



Diagnosis and identification of dyslexia

¹ Nuzhat Parveen and ² Mirza Mahfooz Baig

¹ Research Scholar, Marathwada, College of Education, Aurangabad, Maharashtra, India

² Associate Professor, Marathwada College of Education, Aurangabad, Maharashtra, India

Abstract

Development of a comprehensive and progressive education system is the first step to ensuring the learning needs of the children are addressed. This will create a welcoming environment for all children; ensure effective learning, achievement and success in all aspects of life, irrespective of the child's academic capacity. For many children with dyslexia, the difficulties will be more severe and persistent, causing them lacking behind. Every individual with dyslexia is different and no individual will have all these difficulties. It depends on severity of dyslexia they have. Child is a shared undertaking. We may not rush to an identification of dyslexia, but we can be observant for its early characteristics in young children. We can provide ourselves with the skills and techniques to help in enhancing the effects of dyslexia, and we can encourage children to develop confidence, determination and flexibility in order to overcome Dyslexia.

Keywords: Dyslexia, diagnostic criteria, magnitude and assessment

Introduction

No other disabling circumstances that influences so many people and yet has such a low public profile and low level of understanding about Learning Disability. Dyslexia is a specific learning disorder that influences individuals/children ability to read, spell, write, and speak. Children who have this disability are often bright and persevering, dedicating, but they have problem in connecting the letters they see to the sounds those letters make. Diagnosis and the interpretation of Learning Disabilities as being deficient general learning processes centering mostly on what we today call Distractibility, hyperactivity and visual perceptual and perceptual-motor problems began in the Western world in the 1950s and 1960s. Dyslexia at this stage was a term used to describe right brained thinkers who have trouble in reading, thinking and are very imaginative and multidimensional. Famous personalities, Walt Disney and Albert Einstein were recognized as examples.

Historical Perspective

Morgan, a general physician in Sussex, England, published the first case of what is now known as dyslexia, a word derived from the Latin word "dys", which interpreted to 'difficult', and the Greek word "lexia", which describes to 'words'; it literally means, "difficulty with words". On 7th November, 1896. Morgan wrote in the British Medical Journal, about Percy F., a 14-year old, who was intelligent, bright, and quick with

learning Games and the intellectual equal of his peers, but lacking behind, in to learn how to read. The 1980s, however, witnessed a prolong attention on the association of language disruption with Learning Disabilities. Today it is believe that LD is a language based disorder. Today all these are included under the category of Specific Learning Disability (SLD). Hence using the word dyslexia interchangeably with LD is technically incorrect. It is important to know that a Specific Learning Disability includes troubling in particular refinement areas as against to global difficulties in children with compromised intelligence. The LD movement in India is of more recent origin and comparable today with that of the western LD movement of nearly fifty years ago. In the eastern world, LD was initially contemplated as a problem of English speaking countries. The apparent lower incidence of these types of problems resulted in a relative lack of concern about LD in Asian countries such as India and China. The specific difficulties faced by children learning to read were attributed to the overflow of classrooms. At the same time, reports of the high incidence of problems linked with the acquisition of reading in Western countries was characterized by easterners to the peculiarity and complex nature of alphabetic writing systems such as English language. During the last decade or two, although, there has been an increasing consciousness and diagnosis of children with LD in India. In spite of this growing interest, we still have no clear idea about the incidence and

acceptance of Learning Disability in India.

Difficulties with Language Print

Developmental Dyslexia is the most commonly used name children having severe difficulty in learning to recognize and interpret the print.

Children having dyslexia find it hard to decode the printed words, have considerable difficulties 'sounding out' unfamiliar words, and often also read slowly.

Example: Unable to read, poor tracking, reading error etc.

Difficulty in Oral Language

Children having dyslexia may also face problems in language that extend to vocabulary and grammatical development. Many researches show that the incorporation of deficits in oral language far away the phonological component may place children at a higher risk for dyslexia.

Example:

Difficulty with word retrieval.

Teacher: "What do you want?"

child: (pointing to a thing)"that"

Teacher: What is "that"

child: (still pointing to that thing) That, want that

Receptive language difficulties

When a child is having difficulty with using spoken and written language, then a Receptive-Expressive Language Disorder may be diagnosed. Children having receptive language disorders often have difficulty with speech and organizing their thoughts.

Example: Difficulties with processing sounds, affects understanding which in turn- ----Difficulty with sequencing, linking thoughts, difficulty with concepts.

Diagnostic and statistical manual-iv definition

The definition of Learning Disability as per the Diagnostic and Statistical Manual – IV (DSM-IV) (American Psychiatric Association, 1994): Learning Disorders are diagnosed when the individual's achievement on individually administered, standardized tests in reading, mathematics or written expression is substantially below that expected for age, schooling and level of intelligence. The learning problems significantly interfere with academic achievement or activities of daily living.

Diagnostic and statistical manual of mental disorders (dsm-v) edi-5, 2013) definition

DSM-5 considers SLD to be a type of Neuro developmental Disorder³ that impedes the ability to learn or use specific academic skills (e.g., reading, writing, or arithmetic), which are the foundations for other academic learning.

Various terms are used to describe specific learning disabilities. A person may exhibit one or more of them. One of them is as follows

Dyslexia

The general term for reading disability which involves

difficulty in phonetic mapping, where sufferers have difficulty with matching various orthographic representations to specific sounds. Some claim that dyslexia involves a difficulty with sequential ordering such that a person can see a combination of letters but not perceive them in the correct order.

