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A STUDY OF EFFECTIVENESS OF REMEDIAL READING PROGRAMME FOR SLOW LEARNERS

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A Study of Effectiveness of Remedial Reading Programme for Slow Learners

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Abstract – A compelling Remedial reading program is one that is coordinated by a profoundly prepared therapeutic teacher and has picked up the collaboration what's more, support of educators, heads, and guardians. The viable of such a program is accomplished just by long range arranging in which everybody included is made aware of the points and destinations of the program.

A Remedial reading program is produced when a requirement for it exists. Educators may encounter a requirement for an extraordinary perusing program because of meeting with disappointment in training certain understudies by ordinary techniques. Chairmen may feel a requirement for a Remedial reading program in the wake of concentrate complete plans to move forward classroom direction in perusing. Experiencing the requests of a technological age, people in general may express a want for such a program. By and by, once the need is built up, the great educational system makes quick move

Keywords: Remedial Reading Program, Learning Disability.

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INTRODUCTION

Remedial instruction can help struggling learners shore up their basic skills. This extra support can help them catch up to their peers. And sometimes, if a student's gaps in learning aren't related to a disability, it can eliminate the need for referral to special education.

What Are Remedial Programs?

Remedial programs are not the same thing as special education. Special education is designed to meet the ongoing needs of students with disabilities to help them make progress in school.

Remedial programs are designed to close the gap between what a student knows and what he's expected to know. They often target reading or math skills. In many cases, students are removed from their regular classroom and taught in another setting.

Many students require the extra help remedial programs can provide. For example, there's a lot of concern about the reading proficiency gap. A high percentage of fourth graders aren't proficient readers (reading at grade level), according to the National Assessment of Education Progress.

A number of states have policies that require schools to make sure third graders reach certain reading

benchmarks or be held back. (These are often referred to as third-grade retention laws.) While some states are changing how reading is taught, others use remedial programs to close the gap.

Some school districts and states use response to intervention (RTI) or multi-tier system of supports (MTSS) frameworks to help students who are struggling. The RTI process emphasizes keeping track of how students respond to instructional interventions. Students who have gaps in their learning because of frequent absences or attention issues can often benefit from this type of remediation.

But some students may not make progress in remedial programs. This could be a sign of a learning disability. And students who have a learning disability are more likely to require more specialized instruction.

What to Look For in a Remedial Program

When evaluating remedial programs for your child, be aware that not all programs are effective. Solid remedial programs:

- Are research-based, using proven teaching methods
- Teach step-by-step without skipping over content

- Are conducted at the student's pace
- Offer regular reviews and practice exercises to reinforce learning and practice applying new knowledge
- Include a way to assess what the student has learned and whether he's ready to move ahead
- Teach your child the material in a different way from the way he was taught the first time around
- Offer small group instruction to provide for more individual attention

An effective remedial program is taught by a professional teacher with special training. This is important for all kids, including those with learning and attention issues. Be sure to ask the school if your child's remedial program teacher has this training.

Exploring Other Strategies and Services

If your child has a learning disability and an Individualized Education Program (IEP), you might ask about the possibility of extended school year (ESY) services for your child. ESY services are specifically for special education, but many schools also have remedial instruction during the summer.

If your child doesn't have an IEP, ask the teacher about summer remedial programs. You can also ask the teacher about educational strategies that can minimize or eliminate the need for remedial programs in your child's future.

Another option is to consider having your child evaluated to find out if he has learning and attention issues. In the meantime, a remedial program may be just what he needs to start building his skills and knowledge.

Introductory Planning of the Program

Arranging may start by securing a perusing educator who is well prepared in three ranges of the therapeutic program. That is, an educator who knows how perusing can best be instructed to all youngsters with arrangement for the moderate advance cases; one who is prepared in clinical work to the point where she can think about with progress everything except the most extraordinary instances of perusing trouble; and one who is qualified and experienced in showing poor perusers so she can do this work or, then again demonstrate to others generally accepted methods to do it. A man so prepared fits into the plans of a specific framework and is of incentive in all these distinctive ways. Due to the particular preparing and experience of the perusing educator, she is frequently made a request to sort out the whole medicinal perusing program, or possibly generally of it. While tolerating the

obligation, she regardless counsels the executive in her arranging. She feels it is critical not just that the director be made mindful of all parts of the program, yet in addition that he bolster it and be ready to collaborate in translating its points and destinations to others.

The Development of the Program

The genuine association of the therapeutic perusing program involves the thought of many elements. The medicinal instructor must decide the objectives of the program, the criteria for choosing understudies, the techniques and materials she will utilize, the strategy she will utilize in acquainting the program with the workforce, and the way in which she will allocate the understudies to the program.

The Criteria for Selecting Students

The main thing the therapeutic perusing educator does is to set up the criteria for choosing the understudies for the program. In her psyche emerge three sorts of understudies that may fit the bill for guideline. The to begin with sort is an understudy whose perusing accomplishment is underneath his review position and beneath his sequential age, however at his mental age. The second sort is an understudy whose perusing accomplishment is beneath his perusing potential yet at review level. The third sort is an understudy whose perusing accomplishment is underneath his review position, his chrono consistent age, and his mental age. Which sort of understudy would profit most from healing guideline? The main sort of understudy, despite the fact that not accomplishing up to review level or ordered age, is as of now work ing up to his ability. He would not increase enough to justify person help in the healing circumstance. The second sort of understudy, in spite of the fact that not working up to his potential, is working at review level. He does not represent an issue in that capacity in the homeroom. The classroom educator, with the advantage of in-service preparing, could do much to help him.

