, social relationships, self-perception, and behavior. This study aims to analyze the impact of dyslexia on children's perspectives by examining their experiences in academic and social contexts. A qualitative research design was employed involving one eighteen-year-old high school student with dyslexia as the participant. Data were collected through an interview and library research. The interview was audio-recorded, transcribed, and analyzed to identify the participant's experiences, perceptions, and responses related to dyslexia, while relevant literature was used to support the interpretation of the findings. The findings indicate that dyslexia has emotional, social, educational, and behavioral impacts on children. Emotionally and socially, the participant experienced insecurity, low self-esteem, anxiety, frustration, social comparison, and bullying, particularly because of difficulties in keeping up with classmates. Educationally, negative teacher attitudes, unrealistic expectations, and difficulties with reading and writing contributed to academic stress and discouragement. Behaviorally, the participant demonstrated avoidance behaviors, including pretending to be ill to avoid reading activities, as well as delaying homework because of frustration and stress. However, supportive environments, encouragement, appropriate accommodations, and greater awareness of dyslexia may reduce these negative effects. The study concludes that understanding children's perspectives is essential for developing inclusive educational practices and support systems that address not only academic difficulties but also the emotional, social, and behavioral consequences of dyslexia.
Accepted: 21 February 2026	
Published: 01 March 2026	
Keywords: Dyslexia, Children's Perspectives, Learning Difficulties, Phonological Processing, Inclusive Education	

Copyright © 2026 The Author(s)

Published by CV Wahana Publikasi.

This article is an open access article under the [CC BY-NC-SA 4.0 License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

* Corresponding Author: aliciaswabina05@gmail.com

DOI: <https://doi.org/10.59011/fle.1.1.2026.13-20>

1. Introduction

Dyslexia is a learning difficulty rooted in the developing brain, significantly influencing an individual's reading and spelling capabilities (Roitsch & Watson, 2019; Apriani, 2018). The core challenge for those with dyslexia lies in the phonological aspect of language, where making connections between written and spoken words becomes arduous. This struggle often manifests in difficulties accurately and fluently decoding words, subsequently affecting reading comprehension and vocabulary development (Rollins et.al., 2019). The intricate relationship between the neurological aspects of dyslexia and its impact on language processing underscores the need for targeted interventions to support individuals in overcoming these hurdles (Kershner, 2019). By recognizing and addressing the specific challenges associated with dyslexia, educators and support systems can play a pivotal role in facilitating effective learning strategies and fostering a more inclusive educational environment for those grappling with this neurobiological condition.

Dyslexia in children is a common learning difficulty that affects their ability to read, write, and spell (Iyer et al., 2023). People with dyslexia often struggle with phonological processing, which involves recognizing and manipulating the sounds of spoken language. Difficulty in accurately and quickly recognizing and decoding words is a common characteristic. This can lead to slow and laborious reading. Children with dyslexia may have difficulties with spelling, as they may struggle to map sounds to letters accurately (Łockiewicz, 2025). It's important to note that dyslexia exists on a spectrum, and its impact can vary from person to person. Early identification and intervention can be crucial in supporting individuals with dyslexia. Multisensory teaching approaches, specialized reading programs, and supportive learning environments can help individuals with dyslexia thrive academically (Roitsch & Watson, 2019).

Research on how dyslexia affects children's perspectives brings significant benefits for all of us. By understanding more about how dyslexia influences how children see the world around them, we can better support them (Franceschini et al., 2017). The findings of this research can be a valuable guide for teachers and the education system to create more effective learning strategies. Additionally, this research opens opportunities to develop new ways to help children with dyslexia thrive optimally in educational environments. Thus, this study is not only beneficial for the academic world but also for everyone aiming to create a more inclusive and supportive learning environment for children facing dyslexia.

