

CHAPTER - VI



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SUMMARY AND CONCLUSIONS

This chapter presents a brief summary and birds eye view of the main features of study. The suggestions for the further studies on related topics have been given.

6.1 INTRODUCTION:

The general area of learning disabilities is a difficult one to circumscribe and describe. In a broad sense a person can be labeled as learning disabled if a central mental processing dysfunctioning exists which acts as a restriction to attaining full learning potential. Not a great deal is known about the nature and severity of learning disabilities in reading attainments.

The teacher who can analyse reading attainments in terms of reading accuracy and comprehension, determines the pupils proficiencies and present instruction geared to develop the appropriate fluency and comprehend will be a great asset to learning disabled children.

6.2 HYPOTHESIS:

"Indian children with dyslexia will be having the same problems in reading".

6.3 OBJECTIVES OF THE STUDY :

The main objectives of the study are

- 1 identify the learning disabled children from the grades III, IV and V (8-10 yrs age group).
- 2 identify learning disabled children having problems in reading.
- 3 develop criteria to measure reading attainments c (ie, Accuracy and Comprehension).
- 4 study problems in different areas of reading (Accuracy and Comprehension)

Under accuracy we include :

Substitution

omission

Distortion

Addition

Repetition

Reversal

Hesitation

Self-correction

Under comprehension we include the understanding of a word as a phrase recognition to the understanding of the meaning intended by the author.

6.4 DELIMITATION OF STUDY :

following are the delimitation of the study

- 1 This sample was confined to 77 L.D. children of Jalandhar city which consisted 48 dyslexics children.
- 2 The identification of L.D. children were done by check-list developed by N.C.E.R.T, New Delhi. Reliability and validity of this check-list is not known.
- 3 Problems in reading accuracy and comprehension were identified, other skills like writing spelling and arithmetic were not taken into consideration.
- 4 The list developed by the investigator regarding accuracy and comprehension could not be standardised, its validity and reliability could not be checked due to shortage of time.
- 5 Teacher's perception for identification of L.D. children with the help of check-list was used, which may be contaminated with some subjectivity.
- 6 Only few threats to validity (internals and external) were taken into consideration.

6.5 SAMPLE OF THE STUDY

For identification of L.D. Children sample of 95 were selected. Out of 95 students 77 were identified as L.D. and out of these 77 students 48 were taken for the further study of dyslexics.

6.6 FINDINGS :

- 1 The prevalence of Dyslexics is approximately 50% in present study.
- 2 The dyslexic committed errors in following components of reading attainment

- 1 Accuracy

The dyslexics committed errors in following areas of accuracy:-

- a Substitution
- b Omission
- c Addition
- d Distortion
- e Repetition
- f Reversal
- g Hesitation
- h Self-correction.

- 2 Comprehension :

Dyslexics have poor accuracy ,but have very good comprehension.

6.7 CONCLUSION

From the study it is clear that a large numbers of students of present population belong to L.D. class. They have different problems in reading attainments. Maximum dyslexics commit the error of distortion, repetition and self - correction.

This is important for the students to have mastery in reading and comprehension until and unless the student can read and comprehend the matter clearly he can't progress academically because all higher studies information depends upon reading.

6.8 EDUCATIONAL IMPLICATION :

Due to failure in reading at earlier stage the entire future of education of the child will receive an irreparable set - back . It results in dropouts, and it is observed that poor readers usually repeat the grades and many a time they develop anti- social behaviours. The educational implication of the finding and conclusion drawn from the data are as follows.

Learning problem caused or magnified by deficits in basic learning processes, commonly referred to as specific learning disabilities becoming highly visible as they blossom into major academic difficulties. Recognising the problems at the later stage in the child's academic carrier, would really be a genuine tragedy for the child.

It is tremendous waste of an individual's potential in the most formative years, which necessitates expenditures of time and money for beyond the level required, if earlier prescriptive diagnosis had been accomplished so early identification is necessary to check learning disabilities.

There is meaningful difference between what an individual is capable of doing and what an individual can be observed in doing in specific academic area, in the case of learning disabilities. Most importantly it indicates that one should not expect to find a total in reading skills, or whether behaviour is involved. Instead, it would be more typical to find the areas where lack of specific learning has led to more generalised deficit.

There are children who need special help in order to successfully read and comprehend. The teacher must determines the fact as to the child's physical health, intelligence emotional and social adjustment, formal as well as informal tests of perception, psycholinguistic abilities, intelligence language development should be used to diagnose if any reading disability persists in a particular child. The earlier we detect the disability ,the better chance we have of tackling it successfully.



6.9 RECOMMENDATIONS:

In order to diminish the problem of L.D. following recommendations are made :

- 1 The investigator felt during the study that not a single test is available to identify children with learning disabilities in India . It is really a very time consuming and herculier task to identify learning disabled children in the class- room . Therefore there should be a complete test to identify children with learning disabilities.
- 2 The regular class-room teachers must be oriented in the field of learning disabilities.
- 3 The same type of study should be done in other areas of learning disabilities for example reading writing and spelling etc.
- 4 The identification of children with learning disabilities should be done at the earliest. Sooner the higher learning disabled children are recognised the greater the possibilities of preventing the failure.
- 5 This area is the most neglected area in India From government side much care and attention is needed.
- 6 There may be two way to tackle the problems of learning disabilities. One is to make such type of arrangements so that learning disabilities could not be developed and the other way is treatment to overcome the problem of learning disabilities.

The best way to meet the first one is to make provision of appropriate services for all children at primary level that may be proved helpful to check learning disabilities. The inactive portion of the brain will be active and there will be no question of learning disabilities to occurs in near future and this procedure will also be proved beneficial with normal children of the class. To meet second one special methods with special material should be used by the teachers.

- 7 Treatment must be based on an understanding of the child's instructional needs .
- 8 Do use multi - sensory learning techniques to link all the pathways to the brain in the learning situation . Research shows that this is the most effective way
- 9 Do encourage alternative way of recording his work: use of tapes, diagrams etc.

- 10 Remedial programme must be highly individual
- 11 The reading process must be made meaningful to the learners.
- 12 Sound teaching procedure must be employed.
- 13 The teachers must know obvious strategies for helping the children with a short attention span, visual motor ability, visual spatial ability, memory and symbolic comprehension.

6.10 SUGGESTIONS FOR FURTHER RESEARCH STUDIES

- 1 To develop diagnostic tests for the identification of problems of dyslexia.
- 2 To identify problems in the area of reading, writing and spelling of learning disabled children.
- 3 To develop a package of materials for the treatment of problem of reading attainment of dyslexics.
- 4 To find out the prevalence of L.D. children in India.
- 5 To develop instructional strategies for L.D. children.
- 6 To develop problem solving strategies for L.D. children.