



A CASE STUDY ON EFFICACY OF REMEDIAL TEACHING FOR CHILDREN WITH LEARNING DISABILITIES STUDYING IN PRIMARY SCHOOL

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ABSTRACT

Primary education is the basic and foremost right of every child. The main purpose of *primary education* is to give children a strong foundation in the basics of a general curriculum, with an emphasis on reading, writing and math. Hence, Learning Disabilities (LD) found in primary school children need immediate attention. The present study attempts to identify and analyze the problem areas of children with LD to provide appropriate remedial teaching. Five children with LD were selected and case study method was adopted for the study. Data was collected through formal and informal assessment methods: such as administering standard instruments - GLAD (Grade Level Assessment Device), NIMH Screening Checklist for Primary School Students as well as observation, interviewing parents, teachers, and peers; the data was then analyzed using qualitative methods. Qualitatively, the results reveal that proper identification leads to effective intervention, adapting appropriate teaching method and materials, this is supported by the gain scores obtained by performing the quantitative analysis of the academic achievement of each case. Hence it is seen that with proper intervention, children with learning disabilities can achieve their highest potential.

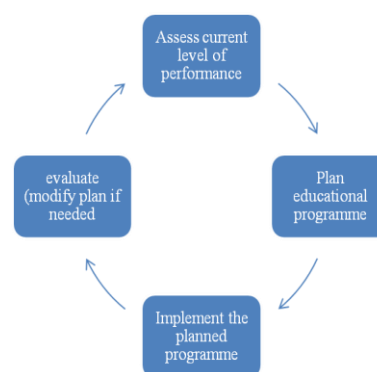
Key Words: Primary school, Remedial teaching, Learning disability, Effective intervention, Adaptations, Academic achievement.

INTRODUCTION

Present era is known for inclusion. The zero-rejection policy has increased the enrolment of children in schools. However, many children drop out from the schools due to poor scholastic performance. When the skills are appropriately performed by the child in self-help, motor, communication and social areas found to be poor in academic aspects to such an extent that he is unsuitable to the age appropriate class, it becomes a concern to the parents. This problem in the child may not be due to intellectual impairment alone, but due to other problems, in the learning process (Narayan, 2008). Learning styles differ from person to person. Some process auditory information better than visual information; some prefer least visual distraction environment as well as noisy environment. Many times the children in primary schools show poor scholastic performance, but counselling at the right time helps them to improve their academic performance. [Educating children with learning problems, 2003].

To classify a child to be having a need for supportive education, discrepancy between the class placement and achievement level is used. If a child placed at class V happens to function at class II level in reading, he has definite need for support in reading. If there is consistent discrepancy of 2 class levels or more in one or more academic subject areas the child would be identified as having learning disabilities

(LD). The profile is also described as functioning at 'independent level', 'instructional level' or 'frustration level' based on the score received in any given subject at a class level. This helps in deciding on remedial education [Educating children with learning problems, 2003]. Resource room teaching or remedial teaching is a continuous process with testing and teaching linked to form a cycle as shown below this was also known as clinical teaching cycle earlier.



NEED AND SIGNIFICANCE OF THE STUDY

Learning disability is a hidden disability. Children with learning disabilities in regular schools must be provided optimal support which will increase the learning efficiency and reduce the dropout rate. Every child who is a low achiever should be the concern of the teacher and must be provided remedial or resource room support to provide 'appropriate education' for all children as education is a basic Right of all children [Educating children with learning problems, 2003]. To help such children in learning, it is essential to understand their learning process, and to

identify the suitable remedial teaching strategies. The present study attempts to identify and analyze the problem areas of children with LD to provide appropriate remedial teaching.

METHODOLOGY

Case study method was adopted for the study. Five children with learning disability studying in an inclusive school, from an urban district of West Bengal were selected purposively. These children were already identified with LD by the resource teacher of the block and Head of the institute. Data was collected through formal

and informal assessment methods: such as administering standardized tools- GLAD (Grade Level Assessment Device), NIMH Screening Checklist for Primary School Students, observation, interviewing parents, teachers, and peers.