Several studies have examined dyslexia, but there are still few studies examining dyslexia in children (see: Peterson et. al., 2012; Démonet et. al., 2004 & Lyon et. al., 2003). While there is recognition of the social and emotional impact of dyslexia, more research is needed to understand these aspects comprehensively. This includes studying the psychosocial well-being, self-esteem, and social experiences of children with dyslexia. Long-term studies tracking the development and educational outcomes of individuals with dyslexia from childhood into adulthood are crucial. This can provide insights into the long-term impacts of interventions and help identify factors that contribute to positive outcomes.

This research has important significance that differentiates it from previous research. In contrast to previous research which emphasized reading and spelling skills, this research highlights the impact of dyslexia on children's language processing and reading skills (Dębska et al., 2021). Its advantage lies in its more specific focus on the phonological aspects of language, the place where individuals with dyslexia often experience difficulty in connecting written words with spoken words. The results of this research have direct implications for education, helping educators and support systems to design more effective learning strategies and support children with dyslexia in overcoming the barriers they face in decoding words and developing vocabulary.

Researching dyslexia in children is essential for improving educational practices, fostering inclusivity, advancing scientific understanding, and ultimately enhancing the

overall well-being and success of individuals with dyslexia (Peres & Bezerra, 2025). Research plays an important role in developing effective educational strategies and interventions for children with dyslexia. Evidence from systematic reviews and meta-analyses indicates that structured reading interventions can significantly improve reading outcomes among elementary students with or at risk for dyslexia, with the effectiveness of interventions influenced by factors such as intervention dosage and instructional components (Hall et al., 2023). In the other hand, by researching dyslexia in children, we can raise awareness and reduce the stigma associated with learning disabilities. This can contribute to a more inclusive and supportive educational environment for children with dyslexia. Dyslexia can impact a child's social and emotional well-being (Purba et al., 2025). Research can shed light on the psychosocial aspects of dyslexia, helping educators, parents, and mental health professionals provide appropriate support to enhance the overall well-being of children with dyslexia (Remache-Bunci et al., 2024).

The aimed of this research is to analyze the impact of Dyslexia on Children's Perspectives. Understanding how dyslexia affects children throughout their academic journey and into adulthood is crucial for predicting and improving long-term outcomes. This knowledge can guide the development of transition programs and support services for individuals with dyslexia as they enter higher education and the workforce. Dyslexia is a global issue, and research contributes to a broader understanding of its prevalence, characteristics, and effective interventions. Collaborative research efforts can lead to the development of best practices that can be implemented globally to support children with dyslexia.

2. Method

This research employed a qualitative research design to analyze the impact of dyslexia on children's perspectives. A qualitative approach was selected because it provides a deeper understanding of the complexities and nuances of human behavior, experiences, and social phenomena (Ormston et al., 2014). This approach is particularly relevant to the focus of the present study, which examines the impact of dyslexia from the perspectives of children with dyslexia by exploring their personal experiences, perceptions, and viewpoints. Qualitative research enables researchers to capture individuals' experiences and perspectives in a detailed and contextualized manner (Bridges, 2010). Therefore, this approach is considered appropriate for investigating aspects of dyslexia that may be difficult to measure quantitatively, including children's feelings, attitudes, perceptions, and personal opinions.

This research involved one participant who was a child with dyslexia. To protect the participant's privacy and confidentiality, the participant's identity was kept anonymous throughout the research process. The participant was eighteen years old and enrolled in high school, meeting the participant criteria established in previous research (Sari et al., 2024). Data were collected using two main techniques: interviews and library research. The interview technique was employed to obtain firsthand data concerning the participant's experiences and perspectives regarding dyslexia. An interview is a research method for collecting data through interaction between an interviewer and an interviewee, which may be conducted through structured or semi-structured dialogue (Gullion, 2024). Interviews may be conducted face-to-face, by telephone, or through digital communication platforms. This technique enables researchers to obtain rich and comprehensive data regarding participants' experiences, perspectives, and insights.

In addition to interviews, library research was conducted to support the development of the theoretical and conceptual foundation of the study. Library research enables researchers to identify gaps and unanswered questions in the existing literature and to construct an appropriate theoretical framework for interpreting the research findings. By reviewing relevant theories, previous studies, and scholarly publications, researchers can situate the

findings within a broader theoretical context. Furthermore, a comprehensive review of the relevant literature provides supporting evidence for the findings and arguments presented in the study, thereby strengthening the credibility and academic foundation of the research.

