

# Identification and Assessment of Children with Dyslexia in Allahabad City

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**Abstract** The survey method was adopted for the present study. The investigation was conducted in different schools of Allahabad district including five English medium schools and five Hindi medium schools with respect to the identification and assessment of children with reading related problems (dyslexia). The sample comprised of the teachers teaching English language to identify the children having reading related problems (dyslexia) from 2<sup>nd</sup> to 8<sup>th</sup> standards in English and Hindi medium schools. The following tools used for data analysis were general information Problem checklist- teacher report from A and B [18]. Specific information NIMHANS index of learning disability[8] Dyslexia was found higher in children of Hindi medium schools from 2<sup>nd</sup> to 8<sup>th</sup> standards, as compared to English medium schools from 2<sup>nd</sup> to 8<sup>th</sup> standards, as perceived by the teachers. NIMHANS index of specific learning disability test in words and comprehension reading were found in decreasing order in 2<sup>nd</sup> to 8<sup>th</sup> standard in English medium schools and 3<sup>rd</sup> to 7<sup>th</sup> standard in Hindi medium schools.. Total number of 59 Children in English Medium Schools and 42 Children in Hindi Medium Schools in words reading and comprehension reading in (NIMHANS) index of specific learning disability test were found having reading related problems (dyslexia).

**Keywords** Dyslexia, NIMHANS, Sample Stratification

## 1. Introduction

Learning disabilities are rudely regarded as variations on normal development and are only considered disabilities when they interfere significantly with school performance and adaptive functions. The different types of learning disabilities are language reading disorder (Dyslexia) and writing disorder (Dysgraphia), calculation-arithmetic disorder (Dyscalculia). 'Dys' means 'difficulty' and 'Lexica' means 'words'. Dyslexia is a disorder that affects millions of people all over the world. It is one type of specific learning

disability that affects a person's ability to read. Specific difficulties in learning to read among children who were otherwise normal were first observed and documented in the early part of the last century by physicians like Hinshelwood[6] and Orton[14]. This condition was termed as developmental dyslexia' (dys, *i.e.*, difficulty in; lexia, *i.e.*, reading). More specifically, people with dyslexia have difficulty with understanding language sounds, recognizing the meaning of words, and accurate spelling. There are many famous people with dyslexia, including the first president of the United States, George Washington and Albert Einstein. Dyslexia affects boys and girls nearly equally. It is seen in people from all ethnic groups and socio-economic levels as well. It is believed that dyslexia is caused by neurological abnormality that affects the way sufferer's process words. It has been estimated that about 60 per cent of children diagnosed as learning disabled has a specific reading disability[20].

## 2. Objectives

1. To identify children having Dyslexia problems from 2<sup>nd</sup> to 8<sup>th</sup> standards.
2. To assess teacher's perception of Dyslexia in children from 2<sup>nd</sup> to 8<sup>th</sup> standard with respect to each class and further with respect to each child reported with learning difficulties using the problems checklists.
3. To find out the prevalence of Dyslexia from 2<sup>nd</sup> to 8<sup>th</sup> standards.
4. To conduct a formal detailed assessment of children (2<sup>nd</sup> to 8<sup>th</sup> standard) who have been identified with Dyslexia problems by the teachers.

## 3. Hypothesis

- There were significant differences between English and Hindi medium school children having learning disability.

**Table 1.** Percentage distribution on Dyslexia of St Mary's Convent School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	2	28.5	2	28.5	3	42.8	1	14.2	2	28.5	1	14.2	2	28.5
Many times	2	28.5	1	14.2	0	0	1	14.2	0	0	0	0	0	0
All the times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Table 2.** Percentage distributions on Dyslexia of Divyabha Convent School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	3	42.8	2	28.5	1	14.2	2	28.5	1	14.2	0	0	2	28.5
Many times	1	14.2	0	0	0	0	0	0	0	0	0	0	0	0
All the times	1	14.2	0	0	0	0	0	0	0	0	0	0	0	0

**Table 3.** Percentage distribution on Dyslexia of Bethany Convent School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	4	57.1	2	28.5	2	28.5	2	28.5	2	28.5	2	28.5	2	28.5
Many times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All the times	0	0	0	0	1	14.2	0	0	0	0	0	0	0	0

## 4. Materials and Methods

The survey method was adopted for the present study in which the investigation was conducted in different schools of Allahabad district including five English medium schools and five Hindi medium schools with respect to the identification and assessment of children with learning disabilities from 2<sup>nd</sup> to 8<sup>th</sup> standards. The sample comprised of the teachers teaching English languages to identify the children having reading related problems from 2<sup>nd</sup> to 8<sup>th</sup> standards in English medium and Hindi Medium schools. The following tools were used for data analysis were general information Problem checklist- teacher report from A and B [18]. Specific information NIMHANS index of learning disability [8]. The statistical methods were used for the analysis of the data frequency / percent.

