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Dyslexia: A Reading Difficulty to the Human Being: A Study

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Abstract

Children with dyslexia show problems with reading task. The specific errors that are indicative of reading problems vary from language to language. Many years ago educators and medical practitioners believed that dyslexia was a case of words blindness this was especially evident when such children were asked to track a sequence of written words with their eye and were often found going back and forth over the same sequence. This paper discusses about the disability of dyslexia likely, historical development of dyslexia, characteristics, causes, signs, symptoms, recommendations to rectify the disability, statistics on affected people through dyslexia.

Keywords: Dyslexia, Reading Difficulty.

Introduction

The term *dyslexia* is defined as a disorder in which a person fails to learn to read in spite of adequate intelligence and proper instruction; implies neurological dysfunction, it is an extremely slow acquisition of reading skills, but 'Alexia' is a total inability to read. The National Institute of Neurological Disorders and Stroke definition describes dyslexia as "difficulty with spelling, phonological processing (the manipulation of sounds), or rapid visual-verbal responding". The British Dyslexia Association definition describes dyslexia as "a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling" and is characterized by "difficulties in phonological awareness, verbal memory and verbal processing speed". Dyslexia, also known as reading disorder, is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads.

History of Dyslexia

Dyslexia was identified by Oswald Berkhan in 1881, but the term dyslexia was coined in 1887 by Rudolf Berlin, an ophthalmologist in Stuttgart. He used the term to refer to the case of a young boy who had a severe impairment in learning to read and write, despite showing typical intelligence and physical abilities in all other respects. In 1896, W. Pringle Morgan, a British physician from Seaford, East Sussex, published a description of a reading-specific learning disorder in a report to the British Medical Journal titled "Congenital Word Blindness". The distinction between phonological and surface types of dyslexia is only descriptive, and without any etiological assumption as to the underlying brain mechanisms. However, studies have alluded to potential differences due to variation in performance.

Characteristics of Dyslexia

Appears bright, highly intelligent and articulate but unable to read write or spell at grabbed level.

Lazy dumb careless immature not trying hard enough or "behaviour problems".

High in IQ yet may not test well academically: test well orally but not written.

Feel dump; has poor self esteem; hides or covers up weakness with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.

Talented in art drama music sports mechanics story –telling sales business designing building or engineering.

Seems to "Zone out" daydream often; gets lost easily or loses track time.

Signs and Symptoms of Dyslexia

The term 'impairment' is used to refer to the loss or limitation of physical, mental or sensory function on a long-term or permanent basis. 'Disability', on the other hand, is used to describe the condition whereby physical and/or social barriers prevent a person with an impairment from taking part in the normal life of the community on an equal footing with others. Signs and symptoms of children with dyslexia can have mild to severe impairment signs of the conditions vary widely from person to person. Young children with dyslexia may be a late taker. He/she may have problem with pronunciation and rhyming words. The ability to learn basics such as the alphabet, colour and number may be impaired he /she will have difficulty in learning confusing letter such as "b" and "d" and letters and the sounds. An estimated 25% of peoples with dyslexia also show signs of attentions deficit Hyperactivity Disorder (ADHD) older children or adult with dyslexia. Others signs such As trouble with reading, writing, and speaking difficulty in learning a foreign language, poor handwriting and difficulty in remembering numbers may also appear.

Ruckner and Lures (1947) have listed the following symptoms of reading disabilities,

- | | |
|--|---|
| Slow rate of order or silent reading. | ➤ Lack of interest in reading. |
| Lack of comprehension. | ➤ Excessive physical activities while reading. |
| Inability to state the main topic of a simple paragraph or story. | ➤ Mispronunciation of word. |
| Inability to remember reading things. | ➤ Omission of word and letters. |
| Faulty study habit. | ➤ Inserting of words and letters. |
| Lack of skill in using tools to locate information such as index and table of content. | ➤ Substitution of words in oral reading. |
| Inability to follow simple printed written instruction. | ➤ Reversals of words or groups of words when reading orally. |
| Reading work by word rather than in groups, indicating short perception span | ➤ Repetition of words or groups of words when reading orally. |
| Lack of expression in oral reading. | ➤ Faulty eye movement while reading. |
| Excessive lip moment in silent reading. | |

Causes of Reading Disorder Heredity: Family and twin studies confirm that there is a heritable component of dyslexia. It is believed that chromosome.6 is responsible for this, it is more prevalent among family members than it is more prevalent among family members than in general people suggesting that discover may have genetic origin.

Brain Pathology: Brain abnormalities possible heritable, may be responsible for dyslexia. Right handed individuals with childhood dyslexia have microscopic abnormalities in the location number and organization of neurons on the left side of the brain. This area is known as the posterior language area of the cortex.

Problem of Children with Dyslexia

Some error with are very specific to dyslexia reader are:

Omission: the reader omits letters or whole words when reading. Generally it is the middle and end part of a word that is omitted; so that child 'attention must be directed to specific features of the word is a useful strategy.