The data were analyzed using interview analysis and library research analysis. The interview data were recorded using an audio-recording device to ensure that the participant's responses could be documented accurately. Following the interview, the recorded data were transcribed into written form for further analysis (Weinbaum & Onwuegbuzie, 2016). The researchers then examined the participant's responses to identify perspectives, experiences, and meanings relevant to the impact of dyslexia. The analysis focused on understanding how the participant's individual perspective contributed to a broader understanding of the research topic. The researchers identified recurring ideas, similarities, and differences within the participant's responses and interpreted these findings in relation to the relevant literature. Library research was subsequently used to support and validate the interpretation of the interview findings. Relevant theories and previous studies were compared with the empirical data obtained from the participant to determine whether the findings were consistent with or differed from existing knowledge. Through the integration of interview data and relevant scholarly sources, the researchers aimed to provide a comprehensive interpretation of the participant's perspective and ensure that the findings accurately represented the experiences described by the participant.

3. Results and Discussion

The main findings that researchers found on this research the children who suffering with dyslexia have common impacts there are: Emotional and Social Impact, educational Impact, and behavioral issues (Remache-Bunci et al., 2024). This research founds that children's sentiments both before and after receiving a dyslexia diagnosis, as well as their reactions to it. Children frequently reported poor self-perceptions prior to receiving a dyslexia diagnosis, focusing on their lack of academic skills and frequent comparison to their classmates. Participants believed that because they couldn't "figure anything out" or pick things up as quickly as their friends, they were "lazy," "dumb," and "different".

a. Emotional and social impact

Children with dyslexia may experience emotional and social consequences that negatively impact different facets of their development and well-being (Livingston et.al, 2018). It's crucial to remember that these effects might differ from person to person and that not every dyslexic youngster will face the same difficulties. Children with dyslexia often face challenges in reading and writing, which can lead to frustration and a sense of inadequacy (Sako, 2016). Persistent difficulties may contribute to lower self-esteem as they compare themselves to their peers.

"I feel insecure at school, because I know I am different from my other friends. I know it takes me a long time to understand the learning material compared to my other classmates. I was often bullied by my friends because I was "lemot" (stupid).

#interview1

Children who have dyslexia may be the focus of insults or bullying, particularly if their classmates are unaware of the condition (Anyanwu, 2001). Emotional difficulties might be made worse by unfavorable social situations. Feelings of loneliness may be exacerbated by this social isolation. A child's drive to learn may be impacted by ongoing difficulties with academic assignments. A reduction in intrinsic motivation and an unwillingness to participate in learning activities might be caused by a lack of success stories and positive reinforcement.

Anxiety and stress might be brought on by the battle to keep up with classmates and the

dread of failing academically. Struggling with reading and writing can lead to emotional and social consequences. Children with dyslexia may experience frustration, anxiety, and a decline in self-esteem. Peer relationships and participation in classroom activities may also be affected. Children may grow to dislike learning, particularly in settings where the right kind of assistance is lacking. When they are pointed out for academic challenges or have trouble keeping up with class readings, children with dyslexia may feel isolated from other students. The participant responses show how thoughts and actions can fuel feelings of insecurity and self-doubt, as well as depression and low self-esteem. They also show how these negative thoughts and feelings can be refuted with encouragement, support, and self-belief.

b. Educational Impact

In the other case, children with dyslexia may face teacher and parental expectations. Expectations from parents and teachers might be difficult for dyslexic children to meet. Misconceptions regarding the characteristics of dyslexia can cause annoyance and tension in interactions with people in positions of authority. This can be seen on the interview:

"If only my first school's teachers hadn't been so cruel and discouraging, I would have been much happier. Then, I got a bad teacher who was even more mean, always pointing out how I kept failing things. Teachers who didn't believe in dyslexia also treated me more harshly"
#interview2

