

Profiling Children with Dyslexia

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ABSTRACT

Dyslexics show variety of reading and writing difficulties and the dyslexic group is highly heterogeneous. The significance of comparing the children with dyslexia on reading and writing aspects of literacy with typically developing children and profiling them based on phonological and non-phonological characteristics is significant. The present study aimed such comparison and results of comparison between children with dyslexia and typically developing children on phonological and non-phonological skills are discussed in detail. Moreover, individual profile of all 16 children with dyslexia is displayed and attempt has been made to group children with dyslexia into surface, phonological, and mixed dyslexia based on profile.

Keywords: Literacy, non-phonological, profile, phonological

1. INTRODUCTION

Literacy is defined as the minimal ability to read and write in a designated language combined with the ability to think about the use of reading and writing in everyday life. The components of literacy include reading, writing, and listening (Cunningham 1995). Gayen & Olsen (2003) included phonological awareness, phonological decoding, reading comprehension, spelling, orthographic knowledge, and rapid automatized naming also into reading components. The development of literacy is multidimensional complex process requiring adequate exposure

- | | |
|---------------|-----------------|
| 57. siege | 67. institution |
| 58. recent | 68. pivot |
| 59. plausible | 69. conscience |
| 60. prophecy | 70. heroic |

5. Non word reading test

Test items

One syllable

1. Gat
2. Rop
3. Shug
4. Hild
5. Narge

Two syllable

6. higure
7. kibnick
8. Pachine
9. clabnag
10. tringdom

6. Alliteration test

Test items 1

1. Gap got **nod**
2. Net **dig** nip
3. **Rope** take time
4. Big **pit** ball
5. Form fat **van**

Test items 2

1. **train** plane prone
2. spade start **break**
3. crumb **twist** climb
4. pram **trap** plan
5. great glue **crane**

7. Rhyming test

Test item 1

Main **line** pain
 Fog log **bag**
Fuss tilt wilt
 Neck peck **beg**
 Nap **hip** sap
 Pen hen **pet**
Red big dig
Pip top hop
 Hid did **dub**
 Pack **buck** rack

Test item 2

buckle puddle muddle
 tight light **ride**
niece cheese please
 nip **fib** tip
 tone **home** phone
 cattle battle handle
 should wood **food**
neat weed seed
 ship rip **stop**
 tree **need** free

8. Word repetition

1. Pin cat
2. Cap sky tin
3. Mat crow pick
4. Rain pen chair men
5. Pit day log shirt

6. Cow wool snake hut grape
7. Plank lion heel plot den

9. Non word repetition

1. Ket
2. Lum
3. Muphin
4. Ret spige
5. Trumfrutnabe
6. Ronch tarp keld
7. Horpbridnateproog
8. Fodewikedrupren

10. Rapid naming



11. Sound discrimination

- | | | | | | |
|----|------|------|-----|---------|--------|
| 1. | Rip | tip | 10. | Fish | fish |
| 2. | Sick | sack | 11. | Shelled | shield |
| 3. | Side | side | 12. | Halt | hall |

4.	Pet	bet	13.	Try	tie
5.	Big	bog	14.	Tilt	tilt
6.	Sit	sit	15.	Ship	sheep
7.	Bed	bad	16.	Raw	war
8.	Dam	mad	17.	Throw	throw
9.	Slow	snow	18.	Rip	reap
10.	End	and	20.	Nib	nip

APPENDIX II

Profile on Qualitative analysis of individual data

Subject 1. (Grade 1)

Alphabet: Correctly wrote the alphabets b and m only

SC: Performed very poorly

Spelling: Unable to spell any of the words

HQ: Very poor, managed no score

Reading: Unable to read any of the word

NWreading: unable to read any of the non word

Alliteration: Managed no score

Rhyming: Managed no score

Wrep: Managed to repeat only the first series of stimulus which had only two words (e.g. pin, cat)

NWrep: Managed to repeat the first two non word series only, they were made of one nonword consisted of single syllable. The subject couldn't repeat the third nonword since it had two words.

RN: Took 78 seconds to name all the 35 items in correct order

SDis: Correctly discriminated only three stimuli.

Subject 2 (Grade 1)

Alphabet: Wrote all of the alphabets without error

SC: Copies the first three simple shapes exactly, but only fairly well the complex one.