Additions and insertions: the child inserts a letters where not required or a syllable cho reading and having the child read along with a taped reading help.

Subtractions: The reader Subtractions: words which look the same house for home guess f guest there is a great deal of wild meaningless guessing it may be that the child is over relayed cues and ignoring the context he probably has boor sight vocabulary and decoding skills the use flash cards is good methods of remediating subtraction to the sound and syllabus of individ words.

Reveals: Orton first introduced the term reversal to explain how learning disabled personals tw symbols when reading and writing letters parts of words or whole words may be reversed,

Strategies, reading methods and materials: Early letter emphasis associate the sound with printed materials' letters .learning is considered as per reading skills.

Words in colours: It makes initial easier phonemic aspects are written in colours.

DISTAR Reading System;

A problem in reading is broken down into components each components skill is taught in sequence

- Symbol-action games: this is used to teach skills such as left right orientation and line sequence.
- Blending: this is used to teach children spell words by sounds. saying the words slowed then blending the sounds together.
- Rhyming: this is used to teach children to recognize the relationship between sounds words.

Specialised approaches and techniques: There are several specific and specialized techniques and approaches that have been evolved through long experiences and researches.

behaviour modification of management approach : In this approach, attempts are made to modify or manage the behaviour of the learner, providing opportunities for modification are made in behaviour and help them to acquire desirable learning behaviour.

Psychoanalytic approach: In this approach attempts are made to analyse the behaviour of the disabled children and find out the root cause of his learning deficiency accordingly remedial programs are planned and administered by establishing proper rapport.

Physical or medical approach: This approach recommends medical treatment as a method of solving the problems on the assumption that the problem is physiological and medication is the best way for its solution.

Cognitive training approach: This approach aims at bringing the desirable changes in hidden thought as brought by behaviour modification and management, a number of techniques such as direct instruction, graphic organizers and visual displays, guided notes, cooperative learning etc.

Recommendations

Family counselling is recommended for parent and other family members have to treat with gentleness. They also have to keep a watch on her Behaviour as she has the tendency to go out and be friendly with strangers.

Parents have to maintain a diary about her day-to-day activities. This will help the psychiatrist to continue or change and monitor the dosages of confidence or change and monitor the dosages medicine.

Visits to friends and relatives will make her feel good. Parents have to take Sanchita to place of her liking. Acceptance and concern of others will enhance her acceptance.

A teacher in the college is to be requested to treat her with empathy and a positive attitude. She is not to be pressurized for studies.

Statistics on People affected by Dyslexia

70-80% of people with poor reading skills are likely dyslexic.

One in five students, or 15-20% of the population, have a language based learning disability. Dyslexia is the most common of the language based learning disabilities.

Nearly the same percentages of males and females have dyslexia.

Nearly the same percentages of people from different ethnic and socioeconomic backgrounds have dyslexia.

Percentages of children at risk for reading failure are much higher in high poverty, language-minority populations who attend ineffective schools.

In minority and high poverty schools, 70-80% of children have inadequate reading skills.

According to the National Assessment of Educational Progress (NAEP), 38% of all fourth grade students are "below basic" reading skills. They are at or below the 40th percentile for their age group.

Dyslexia: A Reading Difficulty to the Human Being: A Study

- Nationwide 20% of the elementary school population is struggling with reading.
- National Centre for Education statistics, 5% of all adults are "non-literate".
- 20-25% of all adults can only read at the lowest level.
- 62% of non readers dropped out of high school.
- 80% of children with an IEP have reading difficulty and 85% of those are Dyslexic.
- 30% of children with Dyslexia also have at least a mild form of AD/HD.

Famous Personalities affected by Dyslexia

Dyslexia at this stage was a term coined to describe right brained thinkers who have difficulty in reading, think in pictures and are very Imaginative and multidimensional (Eklavya School.) Famous personalities, Walt Disney, Albert Einstein, George Washington, Jamie Oliver, Pablo Picasso, Keira Knightly, Steve Jobs, Leonardo da Vinci, Whoopi Goldberg, Winston Churchill, Albert Einstein, Walt Disney, Stephen Spielberg, Kirsty Alsopp, Richard Branson, and Anthony Hopkins were cited as examples.

Conclusion

Because of my personal experience with dyslexia, I know and understand how frustrating the problems associated with dyslexia can be. Each dyslexic child can have this same success if he/she is given extra help in developing a phonological understanding. Despite the uncertainty in regard to the components of dyslexia, programs are available that have the ability to produce positive results in children by giving each child special instruction in the area needed. If parents and educators decide not to give up on the child and instead show a genuine hope and understanding that child will be given the chance to surpass the negative feelings of confusion and frustration and become ultimately fulfilled by great accomplishments. Every child deserves that all-important chance.

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