

DEC 02 1993

**DIAGNOSTIC TECHNIQUES USED TO DETECT
DYSLEXIA IN PRESCHOOL AND
PRIMARY GRADE CHILDREN**

**AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF
WESTERN CONNECTICUT STATE COLLEGE**

**IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE**

**by
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April 1968**

Research has shown that the cases of reading disability are increasing. There is disagreement among the disciplines as to etiology, characteristics, diagnostic procedures, and treatment of this specific language disability. They cannot even agree upon a suitable term. The dyslexia syndrome was first recognized in the late nineteenth century when it was referred to as "word blindness." The same syndrome has since had more than forty different names. Some of the terms have been: congenital word blindness, strephosymbolia, constitutional dyslexia, specific dyslexia, able retarded reader, word amblyopia, minimal brain-injured, perceptually handicapped, psychoneurological learning disability, and developmental dyslexia. Investigators are in agreement that these children have been overlooked and early identification of their problem is essential or emotional problems will develop to compound their disability as they fail to achieve in school. Their failure is not due to low intelligence, but to a neurological impairment which necessitates the use of different modalities in order to learn, according to the hypotheses of some of the investigators.

There are many tests available to the professional examiners, but the majority of the children they see have

been referred to them after the child has already met with failure. These children must be identified early; therefore, a number of adequate screening tests have devised but by authorities in different fields. This paper was written in an attempt to bring together these methods of identification.

An Eclectic Checklist is offered for kindergarten and first grade teachers to use as an aid in screening out any child who has perceptual or motor handicaps. The checklist has been chosen on the basis of: appeal to the children, efficiency, ease of administering and scoring, as professed by the experts in the field.

A summary, implications for future studies, and an extensive bibliography are included, together with an appendix containing letters from Katrina de Hirsch, Morton Hotel, Rhode College, and others.