

UNIT 5 LEARNING DISABILITIES

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5.1 INTRODUCTION

A significant percentage of children fail to cope with 'learning at school'. A survey conducted in Bangalore reveals that 20 to 25 per cent of school children have problems with learning at school. In rural areas, this figure is expected to be still higher. These children are identified by a variety of labels such as dyslexic, slow learner, learning disabled, perceptually disordered, educationally handicapped, minimally brain damaged and many more. One author notes that there are more than 40 English terms to refer to the child with learning problems.

The causes for their learning problems may be many and varied. For some children, it could be purely due to external factors, while for some due to internal factors and for still others it could be a mixture of both.

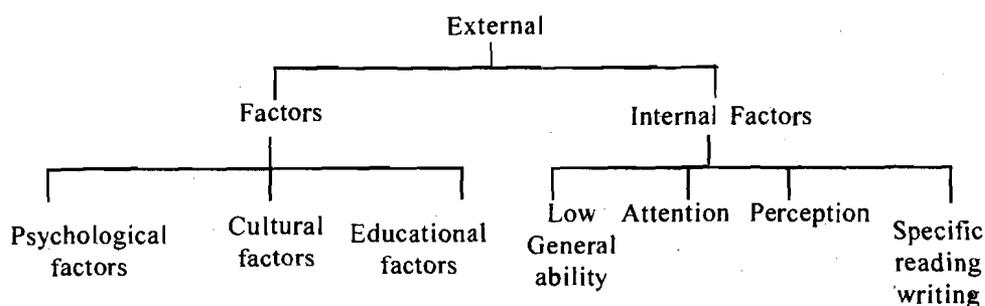


Fig. 5.1: Learning Problems Causes

Internal factors contributing to learning problems

Birth trauma, oxygen deprivation, infectious diseases, drug intoxication, malnutrition and congenital defects can predispose a child to learning problems. There are other more important factors like delay in maturation of central nervous system, confused laterality, genetics and biochemical imbalances which contribute to the learning problems.

A charitable trust runs a school in Bangalore predominantly for slum children. The teachers found several primary class children dull and unresponsive. A team of mental health professionals from NIMHANS, asked the teachers to identify these children and offered them a stimulation programme in groups of five. The

stimulation programme consisted of teaching them various concepts through beads, colour powder sticks, puzzles, etc. They were allowed to sing and dance. These children were given this programme every day for one hour, lasting a month. At the end of the month when reassessment was done, the teachers remarked that there was a significant change in these children's behaviour. They became active and alert in the class.

When the learning problems are due to biological factors, they manifest right from the early development of the child. If the academic problems are of recent origin, we can suspect the role of external factors.

The children who face learning problems due to biological factors, can be broadly grouped into four categories.

Group 1B: These children have problems with their general abilities; are low achievers in studies compared to average students; they are known as **slow learners**.

Group 2B: These children predominantly have problems with attention. They are restless and some are hyperactive-characterized by constant motion-restlessness, running around.

Group 3B: These children show problems with visual and auditory perceptions. They may read or write 'b' as 'd'. Some also manifest soft neurological signs such as difficulty in motor coordination or clumsy behaviour.

Group 4B: These children are quite intelligent but have specific problems in spelling or writing or arithmetic.

In this unit, we are concerned with children who belong to groups 3 and 4.

5.2 OBJECTIVES

After going through this Unit, you should be able to:

- identify and assess learning disabilities in children;
- diagnose the possible reasons for the disabilities;
- design suitable remedial strategies for these children; and
- inform their parents about the referral services.

5.3 ASSESSMENT OF THE CHILD

Information about assessment of children with learning problems provides a basis for remediation. Assessment information is of two types:

1. **General information** - this includes case history material, general abilities of the child, observational data, etc. This gives an overall picture of the child and suggests a beginning point for remediation.
2. **Specific information** - the results of direct measurement of the child's performance in language, arithmetic and other areas that provides the basis for further instruction.

5.3.1 Case History Record

What should be included in the child's school record? What is the type of information written in the case record kept in school?

Psychological Test Reports

- child is mildly hyperactive;
- needs psychological and academic help; and
- recommended individualized education for a period of at least two years.

Problems in the family: No obvious signs of marital tension, economic problems in the family. Child is well-adjusted with members of the family. Mother seems anxious and overly concerned about the child.