Teachers must possess a thorough understanding of dyslexia, a neurological disorder that impacts writing, spelling, and reading. Setting reasonable expectations for children with dyslexia requires an understanding of the difficulties they confront. In this case teachers ought to take the initiative to spot dyslexia symptoms at an early age. Providing the required support and reducing the negative effects of dyslexia on a child's academic development require early intervention. Nonjudgmental support creates a space where people feel comfortable talking about their dyslexia and asking for help (Leitão, 2017). The participant remarked, "I don't think anyone really cares if you've got dyslexia or not, because every second person seems to have it these days," suggesting that the stigma associated with the diagnosis is fading. This claim implies that dyslexia is becoming more widely accepted and normalized in society.

Children with dyslexia may face unique challenges in the educational setting due to difficulties in learning to read, write, and spell (Sumner, 2013). Understanding the educational impact on children with dyslexia is crucial for developing effective interventions and support strategies. Writing and spelling skills in children can also be impacted by dyslexia. Phonological processing issues might result in misspelled words, sloppy handwriting, and trouble writing down ideas. Children who struggle with dyslexia could read less quickly than their classmates (Polychroni, 2006). This may affect how well they perform academically overall, particularly in courses that call for a lot of reading. Based on those impacts, eventually Dyslexia can have a significant impact on overall academic achievement. Children may experience challenges in subjects that heavily rely on reading and writing, such as language arts, history, and science.

c. Behavioral Issues

Children with dyslexia often grapple with behavioral issues that stem from the challenges they face in academic settings (Leitão, 2017). The frustration of struggling with reading and writing tasks can lead to a sense of inadequacy and low self-esteem. In situations where they are required to read aloud or participate in activities that highlight their difficulties, these children may experience anxiety and fear of judgment from peers. Some may resort to avoidance behaviors, such as pretending to be ill to avoid reading tasks in class. The pervasive feeling of being "different" or "less capable" may contribute to a negative impact on their

overall behavior and self-perception. It is crucial for educators, parents, and peers to understand these challenges and provide the necessary support and accommodations to help dyslexic children navigate their academic and social environments more successfully. This is proven by what the respondents said:

"I'm afraid of making mistakes when reading and being the laughing stock of many people, so sometimes I pretend to be sick so I don't have to read. And I often feel frustrated when I have to complete my homework assignments, it takes longer, and that makes me stressed. So It's not uncommon for me to delay completing the task"
#interview3

Based on the interview with the dyslexic child echoes the broader challenges discussed in the paragraph about behavioral issues. The child's fear of making mistakes while reading, pretending to be sick to avoid reading tasks, and feeling frustrated with homework assignments align with the described struggles. The anxiety related to potential judgment from peers during activities that highlight their difficulties is evident. The child's resorting to avoidance behaviors, like feigning illness, reflects the coping mechanisms adopted to navigate academic challenges. The mentioned frustration and stress associated with homework further emphasize the emotional toll dyslexia can take. This interview underscores the importance of understanding these challenges and highlights the need for support and accommodations from educators, parents, and peers to foster a more inclusive and empowering environment for dyslexic children.

4. Conclusion

In conclusion, this research delves into the intricate impact of dyslexia on children's perspectives, shedding light on the emotional, social, educational, and behavioral challenges they face. The findings underscore the significance of recognizing dyslexia as a neurobiological condition that extends beyond its immediate effects on reading and spelling. The emotional and social impact reveals the vulnerability of children with dyslexia to negative self-perceptions, bullying, and feelings of isolation, emphasizing the need for a supportive and inclusive educational environment. The educational impact emphasizes the crucial role of educators in understanding dyslexia, setting realistic expectations, and providing early interventions to mitigate the challenges faced by dyslexic children. Behavioral issues arising from academic struggles highlight the importance of accommodation and support systems to help dyslexic children navigate their academic journey successfully. The research not only contributes to academic knowledge but also advocates for a broader societal understanding of dyslexia, aiming to reduce stigma and foster a more inclusive and empathetic community. Ultimately, this study emphasizes the need for collaborative efforts in developing effective strategies and interventions to enhance the overall well-being and success of individuals with dyslexia globally.

