

AN ABSTRACT
of
SELECTED READING PROBLEMS OF THE SLOW LEARNER
on
THE FOURTH GRADE LEVEL

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In presenting an abstract of the study entitled, Selected Reading Problems of the Slow Learner on the Fourth Grade Level, it is best to present the contents in chapter form to achieve a complete picture of the study.

Chapter one is primarily concerned with the general characteristics and causes of reading deficiencies. The first and most important characteristic discussed is the need for developing good reading ability. It is impossible for one to achieve success in our highly complex society without being able to interpret the printed page intelligently. Good reading ability is of vital importance to each and every individual not only because it helps one to meet the practical needs of life, to gain knowledge and information about one's occupation but because it helps to add to the enjoyment of one's leisure time.

Second, in view of the fact that this study is for the most part a study of the slow learner, it is essential to define the ambiguity of the term and manifest how reading instruction can be adapted to meet the individual's needs.

Third, an analysis of the five significant causes of reading deficiencies in children discloses that they are attributed to constitutional, emotional, intellectual, educational, and environmental factors.

Chapters Two, Three, and Four are comprised mainly of case studies of three children in the fourth grade who have definite reading problems.

Possible approaches, methods, and techniques of reading instruction are presented in each case giving consideration to each child's problem.

A profile of each child is presented to help understand the child's personality, mental ability, home life, physical, emotional, and social factors all of which in some form or other would be useful in diagnosing and treating the child's problem.

Chapter Two presents the case study of Billy, an emotionally disturbed boy who has a mental block toward reading brought about by a speech problem in early school days. Before treatment can be provided, the answer to his emotional problem is sought for this is the key to his whole problem.

In Isabel's case, in Chapter Three, her low mental ability proves to be an impediment to her reading problem. Her case requires complete remedial reading renovation.

Dick's case, in Chapter Four, reveals a study of a youngster who has experienced constant failure throughout the grades. This caused a lack of interest in reading and school work. New interests had to be created and opportunities made available to help overcome his defeatist attitude before solving his reading problem.

In summarizing, it is necessary to help each child with his problems, however great or small, and make him feel that he can do things of value, that he belongs, and, most of all, that he is wanted. It is necessary to strive to discover in children their potentialities, to help them develop these potentialities, and to use them.

If teachers succeed in this, they will develop a society of intelligent, critical readers who will be able to cope with life's problems on an intelligent basis.