



**PREFACE**

Dear Readers,

Dyslexia is a common disorder which would often go un-noticed earlier. Children who had such this disorder in the 3 decades earlier were considered as either lazy or weak or simply dull! Teachers were hardly equipped to deal with such disorders then, especially in India. Times have changed and children these days are given more attention to help them not just deal with such disorders but also battle them.

Surprisingly a lot of very successful people were dyslexic in their childhood days but went on to becoming very famous. This was beautifully expressed in the movie "Taare Zameen Par" thus making us more aware of the disorder.

In the 'Ideas' section we talk about whether "Praising Children" is a good idea. It is often noticed that when children are praised they put an extra effort to perform better. This is one way teachers and parents can help dyslexic children battle with their disorder.

"Megalomania" is a word we do not use regularly but there are a fair number of individuals who suffer from this personality disorder as has been mentioned in the "Words Worth" section.

Hope this issue will be as enlightening and informative as the earlier ones.

THANK YOU!!

**INSIDE THIS ISSUE:**

Cover Story — Dealing with Dyslexia 1

Words Worth 2

Idea — Is Praising Young Children A Good Idea? 3

Editing team-  
Nivedita Mohan  
Neelam Rakesh  
Neha Bagri  
Sahana Mitra  
Shruti Luthra  
Sreemanti Sen

# The HLS PsychoAnalyst

VOLUME - II, ISSUE - 3

July-September 2015

## Dealing with Dyslexia



**Dyslexia** or developmental reading disorder is characterized by the difficulty with learning to read fluently and with accurate comprehension despite normal or above-average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, language skills/verbal comprehension, and/or rapid naming. Dyslexic children of school age can have various symptoms. The symptoms may include

difficulty in identifying or generating rhyming words, or counting syllables in words (phonological awareness), difficulty segmenting words into individual sounds, or blending sounds to make words, difficulty with word retrieval or naming problems (see anomic aphasia), commonly very poor spelling, which has been called dysorthographia or dysgraphia (orthographic coding), whole-word guesses, and tendencies to omit or add letters or words when writing and reading are considered tell-tale signs.

A common misconception about dyslexia assumes that all dyslexic readers write words backwards or move letters around when reading. In fact, this only occurs in a very small population of dyslexic readers. Individuals with dyslexia are better identified by measuring reading accuracy, fluency, and writing skills and trying to match these measurements to their level of intelligence as determined from prior observations.

### What Are the Warning Signs of Dyslexia?

If someone displays troubles in the following, it doesn't necessarily mean that individual has a learning disability. But if troubles continue over time, consider testing for dyslexia.

Young Children	School-Age Children	Teenagers and Adults
<ul style="list-style-type: none"> <li>•Recognizing letters, matching letters to sounds and blending sounds into speech</li> <li>•Pronouncing words, for example saying "mawn lower" instead of "lawn mower"</li> <li>•Learning and correctly using new vocabulary words</li> <li>•Learning the alphabet, numbers, and days of the week or similar common word sequences</li> <li>•Rhyming</li> </ul>	<ul style="list-style-type: none"> <li>•Mastering the rules of spelling</li> <li>•Remembering facts and numbers</li> <li>•Handwriting or with gripping a pencil</li> <li>•Learning and understanding new skills</li> <li>•Reading and spelling, such as reversing letters (d, b) or moving letters around (left, felt)</li> <li>•Following a sequence of directions</li> <li>•Understanding word problems in math</li> </ul>	<ul style="list-style-type: none"> <li>•Reading at the expected level</li> <li>•Understanding non-literal language, such as idioms, jokes, or proverbs</li> <li>•Reading aloud</li> <li>•Organizing and managing time</li> <li>•Summarizing a story</li> <li>•Learning a foreign language</li> <li>•Memorizing</li> </ul>

## Tips for Teachers for Handling Dyslexia

### In the class:

Of value to all children in the class is an outline of what is going to be taught in the lesson, ending the lesson with a resume of what has been taught. In this way information is more likely to go from short term memory to long term memory.

