

## **A Study of Specific Learning Difficulties of Dysgraphics At Middle School Of Jaipur City**

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**Abstract:** The present paper is based on a research in which specific learning difficulties Dysgraphics of students of middle classes have been analyzed. The total sample of 248 students out of which 8 middle school students was taken by purposive sampling for the research from Checklist for the identification of learning difficulties children in classroom, Raven's colored progressive matrices and self constructed Diagnostic test for basic skills of written language in English were the tools of the study. It was found from the analysis of data that in handwriting 100 % children showed maximum mistakes in appropriate sizes of words and sentences, in spelling 75 % children showed maximum mistakes in distortion of spellings and in written expression 50 % children showed poor written expression.

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### **I. INTRODUCTION**

Education is the main course which affects the quality of life gives real meaning to democracy in which a common man participates and contributes effectively to change and development. Education on which human progress depends on the large extent is being given a major consideration – all factors, which determine the quality of national development. Every country develops its system of education to meet the challenges of changing times. While educating the students emphasis has always been on the curriculum content of the course on school and its management but not on the students. In view of the fact that student in centre of all learning activities, what is obviously more important how students learn. How he does exercises the power of mind and body and how they think, understand and form their judgements, much of child's learning in school and in latter life depends upon the competencies to use those basic faculties such as thinking, reasoning, memory and imagination and other sensory and perceptual abilities. These are specially needed for acquiring skills related to school learning such as reading, writing and arithmetic. Millions of children in our schools are not able to develop these skills adequately and face various educational deficits or disability, generally referred to as learning disabilities. From an educational point of view the failure of an apparently capable child to cope up rigid academic standards in school leads to a large number of failure and drop outs. Hence to wastage of educational important resources and unfulfillment of our utmost important goal of education i.e. universalization of elementary education (UEE). Sometimes learning disabilities leads towards delinquency. Many of these children leave the school because of their deficits in language and arithmetic.

**Learning Disability:** The term 'learning disability' includes limited ability in learning. When a person exhibits inadequacy or limited ability in learning a wide variety of tasks which involves different levels of intellectual functioning he can be considered to have mental retardation. On the other hand, If the limitation is restricted to certain areas of learning, mainly in language and number related areas he can be considered to have learning disability. In order to differentiate between the two kinds of limitations, the term 'General Learning Disability' is suggested as an equivalent for mental retardation and the term 'Specific learning Disability' for disabilities observed only in certain areas of learning. The specific learning disabilities are usually indicated as reading disabilities, Writing disabilities, arithmetic disability, etc.

A child can be considered to have learning disability if:

- I. He has considerable difficulty in understanding or using spoken language, reading, writing, spelling and/or arithmetic during the developmental period (before 16 years of age).
- II. He is free from visual, hearing or motor disability, mental retardation, severe emotional problems.
- III. He has adequate facilities interest and motivation to learn.

Learning difficulties can be seen in areas of written language specifically, handwriting, spelling, and written expression. Difficulties in written language referred to as Dysgraphia .

**Dysgraphia (or agraphia):** is a deficiency in the ability to write, regardless of the ability to read, not due to intellectual impairment. Children with dysgraphia **often** can write on some level, but often lack co-ordination and may find other fine motor tasks such as tying shoes difficulty. It often does not affect all fine

mortar skills. They can also lack basic spelling skills (having difficulties with p,q,b,d), and often will write the wrong word when trying to formulate thoughts (on paper). In childhood, the disorder generally emerges when they are first introduced to writing. They make inappropriately sized and spaced letters or write wrong or misspelled words despite thorough instruction.

### Objectives of the study

The objectives of the paper are

1. To identify the dysgraphics.
2. To study the learning difficulties of Dygraphics.
3. Is there any difference in the pattern of difficulties shown by Dysgraphics of various schools?

### Design of the study:

The methodology employed was survey method.

