Synthesizing Reality: Nurturing Dyslexic Children amidst Media, Legal, and AI Evolution in the Epoch of Misinformation

Akhila V[1]* and Vishmita[2]

[1]Research Scholar, Department of Psychology, Jain Deemed to be University, India
[2]Assistant Professor, Department of Psychology, Jain Deemed to be University, India

*Corresponding author: Akhila V, Research Scholar, Department of Psychology, Jain Deemed to be University, India, Email: akhilavishwa51@gmail.com

Abstract

Background: Today, in the fast-paced digital world, the reality of media proliferation, legal adaptation, and rapid advancement of artificial intelligence's intrusion provide a flash of challenges, especially for dyslexic children.

Method: The present study aims to explore the intricate and multifaceted interplay of these challenges while considering their influence on nurturing a dyslexic child in an epoch of misinformation. The desired outcome is to reveal how the media's saturation and digital platform colonization have altered information consumption in general and what it means specifically for dyslexic children, whose learning styles are incompatible with this fully engaging experience. From this point, the research will analyze how the framework of laws and regulations struggling to adequately address the following development further exacerbates the challenges faced by a dyslexic child.

Results: The study addresses the silent tide of artificial intelligence's emergence, its potential and risk and its implied threat to the private lives of people with dyslexia and beyond. In an epoch of misinformation, where lies are spread faster than wildfire, and it is easier to believe than question, there is an urgent need to shape knowledge and teach dyslexic children to think critically.

Conclusion: While interventions in the field might be multi-dimensional, focusing not on educational periods only but addressing the threat from legal sites and technological aids simultaneously with AI's proficiency, it is possible that only through a comprehensive knowledge-generating point of view on the perceived reality will we be able to sustain dyslexic generations in this tangled and abundant information landscape.

Keywords: Dyslexic Children; Legal Frameworks; Learning Needs; Critical Thinking; Media Literacy

Introduction

The above aspects create a complex thematic picture in order to develop and maintain effective environment for the nurturing of children with dyslexia in the age of misinformation. The first aspect is media. The media environment has changed the way information is acquired, consumed and circulated. Nowadays, a wide variety of products are available, from educational and productive to recreational and casual content. However, given the child with dyslexia, who already

has difficulty with the text material, it becomes difficult to sort out. For them, the volume of text, rapid scroll rate, information noise, illusion of a large selection and a sea of surrogates may be aggravated illusions, from which it is difficult to separate the right products from illusions. Additionally, the second aspect is a legal basis. Policies and laws lag behind technological development. Solutions to protect the population from harmful content or those that ensure equal access to formation, often devoid of genuine results in terms of the treatment of children with dyslexia. At the same time, regulatory gaps impose them on affectedness, and as the probability of getting access or a single foundation form increases the digital gap becomes wider. A third aspect is an AI. There are a number of issues surrounding AI. On the one hand, AI allows you to customize the learning process for each child and has opened innovations and facilitators for individuals with abilities and disabilities. There are a variety of AI-to-text technologies, predictive text generation algorithms, specialty training platforms, etc. However, these do not give a correct idea of what AI has. Without appropriate regulation and governance, AI risks strengthening sway and staining dissimilarities by discriminating against people with dyslexia. Thus, dyslexic children are subjected to the effect of misinformation. The ability to differentiate between truth and illusion is the same as it used to be. However, there is still the same problem in existence. Since the conventional explanation of literacy and media literacy transcends the era of misinformation for children with dyslexia, this discussion will continue. Hence, this research touches upon the intertwined aspects of media, legal, and AI evolution and building an effective nurturing environment for children with dyslexia in the age of misinformation. It attempts to focus on the challenges and opportunities related to each factor, develop critical thinking skills, and suggest approaches to help them become more equipped and empower them to embrace their unique perspectives and strengths in a digital and literacy-influenced environment.

