



CHETANA

International Journal of Education

Impact Factor
SJIF-5.689

Peer Reviewed/
Refereed Journal

ISSN-Print-2231-3613
Online-2455-8729



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Received on 12th Jan. 2021, Revised on 17th Jan. 2021, Accepted 18th Jan. 2021

Research Paper

Using Multi-Sensory Approach to Enhance Reading Skills among Students with Learning Disability

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Key words: *Multisensory approach, reading skills, students with learning disability etc.*

Abstract

The study aimed to find out the impact of multisensory approach of teaching on the reading skills among elementary school learning disabled students. To serve this objective a sample of 64 students were selected by purposive sampling technique. A remedial programme on multisensory approach of 5 weeks was administered on the samples. The findings revealed that the afetr receiving intervoention programme on remedial programme, the students had developed reading skills. The overall findings suggests that the remedial programme has significant effect on the redaing skills among learning disabled students.

Introduction

With the growing awareness of children with specific learning difficulties, the primary task confronting a teacher is, successfully identifying, assessing and giving remedial measures to the children in accordance to their specific problem. One has to look out for paradoxes – a child who is unable to read, but good at arithmetic, one who's spelling are utter confusing but who is up - to -date and informed about current events, science and history. So, it is vital to recognize a child with specific learning disabilities as early as possible. Since subsequently failure in school are likely to have cumulative effects on his progress and thus

contribute further to his retarded performance. Such a child often develops severe psychological problems which develop because of his/ her inability to cope with school as well as the pressure he/she receives as he/she is not able to concentrate or work with the group. Therefore, there is an urgent need to look into the problems of these children and provide remediation to ensure normal academic progress.

Learning disabled are found in every classroom not only the India, but also in world. But especially in India learning disabled students are found in sub-urban and rural areas at primary level (Ramaa, 1989). Where the parents and teachers are unable to provide appropriate guidance to such children. If the problems of learning disabled are not dealt properly at appropriate stage, their achievement would lead to an academic retardation, maladjustment and thus result would be constant failures. Reading, writing, spelling is the key component of every language. Reading is a process of reception ability to comprehend the writer's message. Writing is composite skill which convey through ideas, feelings and takes an account to presentation and receivers prescription. Dyslexia is the most common and most carefully studied of the SpLDs, affecting 80% of all those identified as Learning Disabled (Karande, Sawant, Kulkarni, Galvankar, and Sholapurwala, 2005).

Learning disabled are found to be deficient in various linguistic skills. They need special method to help them to learn & cope in a normal educational setup hence the present study has been undertaken. To provide remedial measures for them.

The purpose of the study is to find out the effectiveness of multisensory approach on the development of reading skills among students with learning disability.

Methodology

Design

The multisensory approach of teaching, a five weeks designed remedial programme is provided for students with learning disability. Students were informed that the reading skills ability test would be used to measure the reading skills amongs students after diving them control and experimental group. After completion of remdial programme on multisensory approach ,again the same questionniare was used as post-test to both experimentl and control groups.

Sample

The sample consisted of a total of 64 elementary school learning disabled students of kurkshetra district of Haryana. The experimental and control groups consisted of 32 and 32 students each.

Analysis of the study

TABLE-1
Experimental Group, Reading Ability

Reading Ability			
Test group	Mean	S.D.	't' - Value
Pre - test	24.30	3.08	13.98**
Post - test	36.30	2.32	

The above Table-1 shows Mean, SD. & t-values between the pre - test and post - test scores of experimental and control group (class VI) on variable reading ability. The 't' value is 13.98 which is significant at .01 level. Which means that the remedial programme developed & used in reading for class VI was effective..

TABLE-2
Control Group , Reading ability

Reading Ability - V₂			
Test group	Mean	SD	't' - Value
Pre - test	24.50	3.47	3.90**
Post - test	27.70	1.89	

The 't' value 3.90 of class VI control group is statistically significant, hence can be realized that due to lack of control of intervening factors like parental guidance or any outer feedback from their school teacher, tutors reading ability increased.

Discussion and Conclusion

It has been observed that the remedial teaching method was effective. So there is urgent need to motivate schools to have remediation resource centres in the Mainstream/ Bilingual

school set-up. This will enable the learning disabled students to be integrated in the mainstream set-up & function like other students. The school support system goes a long way understanding the needs of the learning disabled students and cater to their educational and emotional needs. Organizing in service teacher training programmes in the remedial techniques is the need of the hour. There is complete absence of training at any level of education. The curriculum of the teacher training should give ample emphasis to remedial teaching. So that teachers can make use of it while teaching in the classrooms.

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