



Testing the Effectiveness of Reading Remedial Intervention Programme on Reading Ability of Children with Learning Disorder.

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Abstract

The research paper studies the effect of reading remedial intervention on children with learning disorder. The researcher worked with 16 children with learning disorder from an English medium school in Nasik for 3 months. The statistical data obtained in pre-test and post-test revealed significant improvement in the reading ability of these children. It is hoped that the study will help to bring improvement in the reading ability of children with learning disorder.

Keywords: Reading Ability, Remedial Intervention, Learning Disorder

Introduction:

Today, being a competitive world, children are being pressurized to excel in their academics by their parents and teachers. Our system of education evaluates the students on their results in school report cards. Many of them excel but, there are a few who fail due to various reasons. One of the most prominent one is learning disorder. It is one of the most important cause of academic failure throughout the world. The children with learning disorder are the 'hidden handicaps' in the classroom, as their problem is not often understood by teachers and parents. They are neglected being labeled as 'lazy' and 'dumb'. This immensely decreases the confidence level of the students and ultimately they start avoiding the education system. The effects of academic failure on individual's sense of self can also impact on their future life experience.

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Today, roughly 10 -20% of the school children suffer from dyslexia. It is the need of our education system not only to educate our teachers and educators but also to develop a remedial teaching programme which helps children with learning disorder to adjust with mainstream education.

Definitions:

According to the DSM 5:

Specific learning disorder is a neurodevelopment disorder with deficits in reading , written expression and math.

The earlier editions of DSM used the term learning disability.

As defined by the Learning disabilities Association of America , learning disabilities are neurobiologically-based processing problems that typically interfere with skills such as reading , writing or math.

The following Federal definition of Learning Disabilities has been adopted in India:

Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, emotional disturbance or of environmental, cultural or economic disadvantages.” (Federal Register, 1977, p.65083)

The DSM-IV-TR divides learning disorders into three categories,

- 1) Dyslexia: it is significant difficulty with word recognition, reading comprehension, and typically written spelling as well. When reading out loud they omit, add , or distort the pronunciation of words to an extent unusual for their age.

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- 2) Dysgraphia: it is a severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.
- 3) Dyscalculia: it is a severe difficulty in understanding or using mathematical symbols and concepts. People with Dyscalculia may have problems performing even the simplest of mathematical calculations.

DSM 5 uses one term for all three that is “learning disorder”.

Review of Literature:

Salim Abu Rabia, Rana Sammour, Israel (2012), The present study is an investigation of spelling errors of 8th grade dyslexic students (n = 20) and a group of 5th and 6th graders (n = 21) matched to the dyslexic group according to their spelling level. All students were tested on spelling isolated words in Arabic and English. The spelling errors were classified into four categories: phonetic, semiphonetic, dysphonetic, and word omissions. The results of the present study revealed that phonetic errors were more prevalent in Arabic than in English, while semiphonetic errors were more prevalent in English than in Arabic. Furthermore, the dyslexic group made significantly more semi-phonetic errors in Arabic than the spelling-level matched group, while the two groups made a similar number of semiphonetic errors in English. The discussion attempts to clarify and explain the results by analyzing the specific features in Arabic and English that posed difficulty for the dyslexic and regular Arab students. A number of instructional recommendations regarding the teaching of English spelling to Arabic speakers are presented.

Andereassen AB, Knivsberg AM, Niemi P, Norway (2006) conducted a study to investigate the effect of counseling on energizing a dyslexic's learning. The study included 65 dyslexic students in Norway with a mean age of 12.3 years. A thorough assessment of the children's strengths and problems was conducted at the centre. Information was also collected from school psychologists, teachers and parents. The diagnostic reports and remedial plans were forwarded to the school. The assessment of the children's reading abilities after 8 months showed 80% progress due to improved motivation by counseling and training.

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Vijayalaxmi Mogasale , Vishwanath Patil ,Nanasaheb Patil ,Vittal Mogasale,Belgaum ,India (2011),To measure the prevalence of specific learning disabilities (SpLDs) such as dyslexia, dysgraphia and dyscalculia among primary school children in a South Indian city. A cross-sectional multi-staged stratified randomized cluster sampling study was conducted among children aged 8-11 years from third and fourth standard. A six level screening approach that commenced with identification of scholastic backwardness followed by stepwise exclusion of impaired vision and hearing, chronic medical conditions and subnormal intelligence was carried out among these children. In the final step, the remaining children were subjected to specific tests for reading, comprehension, writing and mathematical calculation. The prevalence of specific learning disabilities was 15.17% in sampled children, whereas 12.5%, 11.2% and 10.5% had dysgraphia, dyslexia and dyscalculia respectively. This study suggests that the prevalence of SpLDs is at the higher side of previous estimations in India. The study is unique due to its large geographically representative design and identification of the problem using simplified screening approach and tools, which minimizes the number and time of specialist requirement and spares the expensive investigation. This approach and tools are suitable for field situations and resource scarce settings. Based on the authors' experience, they express the need for more prevalence studies, remedial education and policy interventions to manage SpLDs at main stream educational system to improve the school performance in Indian children.