A case history record can have four kinds of information. What is shown in Table 5.1 is commonly kept in most guidance clinics. This can be obtained for all children. There is nothing confidential about it. If you want to help a child with a problem more information is needed all this information could be obtained from the parents, direct observation, interview the child and assessment findings. The type of information written under headings. Information from child, Direct observation, Psychological Test. Reports and problems in the family should be kept confidential.

5.3.2 Assessment of General Abilities

General abilities have to be assessed in order to state whether the child functions at a lower or higher level for its age. It cannot be obtained only on the basis of academic records. A child may be intelligent, but due to lack of motivation or other factors performs poorly at school. Some of the other ways of judging a child's general ability are as follows:

- i) Asking the parents regarding the general capacity of the child in areas other than academics, compared to children of his/her age, for example, on developmental tasks such as child of his/her age are able to follow directions for solving puzzles. This child, however, needs to be instructed several times and still may not be able to solve the puzzle. (refer to the Unit 7: Cognitive and Language Development in Course NES-101: Understanding the Elementary School Child).
- ii) Get information regarding the child's following instructions, ability to go out and buy things, counting, understanding television programmes and compare that information with the abilities in these areas with other children of his/her age.
- iii) Question parents regarding the child's eating habits, general cleanliness, ability to take care of his/her belongings whether organized or careless, etc.

A child who is poor in general abilities will be dull in all the areas. In case of doubt, the child could be referred to a psychologist for assessment of intellectual abilities.

Once we have the background data and information about the general ability of the child, assessment can be focused on specific areas.

Specific Assessment

Level-I tests can be used as screening instruments for children in 5-7 years age-group.

Level-II tests can be used as screening instruments tests for children in 8 - 12 years age-group.

5.3.3 Level-I Tests

1. Speech and Language

List the problems with the child's speech/language that have been observed frequently.

Example

- a) Speaks only in mono syllables.
- b)
- c)
- d)
- e)

Here are some of the signs, check them out with your answers.

- i) Speaks with marked lack of fluency (difficulty), gives examples in Hindi or English for each category listed.
- ii) Misarticulates (mispronounces) many words (may use 'Ph' for 'S').
- iii) Lacks ability to describe persons, places and things clearly.
- iv) Fails to identify an object from its verbal description.
- v) Doesn't comprehend simple sentences.

Once, a newly appointed teacher tried to teach the adivasi children nursery rhymes and found that in spite of repeated attempts they could not learn. Then, she gave them a standardized intelligence test and found their scores indicating retardation. The following day, she took them out in the woods for a picnic. To her surprise, she found that the very same children could at will identify twenty different kinds of snakes and say which were poisonous and which non-poisonous, and identify thirty different kinds of trees, distinguish edible and non-edible fruits and climb trees. Then, the teacher told herself that yesterday I thought that these children were retarded, but today I feel that I am retarded.

The incident here shows that the cultural context of the child has to be kept in mind before deciding that the child is retarded.

2. Temporal Relationships

Learning disabled children show poor orientation to time and sequence of events.

