Volume : 2 | Issue : 11 | Nov 2013 • ISSN No 2277 - 8160

Research Paper Sociology

AN EXPERIMENT ON READING DISABILITY OF THE CHILDREN WITH SPECIFIC LEARNING DISABILITY – AN INTERVENTION STUDY

A.P. SENTHIL KUMAR

Associate Professor, Department of Social Work, CMS College of Science and Commerce, Coimbatore-641 006.

ABSTRACT

There were critical issues pertaining to current and future challenges of Vulnerable group that was Children with Specific Learning Disabilities with regard to learning English as a Secondary Language. Reading skills was essential and fundamental skill that permits a person to survive and thrive in an ever-growing technological society. This was essential to move from learning to reading to a reading to learning stage. This was the experimental study conducted with pre and post stage with the help of reading intervention strategies. The sampling process was purposive. The data was collected from the Sulur School which was highlighted by the education department and Serva Shikhsha Abhiyan Scheme as high school drop out ratio, child labour issues in and around Sulur, disabilities were also more among the Children. The researcher concentrated on the Children with Specific Learning Disability and their reading problems. The level of reading problem was identified and graded. The specific intervention was done with the help of planning on reading enhancement programme. 39 per cent of the 7th grade Children with Reading Disability and 61 per cent of the 8th grade students with reading problems showed and evidenced improved in Children with Reading disability reading skills.

KEYWORDS :

INTRODUCTION

Education was the only effective tool to produce the potential human resources of our country. British Colonial System had leftover the Gymnasium way of education (Macaulay's rote way of memory system). It had been developing slaves mind setup and not the creativity among the students communities. Fifty years behind, the European countries swapped the mechanical way of Macaulay's way of education system from their countries. But, still India was holding the British Colonial created education system. It was great challenges to the students' communities to compete with global competitive era. It was great threat to the foundation education in the schools. Programme on International Students' Assessment (PISA) survey among the 74 countries. It was one of the United Nations Forum-OECD ranked Indian Students learning capacity as 73rd out of 74th. In India, as per the 2001(NSSO) survey, reading disability of students per cent was 10-12 per cent in every school. In provisional census of population (2011) said that it was expected to be more than 12-14 per cent. The Quite interesting information was that majority of the victims were male Children. It was due to Chromosomal abnormality. Most of the stake holders were not aware about their children reading disabilities. It was just like earth-quake in empty vessels.

RESEARCH GAP

Krishnan and Raman Kutty (20030 conducted an epidemiological survey on Children with Reading Disability on behalf of Citra Tirunal Institute of Medical Science among 10 Districts of Kerala State and found that socio-demographic profile influencing the Academic problems of the Children with Specific Learning Disability . Wang et.al (2009) and Shanthi (1999) found that significant relationship between academic problems and cognitive areas. Peleg & Ova (2009) found that Children with reading disability have behaviour problems. No comprehensive intervention study on the reading problems of the Children with Specific Learning Disability had been attempted in Coimbatore District so far. Even though numbers of general studies had been conducted on different aspects of Children with Reading Disability, none of them had focused adequately on the school dropout and child labour issues were also strong influencing factors due to the reading disabilities problems of the Children.

STATEMENT OF THE PROBLEM

Reading requires two important aspects in the learning process one was reading comprehensions with the help of eye-tracking and the other one was listening comprehension with the help of brain process receiving system. Our traditional education system was giving importance to the rote memory existing among the Children. It was not testing the understanding ability and listening ability of the Students. Normal Students used to do it without any difficulties. But the Children with learning disability children were facing the severe crisis in the rote memory system. Moreover it was not good for both the normal and the children with reading disability Children. In India, millions of engineering students were coming out in a year but in that only 15 per cent were in the employable condition. This shows something wrong in our basic education system. Our students were not able to face the global competition. Mushroom growth of the educational institutions, overcrowded class rooms, teachers' lack of sincerity, dedications and not updating themselves according to the current students' needs were made the educational system as confused one in educational system. In case of Children with reading disability were facing severe frustration, depression and made them to run way from the learning process. Further, study of academic intervention on Children with Reading disability helped the stake holders in dealing with their Children with reading problems. Such a study at regional level had helped the policy makers to evolve macro level educational policies to redress the various problems faced by the Children with Reading disability in different regions of the country. Hence the present study "An Experiment on Reading Disability of the Children with Specific Learning Disability –An Intervention Study" was need of the day in the current scenario. Theoretical orientation of study was influencing by skill deficit theory had developed by Yesseldyke in 1978, Ability deficit theory had developed by Deruiter in 1982 and Inactive listener theory had developed by Hallen and Sapona in 1983.