Statement of the Problem:

To study the effectiveness of reading remedial intervention programme on reading ability of children with learning disorder.

Objective:

To enhance the reading ability of children with learning disorder.

Hypothesis:

The reading remedial intervention (RRIP) programme enhances reading ability of children with learning disorder.

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Tests:

WRAT 5 test of reading Pre test and Post test , Malin's IQ test , Diagnostic test of learning disability by Swaroop and Mehta .

Tools:

Mean ,SD, t test for small sample.

Sample of Study:

Purposfully selected sample of 16 students with learning disorder from standard 3 and 4 of an English medium school belonging to the state board.

Methodology:

The reading intervention programme made by the author:

Use of phonic training (jolly phonic videos and activities) Use of flash cards, multis sensory techniques were used by the author to train the students.

Duration:

3 months.(25 minute every day in groups of 3 to 4 ,except Saturday and Sunday)

Statistical Analysis:**Raw Score of reading ability:**

Serial number	Pre test	Post test
1	16	24
2	16	27
3	17	25
4	16	25
5	21	30

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6	15	25
7	21	33
8	18	30
9	19	33
10	16	28
11	19	34
12	20	35
13	18	32
14	19	30
15	21	32
16	17	30

Mean

	Pre test	Post test
Mean	18.063	29.56

t value : $10.26.(M1 - M2 / SED)$

The computed value of t is 10.26 which is higher than the value of t at 1% level of significance which is 2.75 in the table. Therefore the t score is highly significant and hence the hypothesis is accepted.

Discussion:

The above results showed significant improvement in the reading ability of children with learning disorder by the use of reading remedial intervention programme developed by the researcher. The researcher used multisensory methods to work with the children. These results are based on 3 month programme with children with learning disorder from class 3

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and 4 of an English medium school in Nasik. The researcher hopes that if continuous training is given to these children they will show improvement in overall academic performance. The research given below was also conducted on same lines and the findings showed improvement in reading, spelling and comprehension.

Hamilton SS, Glascoe FP... (2006) Evaluated Children with Reading Difficulties. Reading difficulties are common and are associated with poor long-term academic achievement. Evaluation of a child's developmental, educational and family histories in conjunction with standardized screening tests (e.g., Ages and States Questionnaires, Parents' Evaluation of Developmental status, safety word Inventory and Literacy Screener) can increase recognition of risk factors for reading difficulties. Validated, office-based, standardized screening tests 106 and school-administered standardized achievement tests (e.g., California Achievement Tests, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, and Stanford Achievement Test) can be used to assess school-age children with reading difficulties. However, many children have reading or learning disabilities and will have lifelong difficulties with reading despite adequate intervention. Children with substantial reading difficulties should receive a full educational assessment. There is good evidence that individualized instruction emphasizing increased phonologic awareness can have a favourable long-term effect on academic achievement. The author of the present research Ms Taruna used multisensory phonic techniques to bring in reading enhancement in children with learning disorder. The research mentioned below shows that children with learning disorder have difficulty with phonics. The research below also uses the same test that has been used in the present research.

Angela Friend and Richard Olson, Boulder. (2010) Spelling errors in the Wide Range Achievement Test were analyzed for 77 pairs of children, each of which included one older child with spelling disability (SD) and one spelling-level-matched younger child with normal spelling ability from the Colorado Learning Disabilities Research Center database. Spelling error analysis consisted of a percent graphotactic-accuracy (GA) score based on syllable position and existence in English, and a phonological accuracy score (PA). The SD group scored significantly worse in the PA measure, and non significantly better than controls on the GA measure. The group by measure interaction was significant. Spelling matched pairs had very similar scores for word recognition and orthographic coding, but the SD group exhibited significant deficits in reading

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measures of phonological decoding and in language measures of phonological awareness. The present researcher's work aims to be useful in bringing improvement in more students' with reading disability and will help the society by reducing the number of school drop outs.

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