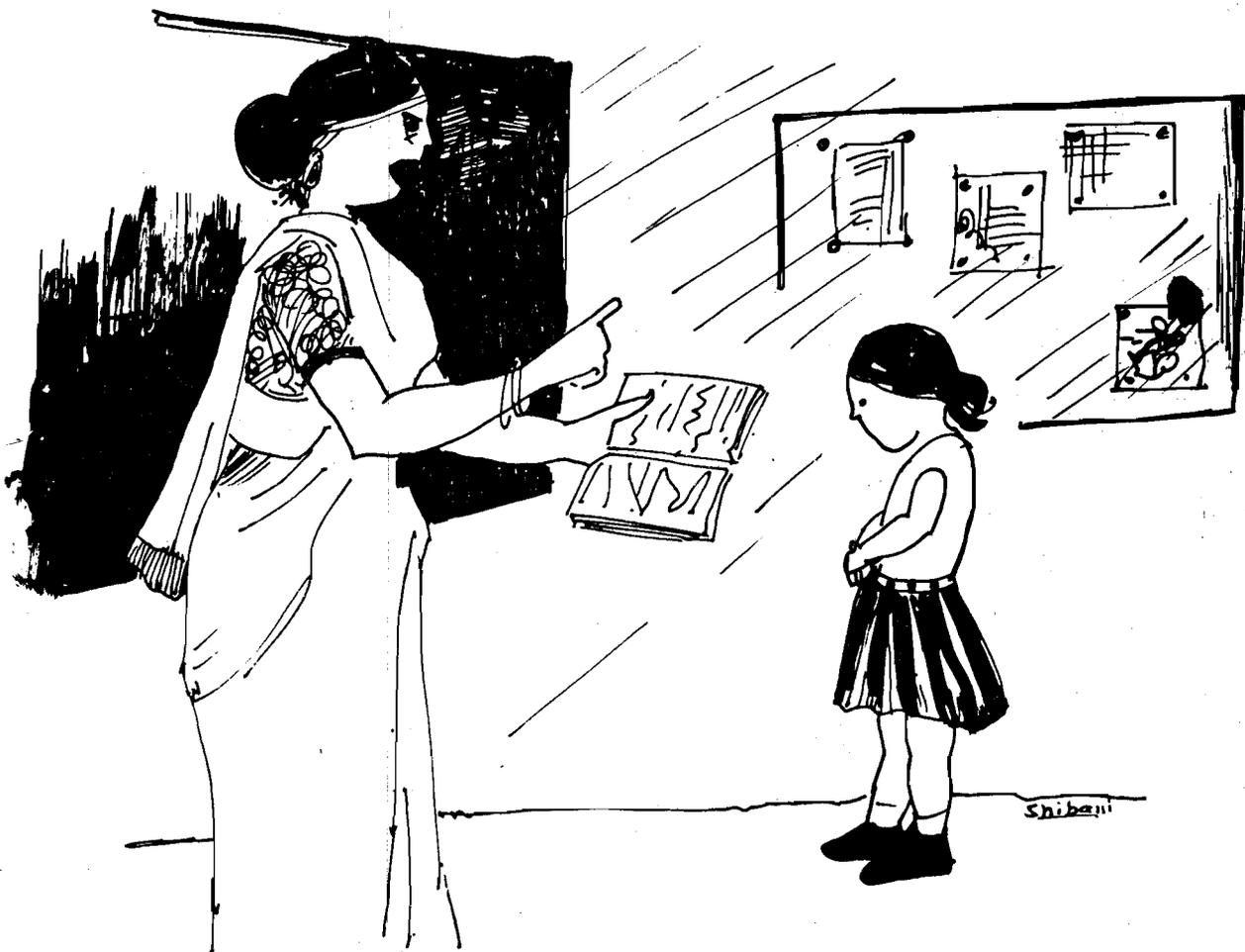
What are the signs that indicate poor orientation and sequence of events? Give examples to illustrate.

For example, the child always finishes his/her work late in class, is never able to organize his/her work choosing what to do first and what next.

- a)
- b)
- c)
- d)

Check your answers with the ones given below.

- i) Cannot tell a story in sequence.
- ii) Absent minded, forgets important events.
- iii) Confuses seasons, months, years, days after the age at which most children learn these concepts.
- iv) Cannot remember alphabets or nursery rhymes in sequence.



3. Auditory and Visual Perception

Perceptual difficulties are common among learning disabled children. The following symptoms indicate difficulties in visual/auditory discrimination:

- i) Loses place frequently when copying.
- ii) Unable to discriminate differences in size, shape or colour.
- iii) Has difficulty in drawing simple geometric shapes like square or a circle.
- iv) Has difficulty in recognizing common objects when a part is missing.
- v) Gets confused with words indicating position-up, down, above or right and left.
- vi) Doesn't discriminate changes in pitch, loudness, etc.
- vii) Reverses the letter - 'b' for 'd', p,q, jumbles words while spelling.
- viii) Difficulty in joining the corners or angles.

4. Quantitative Reasoning and Computational Skills

Here are some of the signs you can check for

- i) Difficulty with concepts like more-less, longer-smaller, heavier-lighter.