**Sample Size:** Keeping the objectives in view, from a total of 248 students 8 middle school students were selected using Purposive random sampling technique from middle schools of Jaipur city.

**Tools:** The present study was conducted with the help of following tools developed by the investigator.

- Checklist for the identification of learning difficulties children in classroom
- Raven's coloured progressive matrices.
- Self constructed diagnostic test for basic skills of written language in English

### Data Analyses

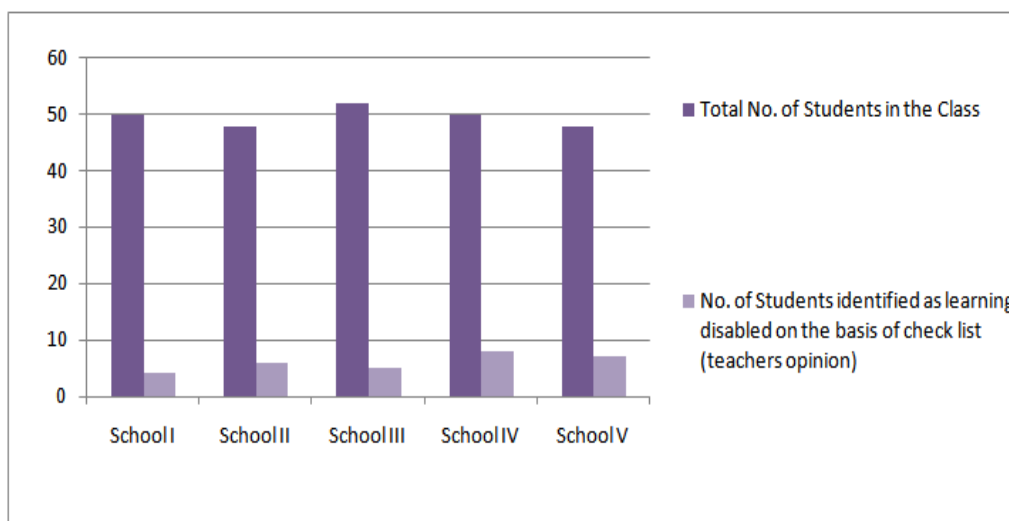
Scores were calculated, based on the responses to all items of the tool. The responses were recorded on a five point scale through survey method and the data were analyzed and interpreted with the help of statistical techniques, i.e. mean, standard deviation and t-test. Finally, conclusions were drawn with all objectivity and emotional detachment.

## II. FINDINGS:

### • To identify the dysgraphics:

Operationalization of first objective is an essential condition for the attainment of subsequent objectives of the study. Realizing the fact steps were taken to identify the learning disabled children attending the grade VI (of age group 10 to 12 years in middle schools meant for normal children and located in Jaipur) five schools were selected for the present study based on their access and feasibility for administering different tools. The learning disabled children from five middle schools were identified using the following methodology.

Children studying in VI of 10 to 12 age group who were having problems in basic skills of learning reading, arithmetic, and especially –Hand writing, spelling and written expression were identified using teacher's opinion. The teachers gave their opinion on the basis of checklist for the identification of children in class room.



- To study the learning difficulties of Dygraphics

#### **A Handwriting**

##### **1. Pencil Control**

- (i) Natural grip
- (ii) Left to Right
- (iii) Copies Satisfactorily
- (iv) Identifies letters by name and sound
- (v) Start at the top tail with a curl.

##### **2. Reproducing Letters**

- (i) Correct form with verbal instructions
- (ii) Classifies letters by writing movement
- (iii) Even appropriate size.
- (iv) Spaces letters and words correctly
- (v) Knows the joins with each letters
- (vi) Knows the effect of top joiners