## 5. Results and Discussions

It indicates that sometimes the prevalence of Dyslexia problem has been seen in almost all the standard. It is highest in 4<sup>th</sup> standard at (42.8 percent) and lowest in 5<sup>th</sup> and 7<sup>th</sup> standard at 14.2 percent. Many times, the prevalence rate of

Dyslexia occurred in 2<sup>nd</sup> standard at 28.5 percent. The findings suggested by McGee *et al.*[11] found that hyperactive behaviour rather than aggressive or anxious behaviour was associated with poor reading ability at age 7 years.

It indicates that sometimes that prevalence of Dyslexia has been seen highest in 2<sup>nd</sup> standard at (42.8 per cent) and lowest in 4<sup>th</sup> and 6<sup>th</sup> standards at (14.2 percent). Many times the prevalence rate of Dyslexia occurred in 2<sup>nd</sup> standard at (14.2 percent). All the times Dyslexia has been seen in 2<sup>nd</sup> standard at (14.2 per cent). The finding is suggested by Rutter *et al.* (1976) suggests that on quarter of the children with specific reading retardation showed antisocial behaviour.

It has been perceived that prevalence of Dyslexia in children were found sometimes found highest in 2<sup>nd</sup> standard at (57.1 percent) and the lowest were found from 3<sup>rd</sup> to 8<sup>th</sup> standard at (28.5 percent) respectively. Many times no Dyslexia was found in almost all the standard. All the times Dyslexia occurred in 4<sup>th</sup> standard only at (14.2 percent). The findings reported by Cunnigham and Barkley[3] noted that reading disabilities might lead to behaviour problem such as hyperactivity.

**Table 4.** Percentage distributions on Dyslexia of Ethel Higginbottom School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Frequency/Percentage	3	42.8	1	14.2	2	28.5	2	28.5	2	28.5	2	28.5	2	28.5
Sometimes	1	14.2	1	14.2	0	0	0	0	1	14.2	1	14.2	0	0
Many times	0	14.2	0	14.2	0	0	0	0	0	14.2	0	14.2	0	0
All the times	1	14.2	1	14.2	1	14.2	0	0	0	0	0	0	0	0

**Table 5.** Percentage distribution on Dyslexia of Bishop George Inter College

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Frequency/Percentage	3	42.8	2	28.5	2	28.5	1	14.2	2	28.5	1	14.2	1	14.2
Sometimes	3	42.8	2	28.5	2	28.5	1	14.2	2	28.5	1	14.2	1	14.2
Many times	0	0	0	0	0	0	1	14.2	0	0	0	0	0	0
All the times	1	14.2	0	0	0	0	0	0	0	0	0	0	0	0

**Table 6.** Percentage distributions on Dyslexia of Savitri Devi Shanker Lal Sharma School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Frequency/Percentage	3	42.8	2	28.5	1	14.2	1	14.2	1	14.2	1	14.2	1	14.2
Sometimes	3	42.8	2	28.5	1	14.2	1	14.2	1	14.2	1	14.2	1	14.2
Many times	0	0	1	14.2	1	14.2	1	14.2	0	0	0	0	0	0
All the times	0	0	2	28.5	1	14.2	2	28.5	0	0	0	0	0	0

**Table 7.** Percentage distribution on Dyslexia of Vivekanand Shiksha Nektan School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Frequency /Percentage	3	42.8	2	28.5	1	14.2	2	28.5	1	14.2	1	14.2	1	14.2
Sometimes	3	42.8	2	28.5	1	14.2	2	28.5	1	14.2	1	14.2	1	14.2
Many times	0	0	0	0	1	14.2	0	0	0	0	0	0	0	0
All the times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

It indicates that the Dyslexia in children were sometimes found highest in 2<sup>nd</sup> standard at (42.8 percent) and lowest in 3<sup>rd</sup> standard at (14.2 percent). Many times Dyslexia were found in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> standard each at (14.2 percent) where as all the times Dyslexia was found in children of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> standard respectively at (14.2 percent). The similar findings concluded by Bale[1] in cross – sectional study of backward readers confirmed that there was excess of behavioural disturbances, predominantly of anti – social nature, when the children were independently by teachers and by parents.