When homework is set, it is important to check that the child correctly writes down exactly what is required. Try to ensure that the appropriate worksheets and books are with the child to take home.

Encourage good organizational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion.

Break tasks down into small easily remembered pieces of information.

Seat the child fairly near the class teacher so that the teacher is available to help if necessary, or s/he can be supported by a well-motivated and sympathetic classmate.

### Copying from the blackboard:

Use different colour chalks for each line if there is a lot of written information on the board, or underline every second line with a different coloured chalk.

Ensure that the writing is well spaced.

Leave the writing on the blackboard long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying.

### Reading:

A structured reading scheme that involves repetition and introduces new words slowly is extremely important. This allows the child to develop confidence and self esteem when reading.

Don't ask pupils to read a book at a level beyond their current skills, this will instantly demotivate them. Motivation is far better when demands are not too high, and the child can actually enjoy the book. If s/he has to labour over every word s/he will forget the meaning of what s/he is reading.

Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children

Real books should also be available for paired reading with an adult, which will often generate enthusiasm for books. Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary. No child should be denied the pleasure of gaining access to the meaning of print even if he cannot decode it fully.

### Spelling:

If there are one or two dyslexics in the class, a short list of structure-based words for their weekly spelling test, will be far more helpful than random words. Three or four irregular words can be included each week, eventually this should be seen to improve their free-writing skills.

Spelling mistakes pinpointed should be those appropriate to the child's level of spelling. Marking should be done in pencil and have positive comments.

### Math:

Whilst some dyslexic students are good at math, it has been estimated that around 90% of dyslexic children have problems in at least some areas of math.

The value of learning the skills of estimation cannot be too strongly stressed for the dyslexic child. Use and encourage the use of estimation. The child should be taught to form the habit of checking her/his answers against the question when s/he has finished the calculation, i.e. is the answer possible, sensible or ludicrous?

When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.

Encourage pupils to verbalize and to talk their way through each step of the problem.



### Words Worth

**Megalomania** is derived from the Greek word "megalo" meaning large or great and "mania" meaning madness or frenzy. Its first use in English occurred in 1890 as a translation of the French word "mégalomanie".

**Megalomania** is a psychopathological condition characterized by delusional fantasies of power, relevance, omnipotence, and by inflated self-esteem. Historically it was used as a name for narcissistic personality disorder prior to the latter's first use by Heinz Kohut in 1968, and is used today as a non-clinical equivalent.

## Tips for Teachers for Handling Dyslexia

Put key words on a card index system or on the inside cover of the pupils math book so it can be used for reference and revision.

Put the decimal point in red ink. It helps visual perception with the dyslexic child.

### **Handwriting:**

Encourage the children to study their writing and be self-critical. Get them to decide for themselves where faults lie and what improvements can be made, so that no resentment is built up at yet another person complaining about their written work.

Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.

If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling.

### **Marking of work:**

Credit for effort as well as achievement are both essential. This gives the pupil a better chance of getting a balanced mark. Creative writing should be marked on context.

Try not to use red pens to mark the dyslexic child's work. There's nothing more disheartening for the child than to have work returned covered in red ink, when they've inevitably tried harder than their peers to produce the work.

### **Homework:**

In allocating homework and exercises that may be a little different or less demanding, it is important to use tact. Self-esteem is rapidly undermined if a teacher is underlining the differences between those with difficulties and their peers. However, it should also be remembered that far more effort may be needed for a dyslexic child to complete the assignment than for their peers.

Set a limit on time spent on homework, as often a dyslexic child will take a lot longer to produce the same work that another child with good literacy skills may produce easily.

