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Delay Type in Dyslexia

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Evergreen Valley College

### Abstract

In the study that was done, the experiment tested 20 students all together to see if any of them had any signs of Phonological Dyslexia. This study was done by having the students split up in two groups of ten. While having a time limit, they will have to say the symbol or shape that is on the flashcard. The same thing is done to the second group, but instead of pictures on the cards they will have words.

## Introduction

Reading is used throughout our lives. Without reading, it can be very difficult to go through our everyday events, especially for children with reading problems. Reading can be a harder task for them than other children.

Casalis (2006) describes a study on the reading process of dyslexic children and the two types that they are broken into. Casalis explained that the two main types were phonological dyslexia, what means that their reading of pseudo words are damaged; delay-type dyslexia is where reading of pseudo words and irregular words are not at the level that they need to be. In the study that Casalis did she shoes 25 dyslexic children. There were three reading tests that were administered to the children. The first one was the “Alouette test,” second test was the regular and irregular word test, and lastly there was a words and pseudo words test.

A second study that I found was a case study done by two elementary school teachers, since they had many experience with dyslexic children. This particular study, the two teachers tested students with dyslexia at the Douglas County School System. The participants were nine third graders, nine forth graders, and nine fifth graders (Strydom, 2000). They wanted to test the students on phonological dyslexia. The first test given was a sequencing activity, where they would put the blocks in sequence. This would test

their concentration skills because there are holes at the bottom of every block. The second test is a reading test, this test is done by giving the students a paragraph to read and then they are each recorded on the reading to see if they have missed any vocabulary words.

The final study that I found on the phonological dyslexia in children was done by Gang. They wanted to test the visual memory for pseudo letters and in phonological memory for pseudo words (2002). The participants were volunteers from two private schools. One of the schools was Kenneth Gordon Elementary, a school that was for the severe reading disabilities. The second school was an elementary school called the Pacific Academy (2002). There were 62 students altogether; 31 from the Kenneth Gordon Elementary and 31 from the Pacific Academy. The first test that was done was the Phonological Memory Test; this test was based on a non word repetition that was measured. The last test that was done was the Visual Memory Span Test; it consisted of pseudo letters that were paired up in sequences of two, four and six elements. After the elements were paired, two pseudo letters appeared on a computer screen with the elements.

## Method

### *Participants*

The participants that I had for my study on the reading process for phonological dyslexia in children were 20 non dyslexic students from the first grade class at Cherry Wood Elementary in San Jose to read words and non words given to them.

There were more females than males, but the gender did not matter at all. All the students were normal they had perfect reading skills; they also had perfect vision, and did not have any problems listening or following the rules.

### *Materials*

I used a stack of flashcards that had symbols and shapes on them, there were also some cards that had some simple words on them. I also had 20 volunteers that were going to be paired up with a student, so they could instruct the student what to do. The instructors were given pencils and papers to keep progress of the child.

### *Procedure*

All of the 20 students were split up into two groups, which meant that ten students were in a group. Each of the 10 students in each group were randomly paired up with an instructor that had volunteered to help out with the experiment, then the pair had to go find a desk to sit down at so they could not be distracted by other students. Each of the ten instructors in the first group was given ten cards; all of the cards did not contain any words. Each student was given 30 seconds for each card that were shown to them. For each card they had to name the shape or symbol that was on the card. The students had a lot of problems with the cards that had shapes and symbols on them. This showed that many of the students had phonological dyslexia because they had difficulties with non

words and with connecting sounds to symbols. The second group of ten students was asked to do the same thing as the first ten students did, but instead of saying what shape or symbol were on the card they had simple words. They also had thirty seconds to read the words out loud. This second group of ten students did not have any problems with reading any of the words; the only problem they had was with the length of time that they were given because it took them a while to sound out the words.

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