

INTERVENTION PROGRAMS OF DYSLEXIA: A COMPREHENSIVE STUDY

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Abstract: This paper is an attempt to comprehend the intervention methods for Dyslexia. It will help to analyze all the intervention programs together. This paper is comprehending seven intervention programs, Slinger Land Approach, Orton-Gillingham Program, Jean Piaget Approach, Lindamood Bell Program, Multisensory Reading Remedy, Wilson Reading Language Program, Computer-based Reading.

Key Words: Dyslexia, Intervention Methods, Specific learning disability.

1. INTRODUCTION:

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge" (Definition of Dyslexia - International Dyslexia Association. (<https://dyslexiaida.org/definition-of-dyslexia>)).

The word *Dyslexia* is a word which contains two Greek words, *dys* and *lexia*. *dys* means difficulty, and *lexia* means language. Rudolf Berlin coined the term in 1887. If neurological differences may cause a child's reading skill, it is called Dyslexia. the differences in reading parts of the brain may affect a child's reading ability. Neurological federation (1968) defined *Dyslexia* as difficulty in acquiring reading and writing skills based on a child's intellectual ability. Carsten Elbro and Hollis S. Scarborough (2004) explain the importance of early identification and remediation of Dyslexia. Dyslexia may affect children's reading interests, and it will affect children's confidence. So, giving proper training as early as possible is essential for a person with dyslexia.

People who are there in a child's development period will deeply influence the intellectual and psychological development of the child. Care, attention, and engagement towards the child are also essential factors in child development. Teaching problems will affect the child mentally and it can be the cause for showing dislike for schooling. So it is important to give possible training to Dyslexic children at the +proper time. In *Helping Dyslexic Child*(2011), T.R. Mills is discussing the importance of giving training to Dyslexic children. He is not suggesting any special teacher but the parents or the teachers with a lot of patience and honesty to help the child with reading. It can be given by parents themselves or by the teachers. In short, giving special care and attention to dyslexic children is the only way to overcome the issues that face dyslexics.

There are some intervention programs designed for dyslexics which help dyslexic children to overcome their reading issues of a dyslexic.

2. Orton-Gillingham Program

Between 1940-the 50s, Orton and Anna Gillingham started the Orton Gillingham approach at Columbia University. Around fifteen institutions are following the Orton-Gillingham approach even though no one is perfectly following the approach. For example, the Slingerland approach Wilson reading program.

Orton Gillingham's approach is a complete and multi-layered teaching method. Shape, anecdote, sound, and feels of speech organs when it occurs, and its mechanisms are repeatedly concern in this approach (Tom Nicolson, 2011).

A one-to-one teaching method is proposed in Orton Gillingham Approach. Specially prepared teaching tools are used for each child based on the strength and weaknesses of the particular child. As with ordinary language knowledge of typical kids, dyslexic kids need special training to understand the relationship between written letters and language. It aims to help children having dyslexia with this method (Ahearn, Molly, 2019).

3. Slingerland Approach

Beth Slingerland is a general school teacher. She noticed a reading difficulty in her students and started searching for a method to help this student. While searching, she learned the importance of rearranging the Orton Gillingham approach for classrooms. Moreover, she started working on it. She gave her first lecture to teachers and parents of dyslexic children in 1960. Slingerland is the first classroom adaptation of the Orton Gillingham Approach. Slingerland is a structured multi-layered teaching approach, which focus on phonological knowledge, recognition of letters and words, reading fluency and vocabulary (www.Slinderland.org).

4. Jean Piaget approach

Jean Piaget (1896-1980) mainly focused on child development studies. Piaget's theories focused on the cognitive development of a human being. It is known as genetic epistemology.

He is proposing a four-step cognitive development. Sensory-motor stage (0- 2 years), pre-conceptual stage (2-4 years), concrete operational (4-10 years), and formal operational (11- rest of the life) are the four stages of cognitive development proposed by Jean Piaget. The biological adaptation, equilibrium between an individual and his surroundings, the equal development in cognitive processes are Piaget's views about intelligence. He suggests preparing the surroundings and situations based on individual needs and specialties. It is easier to help children when we already know the development period in which they faced the struggle. It will help teachers to help the child. Moreover, it will be good to know the development stage the child is in; then, it is possible to get an idea about the knowledge which should acquire child in his/her next stage of development. These things will help each child to overcome backwardness (Weekly, S, 1979).