Hindi section of both tools was further translated into regional language Bengali by considering the convenience of the children. Content validity was established by obtaining nine expert's opinion. Information was also collected through interviewing parents, teachers, peers and reviewing notebooks of the students.

CASE WISE DESCRIPTION

Table No. 1 - Details of Child 1

Age	9
Gender	Female
Class currently attending	III
GLAD class level tests given	II

Child 1 belongs to the below poverty Level household. Discrepancy between her overall performance and academic achievement is seen. She is a calm, shy girl with good dancing skill. Some behavioural issues were also observed. Data shows that the problematic area of this child is learning in English, Math and Bengali. Lesser problems were found in the academic area of Bengali compared to Math and English. Different methods were followed to teach each subject. The problems were selected and different teaching methods were used as mentioned below:

Problems:

English:

- Mixing of capital and small letters
- No proper spacing between words while writing

Math:

- Errors in place value, when asked to write the numerals
- Double digit subtraction sums with borrowing

Bengali:

- Difficulty in reading combined letters
- Substitution of letters

Remedial teaching session was given for 30 minutes every day for one month. The remedial teachings are:

- concept formation and sensitization training,
- errorless discrimination,
- play way method
- drill and practice methods. Such methods were used in different weeks throughout the duration of the training session.

Similarly, for remediation of the next problem area dealing with no proper spacing between words while writing – methods like imitation, guided training through instruction, finger gapping and independent writing through drill and practice were used. Likewise, in remedial training for mathematics and Bengali area, such suitable methods were used. After the remedial teaching sessions, again GLAD was administered, and improvement was found in each subject.

Table No. 2 – Performance of Child 1

	Score (%) Before remedial teaching	Score (%) after remedial teaching	Gain score
English	37	49	12
Math	58	72	14
Bengali	73	81	8
Total	168	202	34

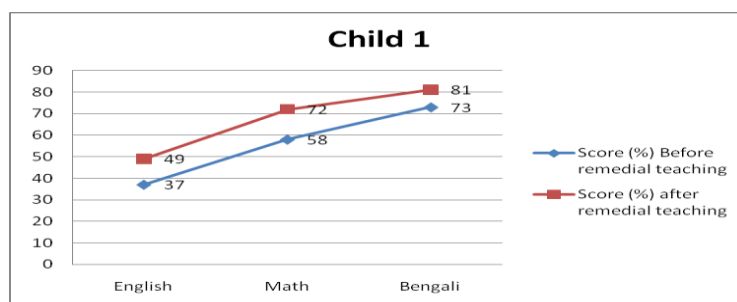


Figure No. 1 - Graphical presentation of the performance of child 1

The above graph clearly indicates the improvement of the child’s academic achievement. Performance of the child was

also analyzed qualitatively. It was observed that the child was more motivated to learn and her behavioral issues were subsided.

Table No. 3 - Details of Child 2

Age	8
Gender	Male
Class currently attending	II
GLAD class level tests given	I

Child 2 was found to have visual discrimination difficulty. He is also from a socio-economic disadvantage family. Both formal and informal assessment methods were used to collect data and it was found that he is facing more difficulties in the academic areas of English and Bengali compared to Math. Six problems (two from each subject) were selected for remedial teaching.

In the subject area English, problems in similar looking alphabets h/n, n/m, E/F, b/d, y/v, j/i, and problem in reading C-V-C words were supported through remedial teaching method adapting the suitable methods like, visual sensitization training, errorless discrimination,

and imitation method. Similarly problems in the academic areas of Mathematics- double digit subtraction without borrowing and names of the days in a week in sequential order were remediated through concept formation, demonstration, and errorless discrimination and play way methods. In the same way ‘difficulty in reading words added with vowel sound’ and ‘omission of letters while reading’ in the academic areas of Bengali were addressed through concept formation, phonetic approach, imitation, visual discrimination training, errorless discrimination.