#### **B Spelling**

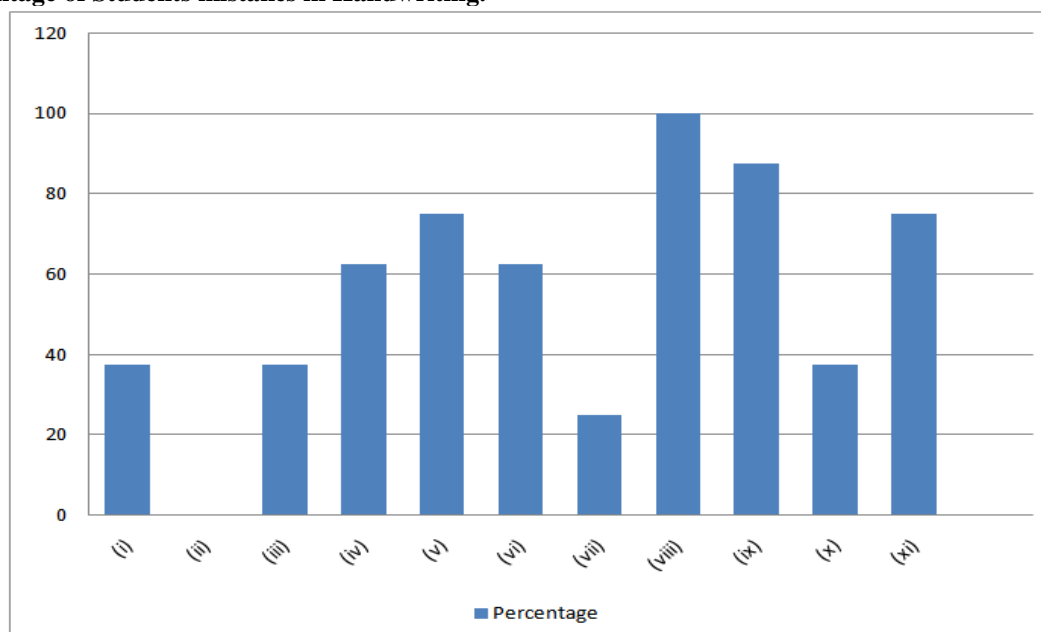
- (i) Substitution
- (ii) Omission
- (iii) Distortion
- (iv) Addition
- (v) Repetition
- (vi) Refusal
- (vii) Self-correction

To study the patterns of difficulties of written language of various schools

#### **Analysis and Interpretation of Handwriting:**

The skills of pencil control and reproducing letters are connected with the fine motor co-ordination. Children with hand writing problems may be unable to execute efficiently the motor movements required to write or to copy written letters or forms; they enable to transfer the input of visual information to the output of fine motor movement; they may be poor in visual motor functions and in activities requiring motor and spiritual judgments.

#### **Percentage of Students mistakes in Handwriting.**

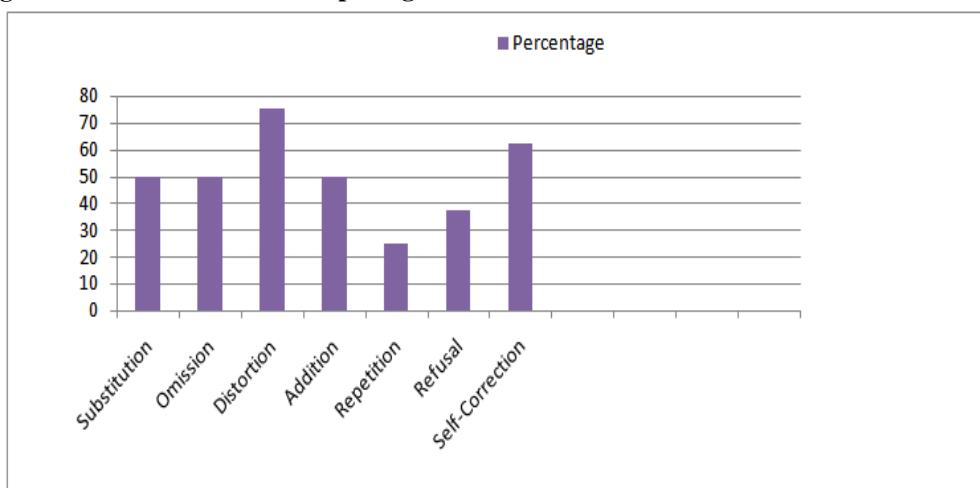


#### **Analysis and Interpretation of Spelling:**

Spelling is one curriculum area in which only one pattern or arrangement of letters can be accepted as correct. Reproducing a word however is an encoding task and the opportunity to draw upon peripheral clues is greatly reduced. The child who is poor in decoding words in reading is almost always poor in spelling as well. A