5. Lindamood bell

Lindamood was a linguist and speech pathologist, and Charles and Nancy Bell was her colleagues. They developed the Lindamood bell remedial reading program. Compared to conventional reading comprehension programs, Lindamood bell is different. It gives more importance to the process of learning than the discipline. The ability to use language is the most crucial factor in learning. Language is based on communicative and cognitive duties of phonological knowledge and imagination. Lindamood bell is developing these communicative and cognitive duties to train the child. It promotes reading, spelling, comprehension, critical thinking, and mathematic abilities (www.dyslexiarodywell.com/lindamood-bell.ht.ml).

6. Multi-sensory Reading Remedy

Teachers and researchers equally suggest multi-sensory reading remedy programs for better results. Stillman and Gillingham developed this method in 1970. Multi-sensory teaching nourishes memory and learning by coordinating sight, hearing, and sound and hand movement simultaneously. Dyslexic children are creative, and they can use their sensory organs in a good way. So the multi-sensory reading remedy is more effective for dyslexic children. The dyslexia resource centre is using this method for its training programs. They are using software called *Lexica* in all their training programs. Kids can use its web version from home (<https://dyslexiaresource.org/>).

7. Wilson Reading Language Program

Barbara Wilson was a special teacher in a public school. She was a trained person from Orton Gillingham. So she was giving training to adults who were facing reading issues. From these training sessions, she and her husband, Edward, started Wilson's language centre in 1985. Wilson's language program is also based on Orton Gillingham's approach. Wilson language program focuses on phonological classifications. They are giving training based on

phonological knowledge. Wilson language program is designed for the English Language. It includes two to twelve years children and adults in their intervention programs. Its syllabus contains twelve steps, including pathological classification. It gives its training based on six syllable structure. All six are different from each other. Wilson's reading program includes all the areas of reading.

8. Computer-Based Reading

This is a remedial reading program to help backward readers with a computer-based classroom. Compared to another method, it is possible to present in two ways simultaneously in computer-based programs. one is in visual presentation, and the second is an audio presentation. Like this, the repeated two-way presentation will help children to improve their reading. However, it can be affected negatively for some people with dyslexia. This method is helping to enhance five reading skills with computers. Essential reading skills, like Phonological knowledge, and phonics, can be developed in this computer-based reading program. Getting all teachers with phonological knowledge is impossible, but this computer-based program can be a remedy in such situations. It can use for all kids based on their particular needs.

These are the seven major intervention programs for dyslexia. as we discussed, each method has pros and cons. it may be effective for some people, and it may not. However, training will help to improve the reading skill of people with dyslexia. Education and knowledge are the primary needs of a human being. It designs the rest of one's life. So helping people with dyslexia overcome their reading difficulties is like giving them a better life.

As far as Indian educational scenario is concerned with it being impossible to form a single structure for people with dyslexia because it has been filled with too many languages. Each language needs separate training tools. It is possible to make a language-specific syllabus for people with dyslexia. Detailed language analysis of dyslexic children makes it possible to get the shared nature of language errors. A linguist can make a syllabus based on phonological classifications and other language structures with that linguistic data. It can use for all dyslexic children to improve their reading skills. As in Orton-Gillingham's method, One-to-one teaching may be much more effective than any other because all dyslexic children are different. Their strong and weak areas are different. So it is impossible to train all the children in the same way. Maybe the syllabus can be used, but one trainer, a parent or teacher or any other trainer should know the strong and weak areas of the particular child. It will make the training effective. It is only possible through one-to-one teaching. The school atmosphere is not an ideal place for special training. Because it is not possible to give one-to-one teaching in the classroom. Only a collective strategy is possible in classrooms. Moreover, special training may marginalize the child or cause the child's inferiority. From all these facts it is visible the need for training centres apart from schools.

This article strongly recommends learning disability centres in every Taluk. It makes the centres much more accessible and can give continuous attention to children with learning disabilities. That can make a positive impact on the reading ability of dyslexic children.

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