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A CLASSROOM TEACHER'S GUIDE

to

DYSLEXIA

AN ABSTRACT OF

A THESIS

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This thesis was written with the educator in mind. He is inundated with countless periodicals and publications, all vying for his attention. It is impossible, with the demands placed on the educator today, to give full concentration to each article in each journal subscribed to. Thus I have scanned the literature for him on the most controversial and timely topic of dyslexia. I have endeavored to provide background material, up-to-date theories and practical suggestions for working with the dyslexic child in the classroom.

Manifestations of dyslexia were recognized over half a century ago and until recently have been classified under various terms such as: word blindness, strephosymbolia, and specific language disability.

Although terminology has differed to describe this phenomenon, the majority of authorities concerned seem to agree on its definition. Dyslexia is poor reading or language ability, encompassing the advantages of normal to superior intelligence, adequate social and cultural environments, ample educational opportunity, and physical well-being. Yet despite this array of assets, a reading disability persists.

When we arrive at the etiology of dyslexia, we approach theory and continued research. Erroneous methods of

instruction to meet the needs of a particular child, mixed dominance, and neurophysiological dysfunctioning are among those being advocated today.

The characteristics of dyslexia are many and varied. A note of caution, however, with the dyslexic child they are more deep seated and persist for a longer period of time. They include reversal of letters, confusion in time and space, uncertainty as to right and left orientation, delayed or inadequate spoken language, evidence of family traits, achievement in language area not commensurate with intelligence quotient.

Testing plays an important role in diagnosing a child as suffering from dyslexia. They may include intelligence, diagnostic, and specialized tests; and one specifically designed for this purpose, Slingerland's Test for Identifying Children with Specific Language Disability.

In the treatment of dyslexia many approaches are discussed in detail. They include the Gillingham-Stillman Program, 1/t/a, Color Phonics System, Doman-Delacato approach, and the Chicago Reading Research Foundation Method of force. All are interesting and have proven to be successful with a particular group of children.

An appendix of schools, agencies, and clinics for the dyslexic child concludes this study along with the bibliography of sources consulted.