linguistic approach to the teaching of spelling capitalizes on the underlying regularity that exists between phonological and morphological elements in the oral language and their graphemic representation in orthography. The ability to spell appears to be related to visual sequential memory. The child who is unable to remember or visualize the letters and order of the letters in words will be poor in spelling.

### Percentage of Students's Mistakes in Spelling



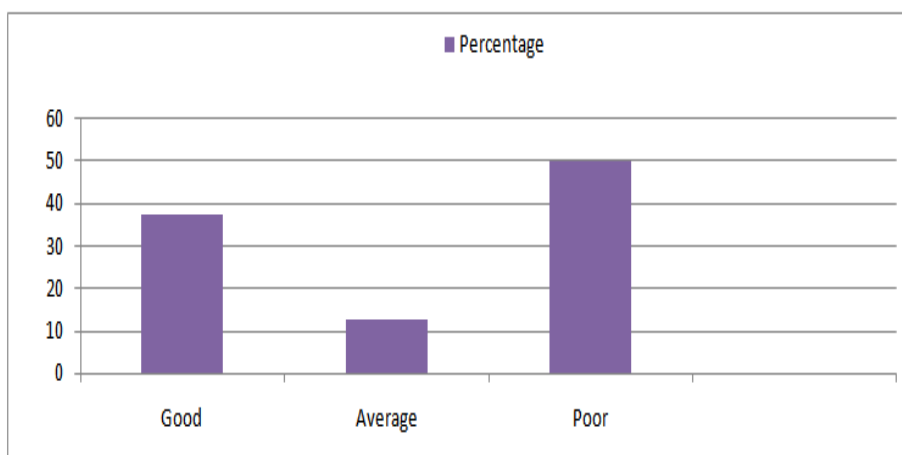
### Analysis and Interpretation of Performance in Written Expression

Poor facility in expression thoughts through written language is probably the most prevalent disability of the communication skills. Many adults as well as children are unable to communicate effectively and to share ideas through writing.

Performance in written expression is divided into three degree.

1. Good
2. Average
3. Poor

### Percentage of Student's performance in written expression



### Delimitations of Study

Following are the delimitations of study.

- This sample was confined to 248 students of Jaipur city which consisted 8 learning disabled children.
- Only problems in three written skills in English language were identified. Other skill like talking, reading and arithmetical was not considered.
- Teacher's perception for identification for learning disabled children with some help of check list was used, which may have some subjectivity.
- Non Standardized test was used by the investigator for basic writing skills in English language.

**Educational Implication :**

- (i) If a child shows learning difficulties in writing then a test should be conducted to know the ability to do the basic written language skills, by the teacher and individualized instruction should be given to them if difficulties shown.
- (ii) At the time of training teachers should be provided with knowledge, how to identify the learning disabled because the identification of learning difficulties is very different.
- (iii) The learning difficulties should be identified at the early stages other wise there will be very low chance for its re-modification.
- (iv) The study implies that teachers at the primary level should be specifically educated about the importance of learning difficulties.
- (v) The study provides suggestions for improving academic achievement of children by eliminating their learning difficulties.
- (vi) Along with the teachers the study educate parents about the learning difficulties of the children and to provide appropriate help in their problems.
- (vii) The present study facilitate to promote the policy of inclusion at a wider level.
- (viii) The study provide a support for the teachers to educate about the instructional or remediation of writing disabilities.

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