



MANAGING STUDENTS WITH DYSLEXIA AND ACADEMIC PERFORMANCE

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ABSTRACT

The Research explores the problems faced by the professionals as well peers in identifying the dyslexic students in academic performance there is loss of tools in India to identifying dyslexia this research would highlight the lacunae encountered by the experts to identify dyslexics. According to a study in India 13-14% of all school going children have some form of dyslexia. A few studies have done on the impact of dyslexia and academic performance of children in India. The purposed study aims to attract the attentions of teachers, parents and policy makers towards the impact of dyslexia and academic performance.

KEYWORDS :

INTRODUCTION:

The word dyslexia derives from the Greek prefix 'dys-' and the root-word 'lexis'. The former means 'difficulty' whereas the latter means 'word or language'. It can be best translated as 'difficulty with words'. As mentioned before there is not a universal definition for dyslexia. Depending on the professionals' field of study over the years there have been various definitions attempting to identify what dyslexia is. Dyslexia is mainly associated with language problems such as reading, writing and Spelling although people with dyslexia might also experience difficulties with vision, memory and/or orientation.

Dyslexia is typically characterised by 'an unusual balance of skills'. Dyslexia is a syndrome: a collection of associated characteristics that vary in degree and from person to person. These characteristics encompass not only distinctive clusters of problems but sometimes also distinctive talents.

1.1 Review of the Literature

Kong (2012) explored the experiences of six students diagnosed with Dyslexia after starting their Masters degrees in a qualitative study. Their personal accounts were analysed using thematic analysis. The major themes identified were: (1) Distress (2) Self-doubt (3) Embarrassment (4) Frustration (5) Relief (6) Confidence and (7) Motivation. This study provided a deeper understanding of the consequences of a late diagnosis and highlights the need for management approaches to be individually tailored to specific needs. The findings revealed that being diagnosed with Dyslexia as an adult can be cathartic or devastating depending on the individual's current emotional status and personality.

Boets, Poelmans, Luts & Ghesquiere (2011) conducted a study on impairments in auditory processing and speech perception of pre-school children identified with Dyslexia. The findings indicated that impairments in auditory processing and speech perception are not merely an epiphenomenon of reading failure. Although no specific directional relations were observed between auditory processing, speech perception and phonological awareness, the highly significant concurrent and predictive correlations between all these variables suggested a reciprocal association and corroborated the evidence for the auditory deficit theory of Dyslexia.

Dahle, Knivsberg & Andreassen (2011) focused on a small group of children and young adolescent with Dyslexia who have severely impaired reading skills despite prolonged special education. A clinical group of 70 students with severe dyslexia, due to phonological problems, and a control group of 70 without reading problems participated. The results reported significantly more problems in the Dyslexia group than in the controls in all the syndrome areas. Parents reported more children with Dyslexia to be anxious and depressed and have social problems and 65 attention problems than teachers. They also reported suicidal ideations in nine participants with Dyslexia.

Friedmann, Tzailer & Gvion (2011) tested whether the syntactic structure of the target sentence affects reading in text-based neglect Dyslexia. Individuals with text-based neglect Dyslexia omit words on the neglected side of the sentence or text, usually on the left side. The participants were 7 Hebrew-speaking individuals with acquired left text-based neglect Dyslexia, without syntactic impairments. Because Hebrew is read from right to left, it enables testing whether the beginning of the sentence and its syntactic properties determine if the final, leftmost, constituent is omitted or not. The results clearly indicated that the syntactic knowledge of the readers with neglect Dyslexia modulated their sentence reading. They tended to keep on reading as long as the syntactic and lexical-syntactic requirements of the sentence had not been met. Another finding of this study was dissociation between neglect Dyslexia at the text and at the word level.

Methodology

Aims and objectives

The aim of the research is to study situation, their self-perception of their dyslectic difficulties and how they experience and manage the problems that dyslexia causes them.

Objectives of the study

The main objective formulated for the purpose of the study was to find out the relationship between dyslexia and academic performance

Method

The researcher used the correlation Ex-post facto research method

CONCLUSION

There are behaviours that are generally attributed to the dyslexia, but that may simply be the consequence of the pupil's socio-cultural background, lack of adequate learning opportunities or of inadequate teaching methodologies. Reduced memory efficiency in dyslexia appears to result from verbal encoding difficulties rather than memory deficit per second. The solution available for the problem to identify dyslexic lies in the hands of the teachers, parents and psychiatrists making use of intensive observation of the student's performance in all areas including the academic and non academic areas and working as a team to identify the cause of the failure in academic areas and identifying and differentiating the dyslexics from the poor readers.

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