- ii) Doesn't understand one to one correspondence. Examples: teacher-student; pen-ink, pencil-sharpener, etc.
- iii) Has marked difficulty in learning basic number facts. You can add other signs that indicate poor quantitative reasoning and computational skills.
- iv)
- v)
- vi)



5. Motor Skills

Write your answer in the following spaces to find out if there are motor problems such as:

- i) Unable to balance on one foot
- ii) Has an unsteady and awkward gait
- iii) Unable to throw and catch a ball
- iv) Unable to hold a pencil properly
- v)

A learning disabled child has problems in one or more areas mentioned above. You can assess the child with the help of signs given under each area.

Caution: All these signs have to be observed against the appropriate age and development. The difference between the children of that age-group and the child you have assessed should be gross to conclude that the index child is deficit in that area.



Instruction: Cancel out all the '7' as fast as you can.

Reading 'comprehensive and speaking' tests are a must when a child is being assessed for learning disability. Short paragraphs from any standard test like the Schonell's Battery, and a word list must be included in the assessment kit for all age groups.

5.3.4 Level - II Tests

The areas of assessment for older children in the 8-12 age-group years should include the areas such as : (1) attention, (2) memory, (3) perceptual motor skills, (4) arithmetic, and, (5) language.

1. Attention

As a teacher, you must have seen many children who are having problems with attention and concentration. Can you mention a few ways in which the abilities of the child to attend to a task can be tested ?

- a)
- b)
- c)

Besides what you have written, here are some more ways to find out whether the child has problems with attention.

- i) **Colour cancellation test:** Colour cancellation sheet is given here. Sheets like this can be prepared and the child can be asked to cancel out a particular colour or two colours.
- ii) **Number cancellation test:** In order to test the child's ability to sustain the attention a number sheet as shown on Table 5.2 can be prepared and the child is asked to cancel out a particular number wherever it is found. The work should be long enough to test ability of the child to sustain the attention.

Table 5.2: Number Cancellation Test

8	3	5	7	6	2	1	7	3
5	9	3	2	7	6	1	8	9
7	3	4	6	8	7	2	1	5
6	8	7	3	4	5	6	2	7
3	4	2	6	7	1	2	5	7
2	6	5	3	2	8	9	6	1
5	2	1	3	6	7	8	9	7
3	5	7	2	1	6	8	9	7
9	7	8	6	5	4	2	3	1
9	6	9	7	2	3	1	5	4
5	3	2	1	7	4	6	9	8

Time taken:

No. of mistakes:

Omissions:

Wrong cancellation:

Total:

*Similar longer number cancellation test can be prepared and variations in cancellation could be introduced.

iii) **Memory** : Children with learning problems often don't remember what you teach them. In this context, it becomes necessary to test the child's memory. Memory has two components—recognition and recall.

iv) **Word list**

For a graded spelling test:

See	cut	mat	in	ran
Bag	ten	hat	dad	bed
Leg	dot	pen	yet	lay
Good	till	be	with	from
Time	call	help	week	pie
Boat	mind	sooner	year	dream

Paragraphs for oral reading

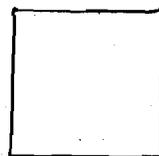
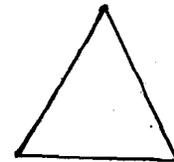
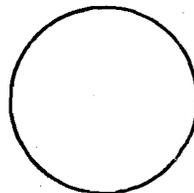
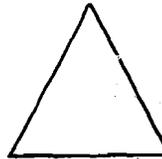
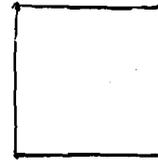
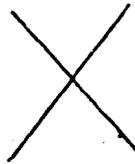
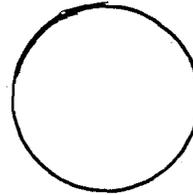
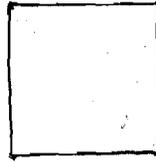
- i) Look at my little dog.
See it run and jump.
I like to play with my dog
We can run
We can jump
Do you like my little dog?
My dog likes you.

ii) Look at me
See what I can do
I like to play
Do you like to play?
Will you play with me?
We can run
We can jump.

iii) The little boy saw the ball
He ran to get it
The ball is red and yellow
The boy likes the ball
He will play with his new ball
He will have fun.

To test recognition, a card with, let us say, 10 pictures can be shown to a child for 15 seconds. The child is asked to observe the picture well. Then another card is shown where only 5 or 6 pictures are present out of the previous card. The child is asked to identify the pictures present in the previous card.

