

# PROCEEDING

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ICETE 2016



## INTERNATIONAL CONFERENCE 2016

“To Excel in Teaching and Learning for Global Competence”

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# **PROCEEDING ICETE 2016**

**International Conference on Elementary and Teacher Education**

**“To Excel in Teaching and Learning for *Global Competence*”**

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## **Identifying Children With Dyslexia In The Classroom**

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### **Abstract**

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. It is equally important to understand what dyslexia isn't. There are great misconceptions and myths about dyslexia which make it that much more difficult for someone with dyslexia to receive help and generally be understood in the classroom.

**Keyword:** identifying, dyslexia, classroom

### **Introduction**

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities (The International Dyslexia Association, 2013). These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/or extra support services.

### **Identifying Children With Dyslexia In The Classroom**

Identification of children with special needs are intended as a business person (parents, teachers, and other education personnel) to determine whether a child has abnormalities or irregularities (physical, intellectual, social, emotional, and neurological or sensory) in the growth and development compared to children other children his age. So the identification of children with special needs is an effort to identify children with special needs, in this case children with disabilities with a variety of accompanying symptoms may include physical symptoms, behavioral symptoms, and symptoms of learning outcomes. Identification of children with special needs not only as an activity in an effort to find a child who is suspected disabilities, but also to simultaneously recognize the symptoms of behavior aberrant behavior in general. Identification should be done carefully in order to avoid misinterpretation of the condition of the object the child's behavior so it can determine appropriate follow-up.

The observations were carefully reviewed the conditions and development of children is needed in identifying children with special needs in schools by teachers, and these teachers

can do any time (Suparno, 2008). Thus, in order to obtain more complete information, the identification effort can be done in various ways, in addition to observing carefully, it is also necessary interviews with parents or others. Information obtained can then be used to identify and determine the children with special needs.

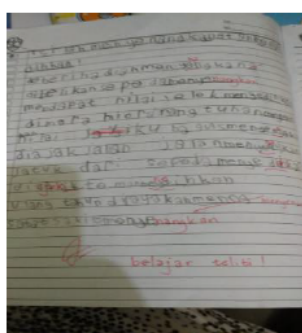
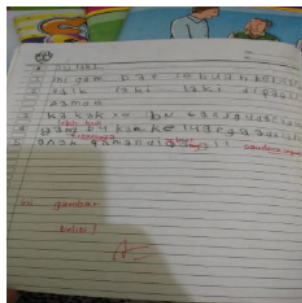
The main objective is the introduction of special needs children find their symptoms of disorder and trouble, then its findings as a basis to take the next step. The introduction or identification is also intended to mark the symptoms associated with the disorder or deviant behavior which resulted in difficulties or barriers to learning in schools that can be done by the teacher.

Dyslexia is a disorder with neurobiological abnormalities basis, and is characterized by difficulty in recognizing words correctly / accurately, in spelling and the ability to encode a symbol. Some other experts defines dyslexia as a condition of processing input / update different (than normal children) are often characterized by difficulties in reading, which can affect areas of cognition such as memory, speed of processing input, the ability of setting the time, aspects of coordination and control motion. Can occur visual and phonological difficulties, and usually there are differences in the ability of the various aspects of development.

More specifically, dyslexic children usually have trouble following problems.

1. Issues phonology  
Referred phonological problem is a systematic relationship between letters and sounds. For example, they have trouble distinguishing "nail" with "hammer"; or they misunderstand the words that have almost the same sounds, such as "fifty" by "fifteen". This difficulty is not caused hearing problems but in relation to the processing of input in the brain.
2. problems remembering the words of  
Mostdyslexic children have normal intelligence level or above normal, but they have difficulty remembering words. They may be difficult to name his friends and chose to call him as "my friend at school" or "my friend that the man". They may be able to explain a story but can not remember the answer to a simple question.
3. Problems Systematic preparation / sequential  
Dyslexic children have difficulty preparing something in sequence, for example the composition of months of the year, day of week or arrangement of letters and numbers. They often "forget" arrangement of activities already planned, such as forgetting whether after school straight home or directly go to the scrimmage. Though parents are reminded even may have also written in the agenda of its activities. They also experienced the difficulties associated with the estimation of the time. For example, they have difficulty understanding the instructions like this: "The time allotted for the replay is 45 minutes. Now at 8 am. Then 15 minutes before the time expires, the teacher will be knocking on the table one time ". Sometimes they were "confused" by the simple calculation of the money, for example, they are not sure whether there is enough money to buy a piece of cake or not.
4. Short-term memory problems  
Dyslexic children have difficulty understanding the long instruction within a short time. For example, the mother told the child to "Save the bag in your room upstairs, changed clothes, washing the feet and hands, and then drops down again to have lunch with her mother, but do not forget to bring along a book PR math yes", then most likely dyslexic children do not perform all the instructions perfectly because they can not remember all the words of his mother.
5. The problem of understanding the syntax

Dyslexic children often experience confusion in understanding the grammar, especially if at the same time they use two or more languages have different grammar. Dyslexic children have trouble with their second language when setting the language grammar is different than the first language.



It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a child is evaluated, the sooner he or she can obtain the appropriate instruction and accommodations he or she needs to succeed in school.

Some specific signs for elementary aged children may include:

Difficulty with remembering simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet

Difficulty understanding the rhyming of words, such as knowing that fat rhymes with cat  
Trouble recognizing words that begin with the same sound (for example, "that bird, baby", and big all start with b)

Pronunciation difficulties

Trouble easily clapping hands to the rhythm of a song

Difficulty with word retrieval (frequently uses words like "stuff" and "that thing" rather than specific words to name objects)

Trouble remembering names of places and people

Difficulty remembering spoken directions

It is important to note that not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

## **Result**

Dyslexia is one kind of learning difficulties in children such as reading disabilities. This disorder is not caused by the inability of sight, hearing, intelligence, or skill in speaking, but rather caused by interference in the process when the brain processes the information it receives. Dyslexics physically will not be seen as a patient. Dyslexia is not limited to the inability of someone to write or read the sentence in reverse order, but also in a variety of sequences, including from top to bottom, left and right, and it is difficult to take orders that should be followed to the memory in the brain. This often causes dyslexics considered not concentrating.

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