Acknowledgments

The authors would like to express their gratitude to the English Language Education Department, Faculty of Education and Teacher Training, State Islamic University of North Sumatra for providing academic support during the completion of this research.

Funding

This research received no specific funding.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Authors' Contribution

Alicia Syabina contributed to Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, and Writing-Original Draft. **Citra Utami Lubis** contributed to Conceptualization, Methodology, Supervision, Validation, Writing-Review & Editing, and Project Administration. Both authors contributed to the development of the research, critically reviewed the manuscript, and approved the final version for publication.

Statement of the Use of AI

The authors used artificial intelligence (AI)-based tools for proofreading purposes, particularly to assist with grammar, spelling, and language clarity. The authors remain fully responsible for the content, analysis, interpretation, and conclusions presented in this article.

References

- Anyanwu, E., & Campbell, A. (2001). Childhood emotional experiences leading to biopsychosocially-induced dyslexia and low academic performance in adolescence. *International Journal of Adolescent Medicine and Health*, 13(3), 191–204. <https://doi.org/10.1515/IJAMH.2001.13.3.191>
- Apriani, E., & Supardan, D. (2018). Language learning disabilities: How can I help my students with dyslexia? *English Franca: Academic Journal of English Language and Education*, 2(2), 159–186. <https://doi.org/10.29240/ef.v2i2.598>
- Bridges, J., Flatley, M., & Meyer, J. (2010). Older people's and relatives' experiences in acute care settings: Systematic review and synthesis of qualitative studies. *International Journal of Nursing Studies*, 47(1), 89–107. <https://doi.org/10.1016/j.ijnurstu.2009.09.009>
- Dębska, A., Banfi, C., Chyl, K., Dzięgiel-Fivet, G., Kacprzak, A., Łuniewska, M., Plewko, J., Grabowska, A., Landerl, K., & Jednoróg, K. (2021). Neural patterns of word processing differ in children with dyslexia and isolated spelling deficit. *Brain Structure & Function*, 226(5), 1467–1478. <https://doi.org/10.1007/s00429-021-02255-2>
- Démonet, J.-F., Taylor, M. J., & Chaix, Y. (2004). Developmental dyslexia. *The Lancet*, 363(9419), 1451–1460. [https://doi.org/10.1016/S0140-6736\(04\)16106-0](https://doi.org/10.1016/S0140-6736(04)16106-0)
- Franceschini, S., Bertoni, S., Giancesini, T., Gori, S., & Facoetti, A. (2017). A different vision of dyslexia: Local precedence on global perception. *Scientific Reports*, 7, Article 17462. <https://doi.org/10.1038/s41598-017-17626-1>
- Gullion, J. S. (2024). Interviewing. In *Qualitative research in health and illness* (pp. 103–120). Oxford University Press. <https://doi.org/10.1093/oso/9780190915988.003.0006>
- Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C. L., Henry, A. R., Cook, L., Hayes, L., Vargas, I., Richmond, C. L., & Kehoe, K. F. (2023). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*, 58(2), 285–312. <https://doi.org/10.1002/rrq.477>
- Iyer, L. S., Chakraborty, T., Reddy, K. N., Jyothish, K., & Krishnaswami, M. (2023). AI-assisted models for dyslexia and dysgraphia: Revolutionizing language learning for children. In A. Kumar, A. Nayyar, R. Sachan, & R. Jain (Eds.), *AI-assisted special education for students with exceptional needs* (pp. 186–207). IGI Global. <https://doi.org/10.4018/979-8-3693-0378-8.ch008>
- Kershner, J. R. (2019). Neurobiological systems in dyslexia. *Trends in Neuroscience and Education*, 14, 11–24. <https://doi.org/10.1016/j.tine.2018.12.001>
- Leitão, S., Dzidic, P., Claessen, M., Gordon, J., Howard, K., Nayton, M., & Boyes, M. E. (2017). Exploring the impact of living with dyslexia: The perspectives of children and their parents. *International Journal of Speech-Language Pathology*, 19(3), 322–334. <https://doi.org/10.1080/17549507.2017.1309068>
- Livingston, E. M., Siegel, L. S., & Ribary, U. (2018). Developmental dyslexia: Emotional impact