To test the child's recalling abilities, simple figure can be shown to the child for 5 seconds and then the figure is removed. The child is asked to draw the figure from memory. Prepare 10 such cards as shown here to test the child.

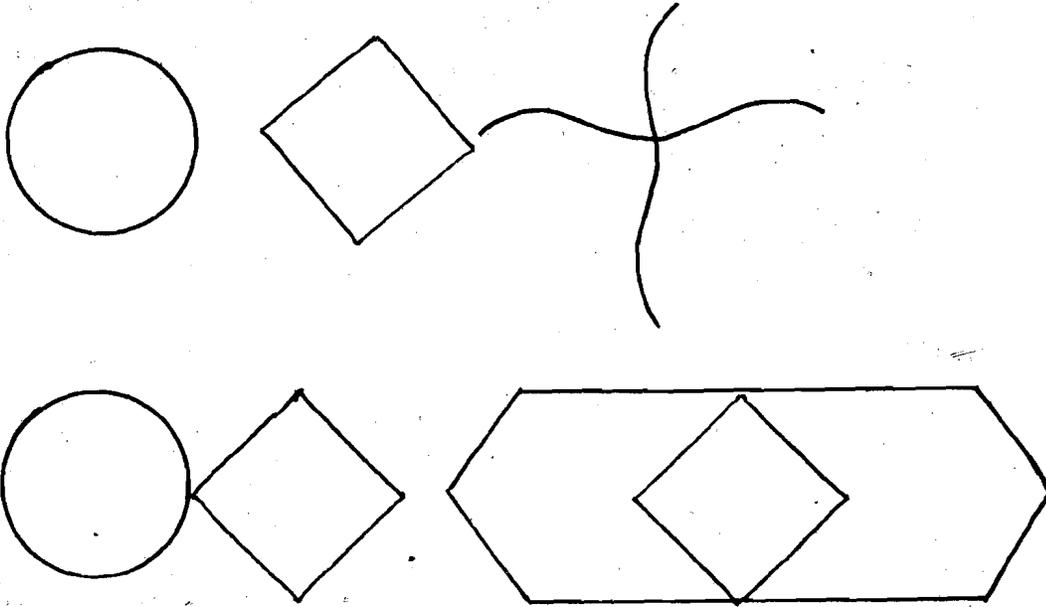


What is tested so far is only visual memory; to test verbal memory words, sentences or passages could be used.

Example - Read out a sentence.

“Mary went to market and bought two mangoes”.

Ask child to listen carefully and repeat. Passages and sentences should be suitable to the age-group you are testing. Perceptual motor skills: simple figures like circles, squares, triangles, wavy lines, and curves can be shown to and ask the child to copy. Some models are given here.



Normally, a child aged seven will be able to draw a diamond figure.

- v) **Arithmetic:** There are many children in each class with specific problems in arithmetic. Short version of Schonell's Diagnostic Arithmetic is given here. A teacher can easily prepare such a test to suit the needs of the child.

The aim of this test is to examine the type of error the child makes such as mistakes made in place values or carry over, etc. and its level of understanding. A child may know simple addition, but not graded addition and another child may know subtraction but not multiplication and division. The implication is to start remedial education from the level of understanding of the child.

Table 5.3: Schonell's Diagnostic Arithmetic

I. Addition

- | | | |
|--------------|--------------|--------------|
| a) $1 + 1 =$ | b) $1 + 3 =$ | c) $2 + 5 =$ |
| d) $8 + 3 =$ | e) $6 + 3 =$ | |

II. Substraction

- | | | |
|--------------|---------------|---------------|
| a) $3 - 2 =$ | b) $5 + 3 =$ | c) $11 + 6 =$ |
| d) $9 + 5 =$ | e) $13 + 8 =$ | |

Types of errors made: Word by word reading, poor pronunciation, omissions, repetitions, insertions, substitutions, lacks basic sight, vocabulary, etc.

- b) **Writing:** Can be assessed at three levels - copying, writing to dictation, and free writing.

Copying: What are the types of errors normally a child with writing problems makes? List them here.

- 1. 2.
- 3. 4.
- 5. 6.
- 7.

Here are some of the common errors made by children with writing problems - no space between words, miss out letters, words, sentences, substitute letters, reverse letters, no punctuation, irrelevant capital letters, etc.

Note down the types of errors the child makes and the time taken to copy the passage.