It suggest that the Dyslexia in children were sometimes found highest in 2<sup>nd</sup> standard at (42.8 percent) and lowest in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standards each at (14.2 percent). Many times Dyslexia was found in 5<sup>th</sup> standard at (14.2 percent). All the times Dyslexia in children was found only in 2<sup>nd</sup> standard at (14.2 percent). Same results were obtained by Mc.

Michael[13]Found antisocial behavior problems preceded the reading difficulties.

It is evident that the Dyslexia in children was sometimes found highest in 2<sup>nd</sup> standard at (42.8 percent) and lowest in 4<sup>th</sup> to 8<sup>th</sup> standard at (14.2 percent) equally. Many times Dyslexia were found in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> standards respectively at (14 2 percent) each. All the times Dyslexia in children were found highest in 3<sup>rd</sup> and 5<sup>th</sup> standards at (28.5 percent) and lowest in 4<sup>th</sup> standard at (14.2 percent). Similar findings reported by Geary *et al.*[4] Report that 10% have some generalized (verbal or non verbal) learning disability.

It depicts that the Dyslexia in children was sometimes found highest in 2<sup>nd</sup> standard at (42.8 percent) and lower in 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standards at (14.2 percent) equally. Many times Dyslexia was found in 4<sup>th</sup> standard at (14.2 percent). Similar findings reported by Venugopal and Raju[19] described learning disabled children to be over reacting.

**Table 8.** Percentage distribution on Dyslexia of Murli Manohar Joshi School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	4	57.1	4	57.1	4	57.1	4	57.1	1	4.2	2	28.5	2	28.5
Many times	2	28.5	0	0	1	14.2	0	0	1	14.2	0	0	0	0
All the times	0	0	1	14.2	1	14.2	1	14.2	0	0	0	0	0	0

**Table 9.** Percentage Distribution on Dyslexia of Noorjahan Balika Inter College

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	2	28.5	4	57.1	3	42.8	2	28.5	1	14.2	2	28.5	2	28.5
Many times	2	28.5	1	14.2	1	14.2	0	0	0	0	0	0	0	0
All the times	1	14.2	1	14.2	0	0	0	0	0	0	0	0	0	0

**Table 10.** Percentage distribution of Dyslexia of Balbharti Public School

Name of Classes	2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Sometimes	5	71.4	2	28.5	3	42.8	3	42.8	2	28.5	1	14.2	1	14.2
Many times	1	14.2	1	14.2	1	14.2	0	0	0	0	1	14.2	0	0
All the times	1	14.2	0	0	0	0	0	0	0	0	0	0	0	0

**Table 11.** NIMHANS index of specific learning disability English Medium School

No. of classes	Words reading		Comprehension reading		Number of ld
	Time taken by normal children	Time taken by children with learning difficulty	Time taken by normal children	Time taken by children with learning difficulty	
2 <sup>nd</sup> std	1-1.15 sec.	1.30-2.40 sec.	3.00-3.10 sec.	3.00-4.30 sec.	19
3 <sup>rd</sup> std	58-1.10 sec.	1.15-2.35 sec.	2.58-300 sec.	3.00-4.20 sec.	8
4 <sup>th</sup> std	33-58 sec.	1.00-2.50 sec.	2.45-2.55 sec.	3.00-4.10 sec.	11
5 <sup>th</sup> std	30-55 sec.	1.00-2.30 sec.	2.40-2.50 sec.	2.55-4.10 sec.	7
6 <sup>th</sup> std	48-50 sec.	58-2.10 sec.	2.3-2.40 sec.	2.56-4.15 sec.	6
7 <sup>th</sup> std	50-55 sec.	56-2.10 sec.	2.05-2.10 sec.	2.20-3.50 sec.	5
8 <sup>th</sup> std	45-48 sec.	55.-1.20 sec.	2.00-2.10 sec.	2.15-3.40 sec.	3
				Total	59

It has been perceived that Dyslexia in children were sometimes found highest in 2<sup>nd</sup> to 5<sup>th</sup> standards at (57.1 percent) each and lowest in 6<sup>th</sup> standard at (14.2 percent). Many times Dyslexia was found highest in 2<sup>nd</sup> standards at (28.5 percent) and lowest in 4<sup>th</sup> and 6<sup>th</sup> standard at (14.2 percent) where as, all the times Dyslexia in children were found in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> standards respectively at (14.2 percent) equally. This results was conformed with the finding of Cornwell and Bawden[2] suggested that reading disability may worsen pre – existing aggressive behavior.

