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## ROLE OF EDUCATION IN DYSLEXIA

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### Introduction

The term “learning disability” is used to describe a specific group of children, adolescents and adults who have problems in learning. These problems are generally in areas of reading, writing, spelling and mathematics. Specific learning disabilities such as Auditory Processing Disorder, Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia etc. Dyslexia is also known as reading disorder. In this paper we have deal with Dyslexia.

### Dyslexia

Reading is an integral part of education and everyday life. Dyslexia the most widely used term to describe a child who is unable to read. A research section on developmental dyslexia of the world federation of neurology defined dyslexia in two ways:

1. Dyslexia is a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and socio-cultural opportunity; it is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin.
2. Dyslexia is a disorder in children who, despite convention classroom experience fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities.
  - Primary dyslexia- caused by some neurological dysfunction
  - Secondary dyslexia- caused by environmental factors.

### Signs and Symptoms

- In early childhood, symptoms that correlate with a later diagnosis include delayed onset of speech, difficulty distinguishing left from right, difficulty with direction, and a lack of phonological awareness, as well as being easily distracted by background noise.
- Their major problem associates dyslexia with mirror writing and reading letters or words backwards.
- School age children with dyslexia may exhibit difficulty in identifying or generating rhyming words or counting the number of syllables in words both depend on phonological awareness. People with dyslexia are commonly poor spellers, a feature sometimes called dysorthographia or dysgraphia, which depends on orthographic coding.

### Types of Dyslexia

1. Visual dyslexia
2. Auditory dyslexia

3. Sound blending
4. Memory skills
5. Letter and word reversals

### **Characteristics of Dyslexic Readers**

1. The dyslexic reader more often a boy than a girl. Males outnumber females approximately 4:1.
2. The dyslexic reader has average or above average intelligence. However verbal IQ tends to be significantly below performance IQ.
3. Severely disabled readers often have comprehension difficulties and cannot understand the meaning for a given passage.
4. Members within the family may show similar reading problems.
5. Speech difficulties are also a typical characteristic of the dyslexic reader. Stuttering, lisping, cluttering are quite common. Slowness in learning to talk is often indicate of later problems in reading.
6. There is a tendency to be hyperactive, impulsive and distracted.
7. Dyslexic readers cannot recall the sequence of letters in a word and this prevents their reading from becoming automatic.

### **Causes**

1. Trouble rhyming words
2. Problems memorizing number, letter, and word sequences
3. Mis-sequencing of sounds or syllables in a word
4. Perceives letter and number sequences correctly but remembers and recalls them in a different order
5. Misreads and skips words
6. Trouble sounding out words
7. Problems spelling
8. Word finding difficulties
9. Difficulties with rote memorization
10. Repetitions, transpositions, additions, substitutions, and omissions of letters, numbers and/or words
11. Difficulty understanding idioms, inferences, and jokes
12. Problems tracking from left to right across a page
13. Dizziness, headaches, or stomach aches reported while reading
14. Problems discriminating the difference between similar sounding letters and words
15. Trouble understanding word problems

### **Role of Education for Dyslexic Children**

Today's children are the citizens of tomorrow. In today's educational system, children are valued only with the marks scored by them. This is a wrong attitude. Especially, as we are

getting to know about reading disabilities, we should understand this concept well and help the children.

### **Training Method Generally Followed for Dyslexic Children**

Oral reading strategies were a good way to involve students in reading. These strategies helped the child to develop good listening skills and were effective when done in small groups with children sitting in a circle facing each other.

### **Choral Reading**

- Everyone in the group read together at the same time. This was effective when the teacher had to repeat in unison, pointing to the words.
- Teacher read the passage leaving out the key words. The students filled in the missing words.
- Students were assigned characters and they read those parts.
- Students read orally taking turns. The group was questioned, discussed read contents and summarized.

### **Word cognition was increased by**

- Spending time on listening to tape recording of the books while visually tracking the words.
- Phonetic awareness letter rounds and letter sound blends to form meaningful words were taught vowel sounds and associations to recall or identify these sounds in word beginnings and endings [ch, th, sh, etc.] were learnt.
- Identifying words as a whole unit [sight words]. High frequency words and no phonetic words are taught this way.
- Reading skills through regular reading time of 15-20 minutes in the daily schedule was enhanced. Children worked on reading material of their choice and level.

### **Reading comprehension skills was increased by**

- The student was helped to determine the purpose of reading, draw on personal experience and access prior knowledge and build-up background knowledge of the subject.
- Pointing out key information [illustration, captions, headings, chapter questions] in the text before reading through was pointed out.
- Children were made to read a page or passage and formulate questions on the same.
- Paraphrasing a passage was done explaining, the passage in their own words, the main idea and significant details.
- The student's language processing was helped to visualize the read passages as pictures and images. Students were provided with pad or self-stick notes to jot down notes, words to clarify and text those they do not understand. The self-stick notes were stuck on key points to facilitate learning.

### **Teaching to Write**

Care should be taken by the teacher that the seating arrangements are made comfortable for the children. Especially the lighting should be sufficient in the classroom and home.

- For left handers the light should come from right side and for right handers the light should come from left side.
- The child should be provided with an adequate height chair and table. The table should neither very high nor very low. The child should be able to place his/her forearm on the table parallel to the floor.
- The child should sit straight with the body slightly inclined for proper handwriting.
- The note book of the child should be placed in the right side of the body for the right handers and left sided of the body for the left handers.
- The child should be given crayons first for scribbling then pencils for writing the alphabets. They can be given colour pencils for colouring and by the time they are nine they can be given good ink pen for writing.

### **Conclusion**

Unawareness brings uneasiness, a sense of being lost, and one has the tendency to focus on the negative side of the story. In order to teach, as far as possible, according to each child's educational needs, it is essential to him /her as a complete with individual strengths and weaknesses. There must be an understanding from all who teach them, that they may have many talents and skills. Their abilities must not measure purely on the basis of their difficulties in acquiring literacy skills. Dyslexic children, like all children, thrive on challenges and success.

### **References**

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