Number of screening and diagnostic tests are available. I have used "screening and diagnostic test of dyslexia by dr. Zeenat khan & S.B. dan Dagaonkar" and dsm-iv criteria for diagnostic purpose.

Magnitude of the dyslexia in India

The spectrum of difficulties and their severity makes diagnosis of Dyslexia extremely difficult especially when they are confounded by environmental, cultural and economic disadvantages. In India these elements namely, the poor exposure of many children to education, knowledge and language makes diagnosis even more problematic. According to "Dyslexia in India statistics 2020", between 5% to 20% of all people are having Dyslexia. According to the Department of Biotechnology, the incidence of dyslexia in India is estimated at 10% and nearly 35 million children in the country are thought to have this learning disability.

Assessment of dyslexia in India

Dyslexia is not a transient lag in development (Bruck, 1992; Francis, *et al.*, 1996; Shaywitz, 2003). It is a fixed condition that will not be changed with brain maturation. More important is the successful result of early intervention than the one that is diagnosed later

Clinicians, come about number of tests that they have used with the students at one point or another during evaluations or therapy sessions during treatment. Here's a selection of 14 tests, and their respective strengths, that the Clinicians recommend using with dyslexics.

- Clinical Evaluation of Language Fundamentals -5 (CELF-5)
- Comprehensive Assessment of Spoken Language (CASL)
- Comprehensive Test of Phonological Processing -2 (CTOPP-2)
- Expressive One-Word Picture Vocabulary Test -4 (EOWPVT-4)
- Gray Oral Reading Test -5 (GORT-5)
- Gray Silent Reading Test (GSRT)
- Rapid Automatic Naming/Rapid Automatic Stimulus (RAN/RAS)
- Test of Auditory Processing Skills (TAPS)
- Test of Early Written Language (TEWL)
- Test of Pragmatic Language (TOPL)
- Test of Written Language -4 (TOWL-4)
- Test of Written Spelling -5 (TWS-5)
- Woodcock Reading Mastery Test (WRMT)
- Word Test

Conclusion

The exact reason of causing Dyslexia is not known so far. Genetic factors and brain insult in the antenatal, natal and postnatal periods are possible causes. There is no cure for Dyslexia, either medical or through other measures. However,

the difficulties due to Dyslexia in the areas of reading, spelling, writing and comprehension, etc., can be managed effectively with timely and appropriate intervention.

References

1. American Psychiatric Association. Diagnostic and statistical manual of mental disorders (4th Ed). Washington, DC, 1994.
2. Curr Opin Pediatr. Published online 2017"Dyslexia Information Page". National Institute of Neurological Disorders and Stroke. 2 November 2016;28(6):731-735.
3. Eklavya School. Eklavya School [Online]. Retrieved from <http://www.eklavya.orgwww.eklavya.org/eklschool.html>. [cited. 2006 April]; Available from
4. Gatfl Org. Learning disabilities and assistive technologies. [Online]. URL:<http://www.gatfl.org/ldguide/terms.html> [cited 2006 March]; Available from
5. Hinton CD. Brain and learning: dyslexia primer. [Online]. http://www.oecd.org/document/51/0,2340,en_2649_1493_5397_35149043_1_1_1_1,00.html [cited 2006 Sept]; Available from
6. Hirisave U, Oomen A, Kapur M. Psychological assessment Johnson B. Behavior problems in children and adolescents with learning disabilities. The internet journal of mental health [serial online], 2002. Retrieved from [http://www.ispub.com/ostia/index.php?xmlFilePath=journals/ijmh/vol1n2/learning.xml,1\(2\)](http://www.ispub.com/ostia/index.php?xmlFilePath=journals/ijmh/vol1n2/learning.xml,1(2)). Available from [cited. 2006 April].
7. Retrieved from <https://about-dyslexia.co.uk> > expressive-receptive-language.
8. Retrieved from <https://dyslexiaida.org> > dsm-5-changes-in-diagnostic-Criteria for Specific Learning. Retrieved from <https://en.wikipedia.org/wiki/Dyslexia>
9. Karanth P. Learning disabilities in the Indian context [Online] 2002. (1st ed). Retrieved from <http://www.nalandainstitute.org/aspfiles/learning.asp>. Bangalore, India: Nimhans, 2002, 79-80. [cited. 2006 March]; Available from
10. National Centre for Learning Disabilities. (2006). Response to intervention [Online]. Retrieved from <http://www.nclld.org/content/view/1002/389/> [cited. 2006 September]; Available from
11. National Information Centre for Children and Youth with Disabilities. Assessing children for the presence of a disability: Methods of gathering information [Online] 2000. Retrieved from <http://www.kidsource.com/NICHCY/assessing.2.html> [cited. 2006 April]; Available from
12. Peterson RL, Pennington BF. Developmental dyslexia. Annual Review of Clinical Psychology 2015;11(1):383-307. doi:10.1146/annurev-clinpsy-032814-112842
13. Schwab Foundation. [cited 2006 sep]; Available from. Accommodations, modifications and alternate assessments: How they affect instruction and assessment [Online], 2006. [articles.asp? r=306](http://www.schwablearning.org/articles.asp?r=306). Retrieved from <http://www.schwablearning.org/>
14. The Gale encyclopedia of neurological disorders. Learning disorders [Online]. Retrieved from <http://www.answers.com/topic/learning-disorders>. [cited.