It reveals that the Dyslexia in children was sometimes found highest in 3<sup>rd</sup> standard at (57.1 percent) and lowest in 6<sup>th</sup> standard at (14.2 percent). Many times Dyslexia was found highest in in 2<sup>nd</sup> standard at (28.5 percent) and lowest

in 3<sup>rd</sup> and 4<sup>th</sup> standards at (14.2 percent). All the times were found in 2<sup>nd</sup> and 3<sup>rd</sup> standards at (14.2 percent) equally. Finding reported by McGee *et al.* (1988) in the study on reading disabled groups of children found that, there was a significant relationship between behaviour problems and reading disability in children.

It reveals that the Dyslexia in children was sometimes found highest in 2<sup>nd</sup> standard at (71.4 percent) and lowest in 7<sup>th</sup> and 8<sup>th</sup> standards at (14.2 percent). Many times Dyslexia were found in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 7<sup>th</sup> standard at (14.2 percent) equally. Where as, Dyslexia was found all the times in 2<sup>nd</sup> standard at (14.2 percent). The finding determined by Kellam *et al.*[9] reported that reading disabled children are vulnerable to emotional as well as conduct problem.

**Table 12.** NIMHANS index of specific learning disability Hindi Medium School

No. of classes	Words reading		Comprehension reading		Number of LD
	Time taken by normal children	Time taken by children with learning difficulty	Time taken by normal children	Time taken by children with learning difficulty	
3 <sup>rd</sup> std	1.05-1.12 sec.	1.15-2.30 sec.	3.000-3.10 sec.	3.10-4.20 sec.	11
4 <sup>th</sup> std	58-1.10 sec.	1.10-2.40 sec.	2.50-3.000 sec.	3.05-4.15 sec.	11
5 <sup>th</sup> std	52-58 sec.	1.00-2.50 sec.	2.45-2.55 sec.	2.56-4.00 sec.	11
6 <sup>th</sup> std	50-55 sec.	58.00-2.10 sec.	2.30-2.40 sec.	2.58-4.05 sec.	5
7 <sup>th</sup> std	48-54 sec.	56-1.30 sec.	2.20-2.35 sec.	2.40-3.55 sec.	4
				Total	42

**Table 13.** Identification and assessment of children with Dyslexia problem across 2<sup>nd</sup> to 8<sup>th</sup> std. for English language as reported by the teachers of English medium schools- Sample stratification

English Medium	Standard wise classification							Total
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
Name of Classes								
Total No. Children	357	375	369	368	361	383	397	2610
Children Identified in English	84	79	79	73	67	63	63	508
Children Recommended for Counseling & Remediation	40	38	30	30	25	25	20	208
Test applied	32	28	26	27	21	18	12	164
Number of dyslexic children	19	8	11	7	6	5	3	59 (2.26%)

Indicates that Dyslexia were found in almost all the standards. Almost 35 words were given to the normal as well as children with learning difficulty as perceived by the teachers across 2<sup>nd</sup> to 8<sup>th</sup> standard of 5 English medium schools. The minimum time taken for words reading by the normal children was 45 to 48 second and the maximum time taken recorded was 1 min to 1.15 second whereas, time taken by the learning difficulty children recorded were minimum of 55 to 2.10 seconds and maximum was 1.30 to 2.40 seconds respectively. The minimum time taken for comprehension reading by the normal children was 2 minutes to 2.10 seconds and the maximum of 3 minutes to 3:10 second. Where, time taken by the learning difficulty children was recorded as the minimum of 2.15 to 3.40 second and maximum of 3 minutes to 4.30 seconds. Hence it has been observed that the Dyslexia were found in decreasing order from 2<sup>nd</sup> to 8<sup>th</sup> standard for words and compression reading. Highest number of 19 Dyslexic children was found in 2<sup>nd</sup> standard where as lowest numbers of 3 children were found in 8<sup>th</sup> standard in English medium schools. The finding results were obtained by Handler, (2003) the marked increase in the amount of time qualifying students spend in general education classes.

Finding suggests that Dyslexia were seen in almost all the standards. About 35 words were given to the normal as well as children with learning difficulty perceived by the teacher across 3<sup>rd</sup> to 7<sup>th</sup> standard of 5 Hindi medium by the normal children was 48 to 54 seconds and the minimum time taken was recorded as 1.05 min to 1.12 seconds whereas, time taken by the learning difficulty children recorded were

minimum of 56 to 1.30 second and maximum was 1.15 to 2.30 seconds respectively. The minimum time taken for comprehension reading by the normal children was 2.20 minutes to 2.35 second and maximum of 3 min to 3.10 second. Whereas, the time taken by the learning difficulty children was recorded as : minimum of 2.40 seconds to 3.55 seconds and maximum of 3 min to 3.10 seconds. Hence it has been observed that the dyslexic problems were found in decreasing order from 3<sup>rd</sup> to 7<sup>th</sup> standard for words and comprehension reading Highest number of 11 dyslexic children were found equally in 3<sup>th</sup>, 4<sup>th</sup> and 5<sup>th</sup> standards where as lowest number of 4 children were found in 7<sup>th</sup> standard in Hindi medium schools. The finding results were obtained by Lim *et al.*[10]. There is some evidence that reading disabilities in particulars may have a genetic cause.