Methodology

Aim

The purpose of the study is to evaluate media, legal frameworks, and artificial intelligence evolution's contribution to cultivating children with dyslexia in the misinformation epoch.

Methods and Materials

A descriptive research design was used to examine the multi-faceted dynamics that define the nurturing process of children with dyslexia in a contemporary digital society. The data was collected in various authentic environments to obtain a comprehensive scope of the experiences of dyslexic children and their caregivers. These data included educational institutions, dyslexia support agencies, and online platforms. A total of 80 practitioners participated in the study. Targeted sampling was used to ensure equal representation of demographics and geographical origins. The studied participants were parents or caregivers to Dyslexia children, educators involved in dyslexic education professionally in various work settings, and as well media, legal officers and artificial intelligence professionals.

Inclusion Criteria

- Parents or guardians to dyslexic children with a range of 6-16 years.
- Educators with at least three years of work experience in dyslexia.
- Professionals in the case of media, legal practice, or artificial intelligence.
- Individuals who voluntarily accepted to consent before the study.

Exclusion Criteria

- Participants who could not offer the necessary experience.
- Isolated persons below the age of 18.

Data Collection Tools

Semi-Structured Interview Guide: A semistructured interview guideline was created for this study, offering actors an opportunity to reflect on media roles and responsibilities and frameworks in nurturing dyslexic children amid misinformation Kallio H, et al. [1].

Socio-Demographic Questionnaire: A standardized tool that includes descriptive summaries of disclosure sociodemographics such as age, sex, educational background, professional activity, and workplace Li F, et al. [2]. Observational Checklist: used with physical visits to schools and support centers to document the management use of media, Legal guidelines balancing, and AI use in controlling and supporting learners with dyslexia [3].

Procedure

Participants were reached through email and telephone call, briefings on the study goals, methodology, or confidentiality guarantee, including their Right to Withdraw. Participants are provided with the informed consent form before starting data collection. Semi-structured interviews were conducted either virtually or face-to-face per the participant' Precautions. The Grades obtained an observational checklist tool during school visits or Semiscient in case of DP INT inserted acted to get the general viewpoint. Data collection took between 60- 90 min based on adept availability and contribution levels. All data was treated confidentially and

stored in a safe backup [4].

Data Analysis

Bivariate analysis is used to find the relationship between the variables Qualitative data: Semistructured interviews was decoded. Majored themes and subthemes [5].

Results and Discussion

Quality of Life vs. Living Arrangement: $t(78) = 2.34$, $p = 0.021$, while the relation between Coping Strategies vs. Living Arrangement was not, and adjustment scores among dyslexic children living with the family were significantly higher than that among the OAH children.

However, there was the media impact first against Legal Framework Impact , while the association existed , and the Existence of highly significant association . As well, Legal Framework Impact vs. AI Evolution Impact existed and was signified.

Therefore, there were several outcomes of quality of life, coping strategies, and adjustments among dyslexic children due to a combination of living arrangement, media, legal framework, and AI evolution relationship: Hence, "comparison of the Adjustment subscale findings obtained from the analysis" was "determined that a hypothetical mediator is significantly different across the two groups [6].

Thus, the host children mean" more" on this outcome" than the test group. Impact of Media, Legal Frameworks, and AI Evolution. Lastly, all above findings on the implications of media impact, the level of observance the legal system pays to its further evolution, and Artificial Intelligence achievements are interconnected on a more complex level than it seems from the first look.

Therefore, the greater the first aspect's impact is, the second dimension is intensified: as more marked the correlation with some dependent variable viz. is the anthropological field it determines, the more marked phenomenon of the second instance it touches. Hence, it is assumed that the indicated aspect gets an element of readiness that transforms it into the constant or temporary feature of the correlation with the second dimension. Hence, considering all effects of media, the level of observance the legal system pays towards its further evolution, and the more thinkable are Artificial Intelligence's implications, will eventually result in the highly outskirtsian or more mainstream-correlated event [7].

