

A Holistic Approach to Learning : Remedial Intervention for Students With Learning Disabilities (Dyslexia)

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Abstract—This paper makes clear the functions of a remedial tutor distinguishing how remedial tutoring differs from ordinary teaching. It makes clear the different targets that must be achieved to make a program of remedial tutoring effective.

Index Terms— dyslexia, learning disability, multi-stage tutoring, remedial tutoring,

I. INTRODUCTION

“Tina is ten years, bright in all aspects, but when it comes to reading and writing Tina has butterflies in her stomach. She just can’t read like others in her class.”

This is the most common problem a child with learning disability faces.

The term Learning Disabilities generally refers to a neurobiological disorder in one or more of the basic process involved in understanding spoken or written language. This could affect the students or a person’s ability to speak, listen, read, spell, reason, organize information or do math calculations. However, he or she could, with appropriate help and remedial intervention, improve and succeed in school and life. Remedial intervention focuses on refining the core academic skills of reading, spelling, writing, math, comprehension and reasoning.

II. UNIQUENESS O REMEDIAL TUTORING

Distinguishing remedial tutoring from other professionals it must be made clear that this intervention, apart from teaching the basic skills of reading, writing, spelling and comprehension, also stimulates metacognition, improves organizational skills, attention and self-esteem.

The stages of the remediation process shows that the relationship between the remedial tutor and student is developmental, and each stage is a preparation for the next. A remedial tutor needs professional skill and sensitivity to successfully implement such a program.

‘Empathetic Intelligence, which is a combination of cognitive and emotional intelligence makes thinking more intelligent.’ This is so true because as the teacher understands the child and works with his/ her – refining skills and giving the student an environment where he or she learns the way the

student can - the child starts believing the teacher or tutor. When there is a belief then change takes place.

The remedial tutor needs professionalism in work and a sense of awareness of themselves as to what they are doing and how it leads to a positive or negative effect on the child.

A dynamic interaction between teachers and students appears to produce higher cognitive functions in both. Good teaching facilitates learning experiences. Unfortunately, in our educational system today, the attempt to individualize instruction for students with learning problems pays little attention to the interactive language component. Individualization usually refers to the speed at which a student is allowed to progress though a fixed curriculum. Programs devoted to teaching how to learn sometimes run the risk of being overly structured, rigid and demanding, thus blocking the flexible use of sufficient cognitive resources in children. It seems the knowledge and practical applications of the remedial teaching have much to offer educators today.

The tutors must:

a. **Ask Clear Questions** - The asking of questions is important in the process of teaching children. However, the remedial tutor must take time to pose a clear question, whether factual or higher-level. In addition, the tutor must expect and require the student to answer.

b. **Give Wait-time** - One of the easiest areas of remedial intervention is to analyze the wait-time. Work at allowing at least 3 seconds for the student to respond, especially when a higher- level question has been posed.

c. **Teach Critical Thinking** - We must teach our students the skills of critical thinking and metacognition. Once taught, we must give our students every opportunity to apply these skills.

d. **Encourage Student Questioning** - We must experiment with conversation structures that allow our students to ask questions, particularly

higher-level questions. Currently, the remedial tutor is in charge of most of the conversation. We must find opportunities within various techniques that encourage student questioning and therefore, higher-level and critical thinking.

e. **Encourage Student Elaboration** - In order for any higher-level thinking and questioning to happen, we must shift the burden of verbal expression to our students. “Understanding is more likely to occur when a student is required to elaborate, or defend his position to others; the burden of explanation is often the push needed to make him or her evaluate, integrate, and elaborate knowledge in new

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ways” (Brown & Campione, 1986). Wilen and Clegg (1986) suggest that teachers probe student responses so that they will clarify an answer, support their point of view and extend their thinking.

Learning to use questioning skills to direct student speech and thinking processes will take them to the next level where they use these skills to study independently.

Not accepting the child as he is, but taking him beyond makes the role of a remedial tutor challenging.

III. CONCLUSION

The most important step undertaken by a remedial tutor to make the remedial tutoring an important event in the student's life, is to create a belief system in the child, and also make the student understand that there is 'one person' who he can rely upon as his mentor, friend, philosopher and guide.

The world is not expandable, but the human brain is - the more you stuff inside, the more active it becomes, and success happens on both sides.

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