Writing to dictation: A passage from the child's text book can be used for this purpose. You can dictate the passage and ask the child to write as you dictate.

What are the types of faults you come across in this area ?

Write them down here

- a)
- b)
- c)
- d)

Important observation to make here is the child's ability to listen and write and the speed of writing.

Free writing: The child can be asked to write a passage on a topic related to familiar themes like 'Your School', 'Your Home', etc.

Note down the flow of language, vocabulary, bizarre spelling and other such factors.

- c) **Spelling:** From each grade level, from primary to the 5th standard, select 15 words. Words could be selected from the respective text books. The words are dictated to the child. If the child is able to spell at least 12 words, he/she is through to the next level. Thus determine the level of spelling for the child.
- b) **Comprehension:** The same graded passages used for reading can be used here. Build five questions on each passage from lower grade and ask the child to read. Tell the child before reading that you are going to ask some questions on that passage. Ask him/her to read passage silently, then ask the child to answer the questions you have prepared. The comprehension level would be the passage in which the child is able to answer at least four questions out of five.

You can sum up the data you have on the child's language skills as shown in the illustration here.

Name: Ankita Age: 9 yrs Class: 4

Date: 28-03-02

	Level	Types of Error Made
a) Reading	2nd student	Word by word reading, poor pronunciation, lacks basic sight, vocabulary
b) Writing		Copying: Takes long time, Reverses Letters, no punctuation omits words, Dictation: Writes very slow, Bizarre Spellings. free writing. No flow of language poor vocabulary
c) Spelling	2nd student	
d) Comprehension	3rd student	

General Remarks: As in reading and spelling, the child is two years below her class level. She is one year behind in comprehension. She takes long time in writing. Remedial education is needed in all the areas of reading, writing, spelling and comprehension.

Caution: All the tests proposed above are only informal ways of assessing the child. These are not meant for labeling the child. The purpose of assessment is to find out the deficits in various areas and help the child in those areas.

Motivate the child before starting the assessment. Good relationship with the child is important. Give proper instructions before each test and see that the child has understood your instructions. Assessment has to be spaced out to two to three sessions.

The importance of forming rapport with the child and taking up exercises that may interest the child should also be emphasized, also factors associated with distracting the child or the environment not being conducive for the test may also be included as part of 'caution'.

5.4 REMEDIATION

After the assessment is done, remedial work is to be planned and carried out.

The first and important implication of assessment is the recognition of individual patterns of learning and individual areas of difficulty. Some children may have problems in certain areas like visual discrimination or auditory discrimination or motor skills. In the older children, it may be specific problems with writing, speaking or doing maths. In some cases, it may be learning problems combined with other emotional or conduct problems. *Depending on the background data and assessment materials, remedial work is carried out.*

5.4.1 Guiding Principles

The following basic principles should be kept in mind before starting the remedial work:

- i) *Eliminate possible health and sensory factors as causes.* If there is any hearing problem, vision problem or health problem refer them to appropriate health professionals.

- ii) **Observe the methods through which a child learns best.** If by hearing a child learns fast, use that method predominantly. If another child learns best through visual modalities, use that method most. Wherever possible, use multi-sensory approach. For example, when you teach the word 'apple', show the picture of 'apple'. Allow the child to say the word loud and write the word on the sand. Thus, visual, auditory and tactile modalities can be used simultaneously.
- iii) **Integrate Type I information with the teaching strategy.** Involve the parents or older siblings in the remedial work. If there is any problem like emotional disturbance, try to help the child also in that area-specialised job ! Refer the child to a Psychologist, if possible.
- iv) **Formulate appropriate goals for every week.** Set appropriate specific, attainable goals for every week and assess the progress at the end of the week.
- v) **Plan specific strategies to obtain the goal.**
- vi) **Provide ample opportunities for practice.**
- vii) **Build 'good relationship with the child'** by first becoming friends such that the child can trust you.
- viii) **Keep a chart of child's progress and types of rewards should in the form of positive reinforcement** rather than tangible rewards in the form of sweets, etc.