Research Purpose/Aim:

The aim of the study is to assess the impact of Academic Intervention through the PREP reading strategies.

Research Questions:

1) To study Socio-Economic conditions of the Children with Reading disabilities.
2) To assess the Reading Comprehension Disability of the Children with Reading Difficulties
3) To conduct pre-test to know the reading grade level of the Children with Specific Learning Disabilities.
4) To analyze impact post-test of PREP reading intervention strategies among the Children with Reading Disabilities.

Further on the pertinent review of literatures, the researcher framed the possible hypotheses are

1. Better the Socio-Economic condition lesser would be the Reading problems.

2. Higher the Reading strategies lesser would be the Reading Comprehension Problems.

In order to fulfill the above objectives and answer hypotheses the researcher adopted the experimental research design. Data collection was done with the help of purposive sampling procedure from the 7th & 8th standard students at Sulur School in Coimbatore district. The reason for selecting this district as per 2011-12 statistics more no of disabled population , more no of school dropout , more no of industries and child labour issues were noticed in the district. More no of

special schools were also started in this district. Further Children with reading disabilities that are in the age group of 12-14 years only taken as ultimate sampling unit for the study. In order to collect data a standardized reading ability measuring diagnostic graph this had developed by Edward Fry in 1996. The researcher had used standardized reading strategies tool PREP (Planning, Reading Enhancement Programme) which was developed by J.P. Das (1996) for the intervention.

Phases of the Intervention

Phase 1: This phase consisted of one month. It contained collection of data about the SSA (Seva Shikha Abhiyan) already identified Children as Dyslexia in Sulur School among the 7th and 8th std Students with Reading Problems.

Phase 2: Pre-test conducted to know the level of reading grade among the 7th and 8th grade students by reading ability measuring diagnostic graph developed by Edward Fry, (1996).

In that phase the researcher had applied to know the level of academic backward in relation to reading grade level. Reading Grade level of the Students with Reading problems was identified from January to February, 2013. So, the researcher had decided to use the Reading graph to measure the grade level of reading with the help of sentence, syllable and words were existing in the given passage. All most 59 Students with Reading Problems were confirmed from 7th and 8th stds from Six sections. Overall 7th and 8th std population was 398. 59 out of 398 showed that 14.8 per cent of reading disability was existing among the 7th and 8th std in the Sulur Boys' Higher Secondary School. The Reading problems identified Students reading graded level were First grade and Second consecutively in secondary language.

Phase 3: Intervention to improve their reading grade level according to their stds

In that phase the researcher had administered 10 tasks involved in PREP to impart knowledge on features of letter, shape, sound, syllabification, words, phrase, ideas, organization, main ideas and themes. Period of intervention spent from March to June, 2013. PREP 10 tasks are essential for effective reading comprehension abilities. 59 students were divided into two groups. 23 students of 7th std were in one group and the remaining 36 students from 8th std were put in group two.

Phase 4:Post-test to know the impact of PREP reading strategies among the 7th and 8th std students

This post –test showed the improvement that nearly 39 per cent among the 7th grade students. It indicated that they were able to read at second grade level from the previous reading capacity of grade one. The reaming 61 per cent of the 8th grade students were able to read at third grade level (promoted them from their secondary grade level to Third grade level). Generally for the normal human being required level of reading level was third grade reading level only.

RESULTS & DISCUSSION

The current study was carried out among the 7th and 8th std Students with Reading Disability at the Sulur Boys Higher Secondary Schools. A total of 59 respondents were considered for the study which focused to Reading problems among the 7th and 8th std only. It developed the socio-demographic profile about the Students with Reading disability. 34 per cent of the father and 53 per cent of the mothers were illiterate. Majority of the fathers that is 63 per cent and mothers 34 per cent of their occupation were coolies. The results showed that nearly majority of the respondent's family income (59.0 per cent) was below Rs.5000/ month. Reading level of the 7th std students reading efficiency improved as 34 per cent. Reading level of the 8th std Students were noticed as 61 per cent after the intervention. The respondents response on the PREP intervention were analyzed using the 'T' test to find out there was any significant difference between the before and after intervention. The following table indicates the impact of intervention as follows.