The third sort of understudy is perusing underneath his review arrangement, his ordered age, and his mental age. He isn't profiting by conventional strategies for classroom direction but then has the limit to accomplish. Absolutely, this kind of understudy would increase most from her healing guideline. He would be given first thought.

METHODS AND MATERIALS

Obviously, the methodology the remedial reading teacher uses will be essentially different from that of other reading instruction. A remedial reader is a retarded reader, and he must learn skills faster than he would in a regular classroom. If he is to learn faster, the teacher must be completely familiar with successive stages of reading skill, in contrast to many classroom teachers who concentrate in struction more narrowly, even with heterogeneous groups. Thus she

must drive directly and rapidly for the development of the reading skills which are normally the outgrowth of a more leisurely paced classroom program.

In addition to this, she will seek to adapt her instruction to the interests and the goals of the individual student. Much of her effort may be devoted toward building success for students who have repeatedly experienced failure by conventional classroom methods. The materials she will utilize in instruction will also be of a different nature than those utilized in the comprehensive classroom. Books must be available which are low in reading difficulty and more advanced in interest appeal. Many book companies are now publishing materials which are either original stories with the factors which contribute to reading instruction controlled, or are rewritten, simplified versions of well-known stories. Desiring to stimulate curiosity and to create success, the remedial teacher will select a wealth of materials on a variety of ability levels and interesting topics.

The Inception of the Program

Diagnosis of the Student

After the commencement of the program, the healing educator makes a more point by point finding of the understudy's perusing inabilities and a considerably more detailed investigation into conceivable causative elements. She has extra need for data since the understudies are outsiders to her. The many-sided quality of the symptomatic methodology she uses will, obviously, rely on the offices that are accessible to her. To help herself turn out to be better familiar with the understudy, she may utilize an intrigue stock. She would get a learning of the understudy's perusing capacity through a casual perusing stock and by perusing accomplishment test scores. She will maybe manage an individual knowledge test to discover the understudy's mental age. What's more, tests to assess physical coordination, predominance, vision, and hearing may be given. The instructor supplements these discoveries by acquiring information from the classroom educator and from the guardians. The greater part of this data she at that point records and keeps for each student in a conventional record envelope. Over the long haul, she adds to this document a record of all advance that is made amid the instructional period and remarks about the understudy's mental, physical and passionate development. Along these lines, the healing instructor is furnished with a significant guide for medicinal educating.

Consultation with Teachers, Parents, and Administrators

Notwithstanding the time the medicinal educator spends training understudies, time must be accessible

for counsel with educators, guardians, also, chairmen. Surely if a program is to relate practically what's more, consistently to classroom guideline, interview with educators is a need. Attempting to build up this imperative relationship, the medicinal educator leads little gathering gatherings in which she makes proposals of techniques and materials for aiding and anticipating perusing troubles excessively various for the program, making it impossible to deal with. She shows different perusing instructional systems. She helps instructors in making classroom alterations for understudies who are receiving therapeutic preparing. Likewise, she sets aside opportunity to talk with guardians, making a difference them to go to a superior comprehension of their kid, and gives with her main or administrator concerning numerous parts of the program.

Preparation of Materials

The remedial teacher has part of her time unscheduled for the discovery and preparation of materials both for herself and for other teachers. She considers this a major facet of the remedial program. Much effort and time is required both to explore and evaluate the many new materials constantly being developed in the field of reading.

Responsibilities of Teachers, Parents, Administrators

The therapeutic educator is the most critical piece of the medicinal program. The achievement of the program rests an awesome arrangement upon her capacity to keep correspondence channels open and to induce enthusiasm for the program. She should not just demonstrate her ability for managing all periods of the program yet should likewise pass on to others that her initially object is to give benefit. In any case, educators, guardians, what's more, overseers can likewise influence the achievement of the program. The classroom educator to a great extent decides the understudy's underlying disposition around the program. She can move excitement in it by communicating trust in its capacity to help them. She can coordinate by watching the booked circumstances an understudy must go to the healing classes. She can catch up any proposals given by the medicinal instructor. At long last, she can express gratefulness for any advance made, understanding that what appears a little change for a few kids speaks to a genuine triumph.

Guardians, by understanding that the cost of such a program is more than paid for by a reduction of hindrance in the educational system, can loan their consolation and support. By tolerating that the reason of the program is to help kids who severely require it, they can hold back from making doubtful requests.

Chairmen can collaborate by approaching that all solicitations for administrations be made through them, in this way discharging the healing educator for errands that legitimacy her preparation and experience to a more noteworthy degree. He can likewise endeavor to stay informed concerning all arranging and action associated with the program and along these lines translate all the more adequately the general reason of the program to the personnel, the school board, and overall population.

A compelling medicinal perusing program at that point is the aftereffect of numerous factors. Be that as it may, maybe most vital, it is one which is competently coordinated by an educator who has the advantage of particular preparing and one which has picked up the intrigue, support, and participation of educators, guardians, and executives.

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