



# GRAPHIC ORGANIZERS OF CONSTRUCTIVIST PARADIGM BENEFIT STUDENTS WITH DYSLEXIA

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## ABSTRACT

Elementary school plays an important role in the life of an individual in laying a sound foundation of learning. Elementary Education suffers from innumerable problems. One of them is dyslexia students in classroom, who are need special attention. The National Institute of Child Health and Human Development (NICHD) (2000) estimates at least 17% to 20% of all children in the United States are reported to have some type of developmental disability such as dyslexia. The dyslexic child can come from any background or any income level and dyslexia may occur in any child in a family regardless of order in which he is born. The Presence of dyslexia children in elementary schools is no doubt, detrimental to the quality education. So it is the need of hour, we focus methodology to teach dyslexia children. Graphic organizer is effective method to get rid of the problems faced by dyslexia children in classroom. Now, there are so many electronic software are using in schools of abroad to eradicate the students' dyslexia. Optimal guidance of constructivist paradigm entails for dyslexia. Graphical organizers, however excellent, will not bear fruitful results unless they are incorporated in the system.

## INTRODUCTION

Elementary school plays an important role in the life of an individual in laying a sound foundation of learning. Elementary Education suffers from innumerable problems. One of them is dyslexia students in classroom, who are need special attention. The National Institute of Child Health and Human Development (NICHD) (2000) estimates at least 17% to 20% of all children in the United States are reported to have some type of developmental disability such as dyslexia. According to the International Dyslexia Association (2002), dyslexia is defined as a specific learning disability that is neurological in origin that affects as many as one in five children. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia is a language disability, affecting reading, and writing, speaking and listening. It is a dysfunction or impairment in the use of words. Consequently, relation with others and performance in every subject in school can be affected by dyslexia. It can be found around the world principally among boys. It exists in learners of slow, average and superior intelligence. The dyslexic child can come from any background or any income level and dyslexia may occur in any child in a family regardless of order in which he is born. The Presence of dyslexia children in elementary schools is no doubt, detrimental to the quality education. So it is the need of hour, we focus methodology to teach dyslexia children. Graphic organizer is effective paradigm to eradicate the problems faced by dyslexia children in classroom.

## DYSLEXIA IN CHILDREN – SYMPTOMS

Dyslexia in children is a label with a wide variety of meanings, which is used to identify individuals who experience reading problems. Dyslexic students often have little desire to read and only do so when absolutely necessary. When they do read, they typically read slowly and comprehend little of what they read.

Without appropriate intervention, students often survive by using an incorrect coding system or by developing their own contrived reading system. Common characteristics could include:

- **Assembling word parts** – This is unfortunately a common reading strategy sometimes reinforced at school. Children are taught to break the word into smaller pieces that are easier to

recognize than the whole word. Often these “sub-words” are mispronounced, and letters are used in more than one word part (i.e. plant is read as plan-ant or literature is read as literat-ure).

- **Common phonetic errors** – These are accurate and phonetically correct decoding of irregularly spelled words (i.e. honey is read as hone-ee or prank is read as prahnk).
- **Whole word guessing** – Children read the first few letters and then guess a known word that is similar in length and form (i.e. fork is read as food or spoonis read as span).
- **Limited code knowledge** – Children's incomplete knowledge of the spelling and sound codes will cause them to write the correct number of sounds, but the incorrect spelling (i.e. made is written as mad or pout is written as pot).
- **Site Reading** – Root words are easily recognized, but other forms or conjugations of words are not (i.e. funny is read fun or running is read as run).
- **Complete guessing** – Guesses are made based upon the context (i.e. the is read as fun or big).
- **Letter naming** – A child will read a word by saying the letter names (i.e. punchis read as peeuhenseeatch).