Tests	N	Mean	Std.Deviation	T-test	P-value
Pre-test	59	25.101	9.164	27.490	<0.000
Post-test	59	15.932	5.33		

The't' test results reveal that there was a significant difference between the mean score of the reading grade level before the intervention and after the intervention. Mean score the problems was reduced after bridge course(x=15, S.D== + or - 5) when compared to before intervention score(x=25, S.D=+ or – 9) . Lesser the mean score, better the reading grade level. The results of the present study were correlated with Haring, Lovitt, eaten and Hansen (1978) studied that the instructional hierarchy required for reading and learning process.

CONCLUSION

Present study had developed a comprehensive profile of children with Reading disability. Further it focussed on identifying the critical socio-demographic correlates the reading disabilities. The study found that education status of the parents, occupation of the parents had profound influence on their children reading abilities. The current study found that 14.8 percent of the Dyslexia students were studying only in 6 sections of 7th and 8th stds. This was found with the help of Edward Fry reading grade level measurement. Further the intervention with the same students was administered by the PREP tool (Planning reading enhancement programme, 1996). The impacts of the reading intervention strategies were monitored and the following results were found. 39 per cent of the 7th std students with reading problems improved from reading grade level one to graded level two and also the 61 per cent of the 8th std students improved from reading grade level two to third through the intervention. Finally the current study discussed the PASS theory (Planning-Attention Arousal–Simultaneous and Succession with 10 tasks of PREP) proved and needed to overcome the reading disability problems of the Children with Reading Disabilities.

REFERENCES

Bone et al (2002). Reading and phonological awareness in reading –disabled adults. Journal on Developmental Neuropsychology, 21(3), 306-320. | Bruner,J.F., and J.j.Campbell.978. Participating in secondary reading: A practical approach. Englewod Cliffs, NJ: Prentice Hall. | Das, J. P. (1993). Neurocognitive approach to remediation: The PREP model. Canadian Journal of School Psychology, 9(2), 157-173. | Carlson, J. S. & Das, J. P. (1996). A process approach to remediating word decoding deficiencies in Chapter 1 Children. Quarterly Journal of Reading Disabilities. in press. | Deborah. H.D. and et al (1993). Adolescents with learning disabilities at risk?, 26 (30,159-166. | Edward Fry(1996) Fry graph for estimating readability level. Rutgers University Reading Cetner, New Jersey. | Fountas, I. C. & Pinnell, G.S. (2003). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8. Portsmouth, NH: Heinemann. | Heena, A, & Dilshad, M. (2006). Prevalence of learning difficulties/disability among primary school children: Effect on emotional problems and Academic achievement. Dharwad. University of Agricultural Sciences. | Immanual, P. (2007). Learning Disability/Problems: A Hand Book for Parents and Teachers, 52-54: Trichy. | Krishnamurthy, S. (2003). Learning to read to reading to learn. In Prathibha Karanth and Joe Rozario (Eds.), Learning Disabilities in India: willing the mind to learn (pp.91-93). New Delhi: Sage publication. | National Institute of Child Health and Human Development (2001a). Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications | NSSO. (1994). A Report on Disabled Persons. 47th Round (Planning Administration No 133) New Delhi: Department of Statistics. | Peleg & Ova. (2009). Anxiety, Academic Achievement, and Self-esteem among Arab adolescents with and without learning disabilities. Journal of Learning Disability, 32(1), 11-20. | Ramankutty & Krishnan, T.N. (2003). Epidemiological survey of learning disabilities in Kerala. In Karanth, P., & Rozario, J. (Eds.), Learning Disabilities in India: willing the mind to learn. New Delhi: Sage publication. | Shanthi, Uma, H. (1999). Temperament, behaviour problems and disciplining styles in children with scholastic skill difficulties. M.Phil dissertation, Department of Clinical Psychology, NIMHANS: Bangalore. | Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1994). Longitudinal studies of phonological processing and reading. Journal of Learning Disabilities, 27, 276-286. |