

# **A STUDY FOR THE DEVELOPMENT AND VALIDATION OF REMEDIAL PROGRAMME FOR PROMOTING EDUCATION OF DYSLEXIC CHILDREN IN MAINSTREAM SCHOOLS**

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The term 'Dyslexia' means a disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, write, spell or do mathematical calculations.

Characteristics of Dyslexia:

Constitutional – there is a neurological basis, problems with phonological awareness, language, short term memory. Usually there will be a cluster of symptoms.

## **RATIONALE OF THE STUDY**

Since the treatment is educational, and can be easily implemented, in the light of the above background the problem for the study is stated as below.

## **STATEMENT OF THE PROBLEM**

**A STUDY FOR THE DEVELOPMENT AND VALIDATION OF REMEDIAL PROGRAMME FOR PROMOTING EDUCATION OF DYSLEXIC CHILDREN IN MAIN STREAM SCHOOLS.**

## **OBJECTIVES OF THE STUDY**

To identify dyslexic students of classes II and III , evaluate their IQ, spelling age, reading level, reading comprehension level, and listening comprehension level.

To prepare and validate a remedial programme for spelling, reading, reading comprehension, and listening comprehension.

## **VARIABLES**

Independent variable: Remedial programme made by the researcher.

Dependant variable: Improvement in all areas of remedial programme.

Intervening variables: I.Q., class and age of student.

Extraneous variables: Family background, parents' educational level.

## HYPOTHESES OF THE STUDY

Ho<sub>1</sub> : There is no significant effect of remedial measures in improving spelling age of Dyslexic students.

Ho<sub>2</sub> : There is no significant effect of remedial measures in improving reading ability of Dyslexic students.

Ho<sub>3</sub> : There is no significant effect of remedial measures in improving reading comprehension of Dyslexic students.

Ho<sub>4</sub> : There is no significant effect of remedial measures in improving listening comprehension of Dyslexic students.

## DELIMITATIONS

The present study is confined to classes II and III of the public schools of Delhi only, both boys and girls will be included in the study. The remedial help is given only for 45 minutes on 2 days, due to constraints of time in mainstream schools. The sample size is small due to the nature of the problem.

DESIGN : Experimental method of research.

## SAMPLE of the Study

Purposefully selected sample of 30 dyslexic students from primary classes consisting of 15 from class II And 15 from class III. This formed Group A, which is the experimental group. An equal number formed the control group, Group B matched uniformly in respect to IQ, SES, & educational achievement in the previous annual examinations.

## TOOLS

List of tools used: Data Blank, Socioeconomic Scale, Draw a man test, Schonell test of spellings and Brigance Inventory.

## STATISTICAL TECHNIQUES USED

Mean, S.D, t-values for measuring the significance of difference between the groups.

## MAIN FINDINGS

The remedial programme developed by the investigator proved to be effective in improving Spellings, Reading level, Reading comprehension and Listening comprehension.

## SUGGESTIONS FOR FURTHER STUDY

The study could be extended to others areas associated with Dyslexia, like Attention Deficit Hyperactivity disorders, which is closely related to Dyslexia.

Attitudes of teachers, Principals, toward remedial teaching needs to be extensively researched and understood.

The present study was conducted first time in the Public schools of Delhi; much needs to be done with Dyslexic students in Government schools and in other States of India.

Study can be done in Dyscalculia, Dysgraphia as well.

The present study aimed at remedial programmes for Dyslexic students. The same programme could be tried out for visually impaired Dyslexic children, so that they can be effectively mainstreamed.

The role of Computers for implementing and creating remedial programmes for Dyslexic students needs to be researched.

Reasons for delays in giving remedial support to Dyslexic students in mainstream school settings can be investigated further.

Comparative studies of the utility of multisensory techniques and approaches will shed light and their effectiveness can be studied.

Study of effectiveness of remediation on the improvement of self-concept of Dyslexic students can be investigated.

Parental attitudes on remediation can be further researched.