5.4.2 Designing Remedial Strategies

- a) You find the **child having problems in pronouncing a few alphabet sounds.** What do you do? Here are **some suggestions.**
 - We can ask the child to pronounce each alphabet and an inventory of sounds he/she is unable to pronounce can be prepared.
 - By looking into a large mirror with the child, letters can slowly be articulated. Thus, you can ask the child to imitate your tongue and lip movements.
 - The child can be provided with verbal clues, for example, suggest that you close your lips and hum for/m/.
 - We have to make the child practise various tongue and mouth movements such as opening the mouth wide, placing the tongue behind the teeth and moving the lips to a whistling position. Seek help from a Speech Therapist if the problem is very severe.
 - Repeat the exercises every day till there is significant improvement.
- b) You get many children who have **problems with spelling.** What do you do with them? Here are **some strategies:**
 - Analyze the type of spelling errors a child makes and concentrate on those types of errors.
 - The child can be asked to complete missing words by filling in the omitted letters.
 - Add an illustration as clue. Fig. Picture of a football can be made as
Example;
Jude - layed - football
Jane-ang a-ong

- Visualization of specific letters can be strengthened by having the child trace the letters in various media, such as clay, salt, sand and sand paper.
- The child can be provided with letter cut-outs and asked to spell certain words by arranging the letters in the correct sequence.
- We can trace words on the back of the child's hand or on his/her back. The child has to remember the visual image of each letter until the word is completed. Then, the child can write the word on the chalkboard, only two or three letter words have to be used in the beginning.
- Covering up an entire word and gradually exposing each successive letter until child can guess the correct word.
- Giving a word like 'at' and asking the child to add certain letters, blends or endings and then pronouncing each word.
- We can write a word on the board and ask the child to study. We can then erase the word and ask the child to write from memory.
- A letter like 'y' can be given and the child can be asked to write as many words as possible beginning with 'Y'.
- The child can be provided with sets of four words and asked to circle the correctly-spelled version of each word.
- Spelling with examples on the board so they can memorize them.

Example - mega, geame, gaem

- The child can be encouraged to play word building games, crossword puzzles, etc.
- Finally, it is important that you to make all these exercises pleasurable and present them in the form of play activity. Use worksheets prepared by you, using visual illustrations and colourful-pens so that children find them interesting.
- We are sure you can think of more strategies of this sort, and put them down here.

- i)
- ii)
- iii)
- iv)

c) You frequently hear that a particular child is slow in writing. Let us work out *some strategies* for him.

- The child has to be encouraged to write every day at least for few minutes.
- A chart can be maintained as shown below.

Keep the number of words constant. Let us say 100 words. Before beginning the exercise, tell the child the time taken yesterday and the number and types of mistakes made. Tell him/her also that you want him/her to improve upon his/her yesterday's performance. At the end of the week, rewards can be given depending on the progress made. After writing, the child may be asked to revise the paragraph before submission and find the mistakes made on his/her own.

d) Here are *some strategies to help a child with reading problems*:

- Very often, these children are not familiar even with simple and often repeated words which are known as sight words. Prepare a list of sight words depending on their reading level.
- Some words for 1st standard reading level are given here as example.

A similar list of words can be prepared and every day five words can be written on the board. The child can be asked to spell those words, and write those words while saying loudly. During the day, these words can be used many times in various contexts.

Like making sentences, spotting the words among others, etc.

We can teach the child phonetic skills. A list of decoding words can be prepared as given here. First the child has to be taught the decoding unit like/a,n/means.a/n. when he/she is able to pronounce the unit, other words can be taken by one by one. The child can be taught like 'b/a/n' mean 'ban', and he/she can be asked to identify which letter has sound of 'b'. Then, take the next letter and proceed as above.

Write b and d together, produce the sound made by 'b' and ask the child to mark the correct alphabet.

Prepare the words for other decoding units like at, ing, ish, ape, ate, age, eat, one, etc. Dictionary is to be used in preparing such a list. After preparing decoding units, teach the child. Finally, it is necessary to make the child read at least for a few minutes every day. Books of his/her interest and reading level have to be used. Keep a track of errors and correct them. The child must be encouraged for its efforts to read.

Suggest some more such strategies which you think can help the child.

- i)
- ii)
- iii)

e) *Teaching a child with problems in maths* — Let us assume that the child knows the number concept and place values and you want to begin with addition.