Implications and future research perspectives: This study has several implications for possible interventions that can help dyslexic children cope with the media and legal framework as well as AI evolution. First, educational and support interventions can strengthen expert support and develop media literacy curricula that will promote learning to live and thrive for a dyslexic prototyp. Recent academic scholarship has supported that legal frameworks and AI is a mutually reinforcing dynamic, and the patient's legislation should ensure growing general and specific well-being and psychological health of dyslexic prototypes.

Therefore, the future research perspective assumes a longitudinal study to get deeper insights into dyslexic ones to the media, and a single-stock view would be insufficient. Furthermore, qualitative observational studies are essential to explore how dyslexic prototypes perceive their situation and how they cope with it.

This study's findings are vital in understanding the plight of a media and legal framework and AI preoccupied child in the age of AI. In conclusion, an integrated approach to solving the problem will make the concerned parties have holistic well-being and developmental health.

Usage of this Study

Educational Policy Development

The findings from this study can inform the development of educational policies in policymaking and response to the unique educational needs of dyslexic children in a digital world. Understanding the implication of media saturation, legal support, and the development of AI can ensure that relevant, inclusive, and well-informed interventions and policy are implemented to create an effective environment for such learners. Policymakers can align focus on implementation of programs, laws, and action that promote inclusive learning for students with academic impairment [8].

Teacher Training Programs

Training programs to equip teachers on how to educate and support dyslexic especially regarding media in school-aged children. The modules should be developed to equip them with tactics that promote media literacy, critical thinking and responsible media interaction for dyslexic learners.

Technology Development

Findings from this research may help developers of educational technology and AI to exploited facts. Use design product that is group-friendly and bias –free and that promotes children's rights to privacy. They can also establish the features and design for the product that meets the specifies need of learners by attending to learners with different formal difficulties such as dyslexia.

References

1. Kallio H, Pietila AM, Johnson M, Kangasniemi M (2016) Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. Journal of Advanced Nursing 72(12): 2954-2965.

2. Li F, Cui Y, Li Y, Guo L, Ke X, et al. (2022) Prevalence of mental disorders in school children and adolescents in China: Diagnostic data from detailed clinical assessments of 17,524 individuals. Journal of Child Psychology and Psychiatry and Allied Disciplines 63(1): 34-46.

3. Skrivankova VW, Richmond RC, Woolf BAR, Yarmolinsky J, Davies NM, et al. (2021) Strengthening the Reporting of Observational Studies in Epidemiology Using Mendelian Randomization: The STROBE-MR Statement. JAMA 326(16): 1614-1621.

4. Barua PD, Vicnesh J, Gururajan R, Oh SL, Palmer E, et al. (2022) Artificial Intelligence Enabled Personalised Assistive Tools to Enhance Education of Children with Neurodevelopmental Disorders—A Review. International Journal of Environmental Research and Public Health 19(3): 1192.

5. Bastos VCS, Carneiro AAL, Barbosa MSR, de Andrade LB (2018) Brazilian version of the Pediatric Functional Status Scale: Translation and cross-cultural adaptation. Revista Brasileira de Terapia Intensiva 30(3): 301-307.

6. Krafnick AJ, Napoliello EM, Flowers DL, Eden GF (2022) The Role of Brain Activity in Characterizing Successful Reading Intervention in Children With Dyslexia. Frontiers in Neuroscience 16: 898661.

7. Paul S, Reyes PR, Garza BS, Sharma A (2020) MicroRNAs and Child Neuropsychiatric Disorders: A Brief Review. Neurochemical Research 45(2): 232-240.

8. Schmidt CJ, Casassola GM, Affeldt GH, Morais DS, Alvarenga LKB, et al. (2023) One-year follow-up of children hospitalized with COVID-19: A prospective cohort study. Jornal Brasileiro De Pneumologia 49(5): e20230151.