- and consequences. *Australian Journal of Learning Difficulties*, 23(2), 107–135. <https://doi.org/10.1080/19404158.2018.1479975>
- Łockiewicz, M. (2025). The symptoms of dyslexia and their assessment tools: The current state of knowledge. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 38(1), 131–147. <https://doi.org/10.17951/j.2025.38.1.131-147>
- Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53(1), 1–14. <https://doi.org/10.1007/s11881-003-0001-9>
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. In J. Ritchie, J. Lewis, C. McNaughton Nicholls, & R. Ormston (Eds.), *Qualitative research practice: A guide for social science students and researchers* (2nd ed., pp. 52–55). SAGE.
- Peres, J. A. G., & Bezerra, G. S. (2025). O processo de ensino e aprendizagem de pessoas com dislexia. *Revista FT*, 29(151), 45–46. <https://doi.org/10.69849/revistaft/ma10202510211945>
- Peterson, R. L., & Pennington, B. F. (2012). Developmental dyslexia. *The Lancet*, 379(9830), 1997–2007. [https://doi.org/10.1016/S0140-6736\(12\)60198-6](https://doi.org/10.1016/S0140-6736(12)60198-6)
- Polychroni, F., Koukoura, K., & Anagnostou, I. (2006). Academic self-concept, reading attitudes and approaches to learning of children with dyslexia: Do they differ from their peers? *European Journal of Special Needs Education*, 21(4), 415–430. <https://doi.org/10.1080/08856250600956311>
- Purba, F. V., Silalahi, R., Lombu, A., & Simorangkir, M. R. R. (2025). Factors influencing the success of inclusive education for children with dyslexia. *Perfect Education Fairy*, 3(2), 62–67. <https://doi.org/10.56442/pef.v3i2.1094>
- Remache Bunci, M. G., Moreira Benavides, J. M., Samaniego Loja, K. A., & Tello Hidalgo, E. S. (2024). Impacto de la dislexia en la autoestima y el comportamiento socioemocional en estudiantes de edad escolarizada: Impact of dyslexia on self-esteem and socio-emotional behavior in school-age students. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 5(3), 1–21. <https://doi.org/10.56712/latam.v5i2.2012>
- Roitsch, J., & Watson, S. M. (2019). An overview of dyslexia: Definition, characteristics, assessment, identification, and intervention. *Science Journal of Education*, 7(4), 81–86. <https://doi.org/10.11648/j.sjedu.20190704.11>
- Rollins, A., Oslund, E. L., Wallace, K., & Li, D. (2019). Statistical methods and reporting practices in the study of dyslexia. *Dyslexia*, 25(1), 103–112. <https://doi.org/10.1002/dys.1602>
- Sako, E. (2016). The emotional and social effects of dyslexia. *European Journal of Interdisciplinary Studies*, 2(2), 175–183. <https://doi.org/10.26417/ejis.v2i2.p233-241>
- Sari, N., Diana, R. R., & Zulfa, N. A. (2024). Penanganan gangguan belajar anak disleksia melalui spelling method. *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, 4(2), 184–198. <https://doi.org/10.33367/piaud.v4i2.5761>
- Sumner, E., Connelly, V., & Barnett, A. L. (2013). Children with dyslexia are slow writers because they pause more often and not because they are slow at handwriting execution. *Reading and Writing*, 26(6), 991–1008. <https://doi.org/10.1007/s11145-012-9403-6>
- Weinbaum, R. K., & Onwuegbuzie, A. J. (2016). Getting more out of your interview data: Toward a framework for debriefing the transcriber of interviews. *Journal of Educational Issues*, 2(1), 248–264. <https://doi.org/10.5296/jei.v2i1.9216>