The child has to learn first '+' means adding. Then we have to begin teaching the child the concept of addition through concrete objects. Keep two beads and three beads.

$$2 + 3 = 5$$

$$00 + 000 = 5$$

(beads)

And, ask the child to count and write the total number of beads. Simultaneously, verbalize that two beads and three beads make five beads.

Once the child has become familiar with the concept of addition at a concrete level, then the child can be taken to semi-concrete level. Here, instead of beads use lines.

$$3 + 2 = 5$$

$$111 + 11 = 5 \text{ (11111)}$$

Here, instead of beads the child is asked to use lines. The child writes the number in lines and adds these.

When the child is able to do the sums at a semi-concrete level, encourage him/her to do now the sums without any aids at an abstract level.

First the child has to be taught the sums up to number 9. Then, graded addition can be taken up with two digit numbers.

Once the child learns addition, then we can teach subtraction, multiplication and division using the same method of going from concrete to semi-concrete to abstract level.

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We have discussed here the ways of developing remedial strategies for various problems. Now you should be able to develop such strategies on your own.

5.5 LET US SUM UP

Finally, we would like to caution you that progress with the learning disabled children specially if the causes are biological, is very, very slow. These children may take many trials before they learn. Patience and encouraging attitude can take the child a long way. Parents have to be counselled on the nature of the problems and told not to compare this child with other children or discuss the problems of this child with relatives and friends in front of the child because such events can lead to other problems for the child. Parents should also be taught the teaching methods and strategies that the teacher uses in class, so that their way of teaching the child is not different and consequently creating confusion for the child.

Learning disability can result due to external causes such as (i) psychological (ii) socio-cultural or (iii) educational factors. It can also occur due to internal causes like biological factors.

Assessment for young children in the 5-7 age-group years has to include speech and language, temporal relationship, auditory and visual perception, quantitative reasoning and computational skills and motor skills. Assessment for older children in the 8-12 age-group years has to include attention, memory, perceptual motor skills, arithmetic and language skills. One can state that a child is deficit in a particular area only after comparing his/her data with the data obtained from other children. Wherever possible, assessment data can be compared with the information obtained from other sources like teachers, parents, etc. Depending on the assessment data suitable remedial strategies have to be designed to strengthen the area of deficit by using one's experience and imagination. In carrying out remedial education parents or other family members have to be involved. Weekly attainable targets have to be set and assessment made. The child has to be rewarded for every progress made and he/she is not to be discouraged or ridiculed for errors. Finally patience and consistent efforts are required in helping these children.

Some suggestions :

- In class, evaluation of learning disabled children should be done differently. Their test papers, etc. should be simple and more time should be given to them, etc.

- Educate other children about problems faced by children with learning disability. Encourage peer tutoring in class.
- Identify the children in your class with spelling difficulties.
- List the strategies you would like to use to increase the comprehension skills of a child.
- Do you have work books for children who are poor in maths in your school? If not, find out from others the work books used in other schools or about the ones available in the book shops, and try to use them.
- Identify a child with specific reading problems and give remedial exercises.
- Prepare a Number-Cancellation Sheet, and use it with a child whom you think has problem with attention.

5.6 UNIT-END EXERCISES

1. Ramu, a five-year-old boy, is brought to you with the problem of letter reversals. Plan your strategy for at least 15 days of remediation. List the objectives of your programme and give samples of dual plan of action. Compare your answer with the one given at the end of the Block.
2. Ankit is a quiet 7/8-year-old boy studying in third standard. He has no medical problem or sensory defects. He is little un-coordinated in his movements. He is a slow and rather clumsy. He is the only child pampered by the mother. His father, due to very busy work schedule, has very little time to spend with the child. At school, he has very few friends. His class teacher complains that Ankit is very poor in reading and makes many spelling mistakes. He is also very slow in writing. In the interview, he says that he likes to play with other children but feels that he is not as good as others. He likes to play chess and feels proud when he wins. He also expressed that he doesn't feel like doing reading assignments.

Assessment data reveal that he is only at a first standard level in reading and spelling. He has problems with motor skills, also slow in writing comprehension and his arithmetic is adequate. His general abilities are in the average range.

Suggest two strategies each in the areas of comprehension skills, letter reversals and improving spellings for this child. Compare it with the one given at the end of the Block.

3. Suggest strategies for strengthening comprehension skills of a child with comprehension problems. Compare your suggestions with the one given at the end of the Block.