In order to be able to teach, as far as possible, according to each child's educational needs, it is essential to see him or her as a whole person, complete with individual strengths and weaknesses. We also need to keep in mind that Dyslexics have many strengths: oral skills, comprehension, good visual spatial awareness/artistic abilities. More and more dyslexic children could become talented and gifted members of our schools if we worked not only with their specific areas of difficulty, but also their specific areas of strengths from an early age. To do this we have to let go of outmoded viewpoints that a dyslexic child must first fail, in order to be identified.

**Idea** – *An idea that can change your teaching*

## Is Praising Young Children A Good Idea?

"Good job!", "Awesome!", "What a beautiful picture!"... these are a sampling of encouraging phrases you might hear at any playground, preschool, or anywhere else young children hang out. I'd never really given these words or the idea of praise much thought. After all, children with difficulties can really struggle sometimes – shouldn't we acknowledge their efforts?

### **How should we Praise Young Children?**

The question may not be "Should we praise young children?", but rather "How should we praise young children?" A lot of research has shown that process praise motivates children to work hard, learn, explore, and have a healthy outlook on their abilities. In addition, praise that is sincere and conveys realistic expectations can promote a child's self-motivation.

**Here are some ways to translate these ideas about effective praise into your everyday life with your child:**

- **Describe your child's behavior and effort**, not his or her attributes. Statements like "good girl" or "great job" undermine self-motivation, and don't provide your child with specific information that will help him or her continue the desired.



# Is Praising Young Children A Good Idea?

- **Paying positive attention to appropriate behavior** that is valued can be effective. An encouraging description such as "I can see you are working very hard on that puzzle" or "Wow! You are sharing the toy truck with your brother" tells a child that effort, cooperation, and positive relationships are valued in your home.
- **Be careful when praising after failure or mistakes** – And telling a child to "Try harder" does not give the child any information about how to improve his or her effort. It may be best to provide process praise and identify what the child did accomplish in this case. For example, "You missed the goal, but it was very, very close!"
- **Praise must be sincere** – praise should reflect the amount of effort the child puts in. When praise is meaningless and "over the top", it loses its effectiveness.
- **Choose appropriate activities** – However, it is important to think about whether the child has been given something appropriate to learn, and whether the expectations are realistic. If you find you need to use a lot of praise in order to keep your child interested in an activity, try modifying the activity to make it more interesting or choosing an activity he really likes.
- **Reduce the amount of praise** – praising a child can really become a habit. If your child is naturally interested in an activity and self-motivated, you don't need to use praise at all. Participate with your child during the activity and respond with interest and conversation.
- **Provide natural consequences** – when it comes to communication, praise can get in the way of conversation. Communication is its own reward, so, providing praise regarding a child's attempts to communicate by saying "Yay! You said 'cookie!'" or "Nice talking!" undermines the real purpose of communication, which is to share thoughts and feelings and to get things done.



**Dreamers are Believers**

**Believers are Achievers**

Amitabh Mohan



Offering You to Your Self

**Our Areas of Services are :-**

**Training Areas** we offer for Educational sector:-

- For Teachers:- Psychological, Motivational, Pedagogical issues etc.
- For Students:- Psychological/Personality, Motivational, Career issues etc.
- For Parents:- Psychological and Parenting issues
- For Educational Leaders:- Motivational, Pedagogical, Administrative

**Consulting Areas** we offer for Educational sector:-

- Institution Building, Strategic Planning, Staff Recruitment, Teacher Recruitment, Training & Development, Performance Management.

**Counseling Areas** we offer for Educational sector:-

- Clinical - ADHD, Dyslexia, OCD, Learning Disability, Autism etc.
- Professional - Career, Life coaching, Work coaching etc.
- Personal - Stress, Depression, Marital, Suicidal, Relationship

Offices

Lucknow, Kolkata, Delhi

Head Office

Kolkata

P-400 B, Keyatala Lane, Golpark Kolkata – 700029

Email: [info@hlsindia.org](mailto:info@hlsindia.org) Website: [www.hlsindia.org](http://www.hlsindia.org)

We invite our readers to be contributors. Write to us an idea or approach that you have tried and worked for our Idea column.