## GRAPHIC ORGANIZERS OF CONSTRUCTIVIST PARADIGM

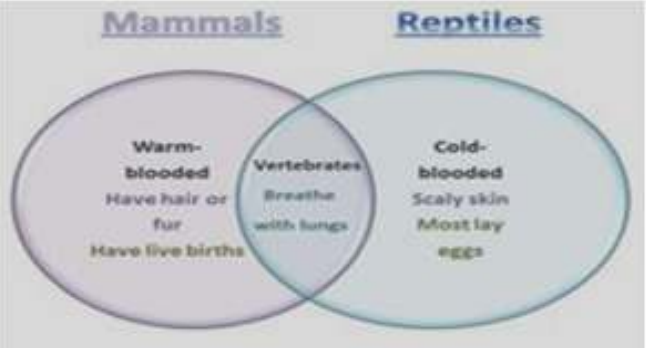
A Graphic organizer, also known as cognitive organizer is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and relationships between them. Graphic Organizers are non-linguistic, visual tool that enable the learner to

- Connect new information to their existing knowledge
- See how concepts relate to each other and fit in
- Recall information easily

Ellis and Howard (2005) define Graphic Organizers as: "...Visual devices that depict information in a variety of ways. Most commonly, they employ lines, circles, and boxes, to form images which depict four common ways information is typically

organized: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These images serve as visual cues designed to facilitate communication and/or understanding of information by showing how essential information about a topic is organized."

**TYPES OF GRAPHIC ORGANIZERS**

TYPE	DESCRIPTION
<b>Graphic Organizers that show Relationships</b>	
<b>Cause and Effect</b>	Used to show the problem solving process. Identifies a problem and various solutions tried
Fishbone	Used to explore aspects of a complex idea. A visual way to see how details are related . Great for organizing writing into main topics with sub-points.
<b>Graphic Organizers that categorize information</b>	Used to develop concepts by linking information together using labeled cells/bubbles.
Concept Maps	Used to help students identify what they already know about a topic, what they want to learn, and then what they have learned once the study is complete
Know wonder learn	Used to organize and classify information, make decisions and solve problems using a non-linear format.
Mind Mapping	
<b>Graphic Organizers that show order, sequence,or development</b>	
Chain	Used to show a chain of events,timeline ,or cycle.
Cycle	Used to show how items are related to each other in a continuous pattern, with no beginning or end.Example: Life cycle of butterfly
Flow chart	Used to visually display the sequence of a set of items. A variety of symbols can be incorporated to show such things as stopping points, decision points, and the direction of flow.
Ladder	Used to order a series of events or items
Picture web	Used to create a visual representation of a series of concepts or events.
Story Board	Used to map out scenes of a story
Story Map	Used to help students identify the elements of a story
<b>Graphic Organizers that compare and contrast</b>	
Compare and Contrast	Used to compare the attributes of two or more items.
T-charts	Used to list two aspects of a topic
Venn Diagrams	<p>Used to identify the similarities and difference between two or three items. It is made up of 2 or 3 overlapping circles.</p> 

Today, there are numerous options for students to create electronic graphic organizers, and for those with dyslexia, that is a good thing. Even though dyslexic students have difficulty with language-based activities, visual learning is often strength for them. Electronic graphic organizers, which can be paired with other assistive technology (AT), such as dictation and word prediction, can provide a means to visually organize ideas while writing essays, taking notes on lessons and readings, and preparing for quizzes and tests.

### BENEFIT STUDENTS WITH DYSLEXIA

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Some benefits to enhance successful interactive instructional activities are:

- Repeat directions. Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words.
- Maintain daily routines. Many students with learning problems need the structure of daily routines to know and do what is expected.
- Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations.
- This helps students listen for key information and see the relationships among concepts and related information.
- Use step-by-step instruction. New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
- Simultaneously combine verbal and visual information.
- Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- Write key points or words on the chalkboard. Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.
- Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
- Emphasize daily review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.

### CONCLUSIONS

Graphic organizers of constructivist paradigm in the classroom will be effective in bringing about significant improvement in students with dyslexia. Now, there are so many electronic software are using in schools of abroad to eradicate the students' dyslexia. Optimal guidance of constructivist paradigm entail for dyslexia. Graphical organizers, however excellent, will not bear fruitful results unless they are incorporated in the system.

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