Spelling: *lot, be, fish* and *tent* were spelled correctly out of all forty words.

HQ: Quality was bad.

Reading: Managed to correctly read only the first eight items

NWreading: Could read only two of the single syllable nonword.

Alliteration: Correctly identified only the alliterated words in second stimuli

Rhyming: Didn't manage any correct responses

Wrep: Could repeat stimulus series which had up to four words in it.

NWrep: Could manage to repeat stimulus series which had up to two non words only.

RN: Took 62 seconds to correctly name all of the items.

SDis: *side, reap, nip* were the ones which were incorrect.

Subject 3 (Grade I)

Alphabet: unable to write *d, p, and m*

SC: Completed the simple ones with ease, but managed to copy the final shape only lesser than fair.

Spelling: *lot, be* and *much* were written correctly

HQ: Performed fairly

Reading: First three items (*tree, little and milk*) then 6th (*school*) and eleven (*flower*) were correctly read.

NWreading: Managed to read three of the one syllable nonword only.

Alliteration: Poor performance (only 1 and 8 were correct)

Rhyming: Very poor performance

Wrep: Could repeat stimulus series which had up to four words. (Fair performance)

NWrep: Managed only the first two series, which had only one word each (poor performance)

RN: took 71 seconds to correctly name all the items.

SDis: performed relatively well.

Subject 4 (Grade II)

Alphabet: Excellent performance

SC: simple shapes are drawn correctly, poor copying of complex shape

Spelling: Very poor performance

HQ: Bad performance

Reading: Managed only 3 (very poor performances)

NWreading: Managed to read only three of the monosyllabic words

Alliteration: Poor performance

Rhyming: Poor performance

Wrep: Could repeat stimulus series which had up to four words in it.

NWrep: Could repeat stimulus series which had up to two non words in it

RN: Took 92 seconds to name all the items

SDis: Performed poorly

Subject 5 (Grade II)

Alphabet: *m* was written incorrectly

SC: Correctly written simple shapes, complex shape was better approximating towards stimulus shape

Spelling: Very poor performance

HQ: Performed fairly
Reading: Seven of the words were read correctly (poor performance)
NWreading: No correct responses
Alliteration: Poor performance
Rhyming: Poor performance
Wrep: Could repeat stimulus series which had up to four words.
NWrep: Could repeat stimulus series which had up to two non words in it
RN: Took 73 seconds to name all the items
SDis: Performed fairly well

Subject 6 (Grade II)

Alphabet: Had confusion between *9*, *q* and couldn't write *u*.
SC: Correctly written simple shapes, complex shape was fairly drawn.
Spelling: Very poor performance
HQ: Performed fairly
Reading: Six of the words were read correctly, still a poor performance
NWreading: Managed to read only three of the monosyllabic words
Alliteration: Poor performance
Rhyming: Poor performance
Wrep: Could repeat stimulus series which had up to four words.
NWrep: Could repeat stimulus series which had up to two non words in it
RN: Took 66 seconds to repeat all the items.
SDis: Performed fairly well

Subject 7 (Grade III)

Alphabet: Performed excellently
SC: All the simple shapes were copied correctly, good performance in copying complex shape
Spelling: Performed poorly
HQ: Bad performance
Reading: Number of correct responses is over ten, and most of the correct responses were correct for the first ten stimulus.
NWreading: Managed only the single syllable words.
Alliteration: Fair performance
Rhyming: Poor performance
Wrep: Good, managed up to stimulus series which had four words in it
NWrep: Good, managed to repeat stimulus series which had three nonwords in it
RN: Took 48 seconds to name all the items
SDis: Excellent performance

Subject 8 (Grade III)

Alphabet: Performed excellently

SC: All the simple shapes were copied correctly, fair performance in copying complex shape

Spelling: Performed poorly

HQ: Good performance

Reading: Number of correct responses was ten, and most of the correct responses were correct for the first ten stimulus

NWreading: Managed to read only the single syllable words.

Alliteration: Fair performance

Rhyming: Poor performance

Wrep: Good, managed up to stimulus series which had four words in it

NWrep: Good, managed to repeat stimulus series which had three nonwords in it

RN: Took 38 seconds to name all the items

SDis: Good performance

Subject 9 (Grade III)

Alphabet: Confusion exhibited between 9 and q

SC: All the simple shapes were copied correctly, fair performance in copying complex shape

Spelling: Performed poorly

HQ: Good performance

Reading: Number of correct responses was over ten, and most of the correct responses were correct for the first ten stimulus.