After the remedial teaching sessions, again GLAD was administered, and improvement was found in each subject.

Table No. 4 – Performance of Child 2

	Score (%) Before remedial teaching	Score (%) after remedial teaching	Gain score
English	46	61	15
Math	70	82	12
Bengali	62	76	14
Total	178	219	41

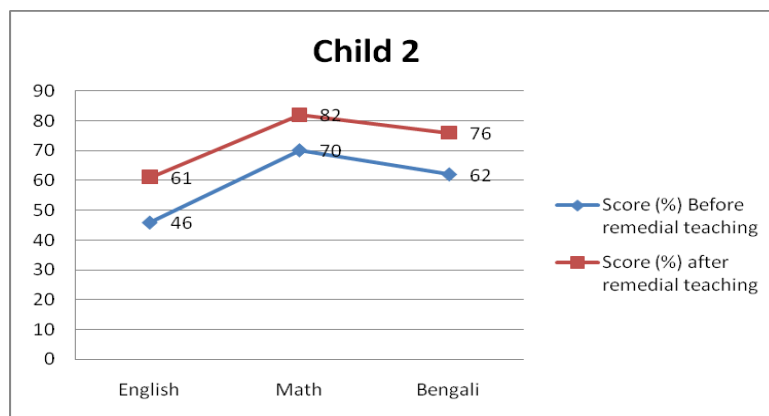


Figure No. 2 - Graphical presentation of the performance of child 2

Both gain score and graphical presentation of the academic performance of the child 2 clearly indicates the improvement in all the areas.

Qualitative analysis also pointed on the enhancement of interest in learning, peer group adjustment and academic achievement.

Table No. 5 – Details of Child 3

Age	10
Gender	Male
Class currently attending	III
GLAD class level tests given	II

The next child was from middle class family background. Assessment indicates that the problem area is auditory perception while no hearing problems were reported. It was noticed that the child has the difficulty in understanding spoken instructions as well as commits mistake while taking dictation. Clarity of speech was also missing in him.

difficulty in learning syllabication. The difficulties identified in the academic area of Math are confusion of symbols ‘>’ and ‘<’ and difficulty in finding out the place value of a particular number. Remedial teachings were provided with suitable strategies like auditory sensitization training, concept formation, errorless discrimination etc.

In the academic areas of language – Bengali and English major problems were omission, difficulty in auditory discrimination and

At the end of remedial teaching, again the academic scores were calculated by administering GLAD.

Table No. 6 – Performance of Child 3

	Score (%) Before remedial teaching	Score (%) after remedial teaching	Gain score
English	35	57	22
Math	59	73	14
Bengali	63	77	14
Total	157	207	50

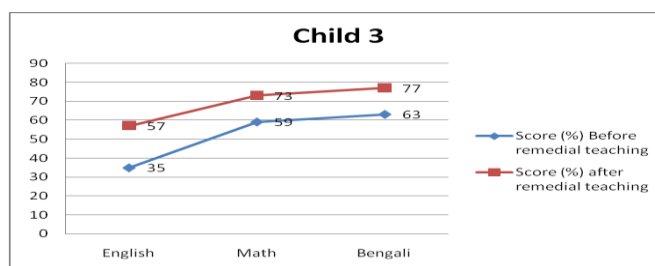


Figure No. 3 - Graphical presentation of the performance of child 3

From the gain score of each subject and the graphical representation of the scores, it was

inferred that progress happened in every subject.

Table No. 7 – Details of Child 4

Age	11
Gender	Male
Class currently attending	IV
GLAD class level tests given	III

Child 4 was found to read too slowly and mispronounces words. He needed assistance in explaining statement sums apart from double digit subtraction with borrowing. Fewer problems were identified in Bengali. Like

previous children, difficulties were identified and supported with suitable remedial strategies. Scores were calculated before and after remedial teachings by administering GLAD.

