

Remediating Writing Difficulty in Spelling and Comprehension among Students : An Intervention Study

Ashwini J. Gijare*

Abstract

This research aimed at identifying and remediating writing difficulty in spelling and comprehension among school going students. Difficulties are observed in one or several areas of academics such as, reading, writing, spelling and mathematics resulting in poor academic performance. Writing difficulty in spelling and comprehension can be defined as when an individual is unable to complete daily routine academic writing activities due to incorrect spellings and comprehension skills. Sample was purposive. It consisted of 290 referrals from English medium school in Pune. The age range was 8-11 years (mean age was 9.5 years), out of 290 referrals 120 were identified as having writing difficulty in spelling and comprehension on Nimhans Index of Specific Learning Disability and Indian Child Intelligence Test. These 120 were divided into two equivalent groups: experimental and control. A Remedial Program for Writing Difficulty in Spelling and Comprehension skills among students was developed by the researcher. The program was executed to experimental group. Parental counseling was conducted for the experimental group. The results showed that experimental group scored significantly higher on all the tests, namely, verbal learning, learning names and spelling and comprehension test compared to control group.

Keywords: Writing difficulty, Spelling, Comprehension skills, Remedial program

*Consulting Psychologist, Shiv-Tej A , Flat No 11,Tejas Society Kothrud Pune 38, Maharastra. E- mail ID: ashwinigijare @yahoo.co.in