NWreading: Managed only the single syllable words.

Alliteration: Poor performance

Rhyming: Poor performance

Wrep: Fair, managed up to stimulus series this had four words in it

NWrep: Good, managed to repeat stimulus series which had three nonwords in it

RN: Took 44 seconds to name all the given items

SDis: Good performance

Subject 10 (Grade IV)

Alphabet: Excellent performance

SC: Excellent performance

Spelling: Good performance

HQ: Very good, closely approximating excellence

Reading: Half of the words were read correctly (i.e. 35, however 90 percent of the correctly read words were in first half of the stimulus)

NWreading: Could even read one bisyllabicnonword

Alliteration: Very good performance
Rhyming: Good performance
Wrep: Could repeat only up to three word stimulus series (very poor performance)
NWrep: Good, managed to repeat stimulus series which had three nonwords in it
RN: Took 32 seconds to name all the items
SDis: Excellent performance

Subject 11 (Grade IV)

Alphabet: Excellent performance
SC: Performed very good in complex shape
Spelling: Fair performance
HQ: Good performance
Reading: Fair performance
NWreading: Read only monosyllabic words
Alliteration: Poor performance
Rhyming: Poor performance
Wrep: Could repeat only up to three word stimulus series (very poor performance)
NWrep: Good, managed to repeat stimulus series which had two nonwords in it
RN: Took 45 seconds to name all the items
SDis: All are correct except 19th item, *i. eripand reap* (Very good performance)

Subject 12 (Grade IV)

Alphabet: Excellent performance
SC: Good Performance in complex shape
Spelling: Poor performance
HQ: Very good performance
Reading: Poor performance
NWreading: Read only the monosyllabic words
Alliteration: Poor performance
Rhyming: Fair performance
Wrep: Could repeat only up to three word stimulus series (very poor performance)
NWrep: Good, managed to repeat stimulus series which had two nonwords in it
RN: Took 37 seconds to name all the items
SDis: Excellent performance

Subject 13 (Grade IV)

Alphabet: Excellent performance

SC: Good Performance in complex shape

Spelling: Poor performance

HQ: Very good performance

Reading: Poor performance

NWreading: Read only the monosyllabic words

Alliteration: Good performance

Rhyming: Poor performance

Wrep: Fair, managed up to stimulus series this had four words in it

NWrep: Good, managed to repeat stimulus series which had two nonwords in it

RN: Took 40 seconds to name all the items

SDis: Excellent performance

Subject 14 (Grade V)

Alphabet: u was written incorrectly

SC: Could not copy two of the simple shapes and poor copying of complex shape

Spelling: Very poor performance

HQ: Poor performance

Reading: Very poor performance

NWreading: Only monosyllable words

Alliteration: Good performance

Rhyming: Very poor performance

Wrep: Fair, managed up to stimulus series this had four words in it

NWrep: Good, managed to repeat stimulus series which had three nonwords in it

RN: Took 27 seconds to name all the items

SDis: Excellent performance

Subject 15 (Grade V)

Alphabet: Excellent performance

SC: Good copying of complex shape

Spelling: Fair performance

HQ: Good performance

Reading: Less than half is read correctly (poor performance)

NWreading: Only monosyllable words were read correctly

Alliteration: Very good performance

Rhyming: Fair performance

Wrep: Fair, managed up to stimulus series this had four words in it

NWrep: Good, managed to repeat stimulus series which had three nonwords in it

RN: Took 26 seconds to name all the items

SDis: Excellent performance

Subject 16 (Grade V)

Alphabet: Excellent performance

SC: Good copying of complex shape

Spelling: Fair performance

HQ: Very good performance

Reading: Very poor performance

NWreading: Only the monosyllable words were read correctly

Alliteration: Good performance

Rhyming: Good performance

Wrep: Fair, managed up to stimulus series this had four words in it

NWrep: Good, managed to repeat stimulus series which had three nonwords in it

RN: Took 31seconds to name all the items

SDis: Excellent performance

*Performance rating-very bad <bad < very poor <poor < fair <good < very good <excellent

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