Table No. 8 – Performance of Child 4

	Score (%) Before remedial teaching	Score (%) after remedial teaching	Gain score
English	43	70	27
Math	65	82	17
Bengali	77	89	12
Total	185	241	56

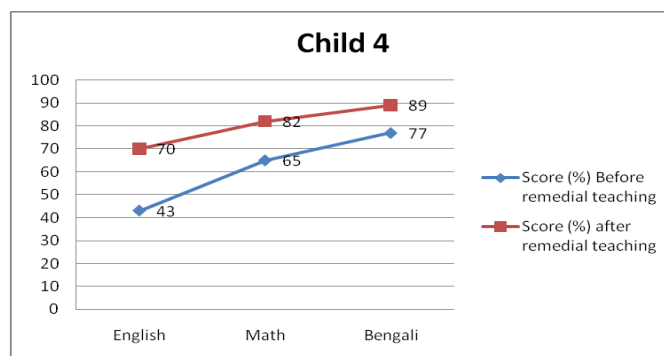


Figure No. 4 - Graphical presentation of the performance of child 4

The gain scores and the above graph prove the effectiveness of the remedial teachings.

Qualitatively analyze indicates the child's increase of self-confidence.

Table No. 9 – Details of Child 5

Age	11
Gender	Female
Class currently attending	IV
GLAD class level tests given	III

Child 5 belongs to a middle-class family. Both formal and informal assessment shows that the child has writing difficulty. She prefers to answer orally. She tries to do mental mathematical computation which often produces wrong answers. Problem areas were identified and followed by remedial teachings. In English, poor hand writing was noticed with mixing of capital and small letter and spelling errors. Errors were found in placing decimal points and transferring from rough work to fair

work in the area of Math. Difficulty in multiplication was also noticed. The child’s problem in writing combined letters and identification of similar looking letters were observed as most prominent problems in Bengali.

Like previous cases, supports were provided with suitable remedial teaching strategies. After the remedial teaching sessions, again GLAD was administered and improvement was found in each subject.

Table No. 10 – Performance of Child 5

	Score (%) Before remedial teaching	Score (%) after remedial teaching	Gain score
English	29	45	16
Math	44	61	17
Bengali	37	59	22
Total	110	165	55

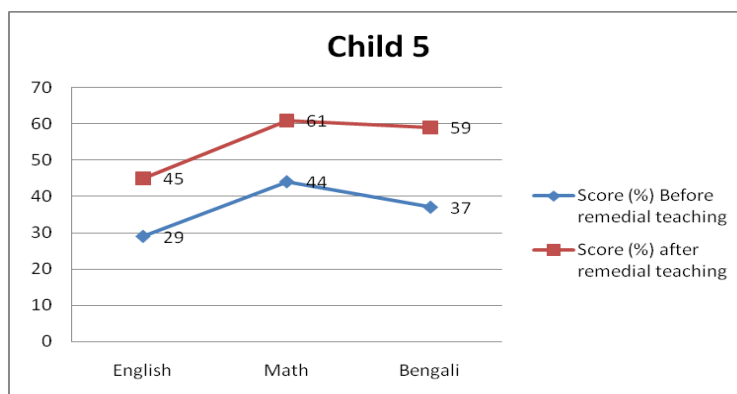


Figure No. 5 - Graphical presentation of the performance of child 5

CONCLUSION

All five children were assessed both formally and informally. Appropriate remedial teaching methods were given to the students based on the assessment report and individual needs. Progress was further evaluated by administering the same instrument (GLAD). In each student, the progress was noticed through the gain scores 34 (202 – 168), 41 (219 – 178), 50 (207 – 157), 56 (241 – 185), and 55 (165 – 110). Overall, each child showed improvement by using remedial teaching. This case study advocates the effect of systematic and need

based individualized remedial strategies to overcome the tough areas of academics. And it is a known fact that academics is the area where children with LD suffer lifelong, however early diagnosis may lead to early intervention and management to the disability. Due to certain policies like pass-fail system children with learning disabilities experience frustration and failure in all their academic endeavours. If these children receive early help in early grades, most of them will become skilled (Ramaswamy, 2013).

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