It has also been seen that the highest number of 84 children in English language were indentified by the teachers in 2<sup>nd</sup> standard and lowest in 7<sup>th</sup> and 8<sup>th</sup> standard with equal number of 63 children in each class. Therefore, it has been observed that the children recommended for counseling and remediation by the teachers was highest of 40 children in 2<sup>nd</sup> standard and lowest of 20 children in 8<sup>th</sup> standard where as tests applied by the researcher were found highest number of 32 children in 2<sup>nd</sup> standard and lowest of 12 children in 8<sup>th</sup> standard. Highest numbers of 19 dyslexic children were found in 2<sup>nd</sup> standard where as lowest numbers of 3 children were found in 8<sup>th</sup> standard in English medium schools. The findings supported Polloway *et al.* [15]. In an effort to improve the equity of grades for students with disabilities most teachers make their own individual grading adaptations.

**Table 14.** Identification and assessment of children with Dyslexia problems across 2<sup>nd</sup> to 8<sup>th</sup> standard for English language as reported by the teachers of Hindi medium schools-Sample stratification

Hindi Medium	Standard wise classification							Total
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
Name of Classes								
Total No. Children	204	268	267	275	246	274	281	1815
Children Identified in English	94	108	100	91	83	86	77	639
Children Recommended for Counselling & Remediation	40	42	40	35	38	35	30	260
Test applied	23	19	18	19	18	13	10	120
Number of dyslexic children	16	11	11	11	5	4	3	61 (3.36%)

It has also been seen that the highest number of 108 children in English language were identified by the teachers in 3<sup>rd</sup> standard and lowest of 77 children in 8<sup>th</sup> standard. Therefore, it has been observed that the children recommended for counseling and remediation by the teachers was highest of 42 children in 3<sup>rd</sup> stand and lowest of 30 children in 8<sup>th</sup> standard whereas tests applied by researcher were highest number of 23 children in 2<sup>nd</sup> standard and lowest of 10 children in 8<sup>th</sup> standard. Highest numbers of 16 dyslexic children were found in 2<sup>nd</sup> standard where as lowest numbers of 3 children were found in 8<sup>th</sup> standard in Hindi medium schools. The findings supported by Pollaway et al. (1994), Silva et al.[17], Jung and Guskey [7] for most teacher, they have no information on how to grade students with disabilities giving way to a rediance on individual grading adaptation, that distort the grades to the point of rendering them uninterpretable.

## 6. Limitations of the Study

- The study was limited to the school of Uttar Pradesh.
- The study was limited to five English and five Hindi medium schools of Allahabad city.
- The study was limited to the medium levels of English and Hindi medium school having children of all socioeconomic strata.
- The study was limited to the children of 6-11 years of age group only (2<sup>nd</sup> to 8<sup>th</sup> standards).

## 7. Recommendations

- Children who exhibit signs of dyslexia should be referred as early in the process as possible for educational, psychological, neuropsychological, and medical diagnostic assessments.
- Children with dyslexia should receive appropriate support and individualized evidence based educational interventions combined with psychological and medical treatment as needed
- Families of children with suspected dyslexia should receive information about state and local parents support programs

## 8. Conclusions

It is concluded from the above findings that the reading problems (dyslexia) were found higher in children of *Hindi* medium schools as compared to English medium schools children from 2<sup>nd</sup> to 8<sup>th</sup> standards perceived by the teachers. NIMHANS index of specific learning disability test in words and comprehension reading were found in decreasing order in 2<sup>nd</sup> to 8<sup>th</sup> standard in English medium schools and 3<sup>rd</sup> to 7<sup>th</sup> standard in *Hindi* medium schools. Words reading and comprehension reading in (NIMHANS) index of specific learning disability test were found in decreasing order from 2<sup>nd</sup> to 8<sup>th</sup> standard in English medium schools and 3<sup>rd</sup> to 7<sup>th</sup> standard in *Hindi* medium schools. The Total numbers of 59 dyslexic Children were found in English Medium Schools and 42 dyslexic Children were found in Hindi Medium Schools in words reading and comprehension reading in (NIMHANS) index of specific learning disability test.

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