



Strategies used by Special Educators for remediation of Spelling errors made by Dyslexic Students: A Case of Special educator in Jaipur

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Abstract: The study explores strategies used by Special Educators for remediation of Spelling errors made by Dyslexic Students. The study centres around special educators in Jaipur. Major methods used by special educators to remedy spelling errors are Phonetics, Mnemonics, Sight words, Multisensory learning and Educational Games. The article ends with concluding different strategies used by special educators.

Keywords: Special Educators, Phonetics, Mnemonics, Sight words, Multisensory learning, Educational Games

Introduction:

Learning disability includes various problems. One of the disabilities that comes under it is reading disability which is also called Dyslexia. It is seen that most of the students with learning disability have chances of having dyslexia (Aaron & Baker, 1991).

Due to their invisible character, dyslexia leaves the patient frustrated as they face regular problems in acquiring skills like spelling, reading or writing, which is comparatively easier for their other batchmates.

When an individual faces problem in reading, they are generally advised to diagnose for dyslexia. The term was coined in 1887 by German scholar Rudolf Berlin of Stuttgart who understood dyslexia as problem in reading, writing and arithmetics. Dyslexia as inability of a bright and normally developed child to read was first proposed by Pringle Morgan (1896) in a paper on 'Congenital Word Blindness'. This disorder has been misinterpreted and misunderstood by many people. Even today the understanding on the topic is not clear.

Dyslexia is not a therapeutically treatable disease but a condition that improves with different scientific and effective teaching method. There are sincere requirement of effective remedial programmes facilitating

students with dyslexia to grow at their own pace. The dyslexics are most of the time misunderstood by society, even their parents and teachers. In classroom as well, due to being regularly misunderstood, the dyslexic children are seen sitting in a place in class where they can comfortably hide from others. Most of the time where teachers are not aware or alert, the dyslexic children due to regular failure in their individual attempt to cope up with the class, loose interest in academia completely. And thereby many a times they get drawn out from the education system. It becomes responsibility of all adults to look at the position and magnitude of problem faced by the children and remedy it at the same time.

Methodology:

This is a qualitative study which was conducted with the sample of 126 special educators in Jaipur. The teachers were both from NGO run and Private school. This is an inductive study. The sampling method used in the research is non-probability sampling method which includes convenience sampling, judgement sampling, purposive sampling and snow balling method.

Strategies used by Special Educators for remediation of Spelling errors made by Dyslexic Students:

i. Phonetics

Of the Teachers interviewed during the dissertation, many of them said that Phonic method of reading is one of the best methods of teaching students with spelling disability. This they believed can help in remedying the problems faced by dyslexic students in line with spelling error. This requires listening and understanding sounds of individual alphabets and making a complete word out of it. The difference between dyslexic and non-dyslexic students is that the latter unlike the former does not have to sound out the every single alphabet in order to recognise the word. Initially when catering to students, teachers explain them with the help of phonemes and syllables. For example, three phonemes in dog are /d/ /ɔ//g/ while syllables used in the word fascination are fas-cin-a-tion. Teacher needs to be cautious when teaching the dyslexic children because changing a single phoneme can change the meaning of the word for example tip and top. Phonemic awareness is important for identification and manipulation of spoken words' singular sounds. The phonic sounds when introduced to the students are done using blackboard and flashcard. In a few places even music is used.

Teachers used phonological processing skills the students. The methods include nursery rhymes, rhyme and alliteration, blending, segmentation and manipulation among other methods (Adams, 1990; Hatcher et al., 2014).

Nursery Rhymes: Dyslexic students are taught using nursery rhymes. This method is regarded by Adam (1990) as primitive skill which majorly involves 'an ear for the sound of word'.

Rhymes and alliteration: This requires ability of the students in focusing in particular sounds. The dyslexic students are coached to differentiate and focus on them. The talent of finding words that rhyme or

identifying 'oddities' that do not rhyme or recognising those words which begin with different sounds like tin, tab, tan, lab.

Blending phenomes and syllable spelling: This involves providing students with the knowledge that the words can be broken into smaller segments. This involves providing students with appropriate tools of doing the same. This is at times done using the objects. For example spelling snowman as 'snow-man' or rabbit as 'rab-bit'.

Phonemic Segmentation- This involves breaking words into single sounds (phonemes) and having the ability of using those phonemes whenever required. The dyslexic children are facilitated by this method in learning to spell.

Phoneme Manipulation- This is an ability to be necessarily needs to be developed among students. This is the next step after student understands the function and usage of phonemic structure of words. This includes manipulation of phonemes through addition, deletion or transposition of phonemes for production of new words or non-word.

Introduction of Letters and Sounds: It is attempted to introduce letters and Sounds in primary English school curriculum of school. This includes use of synthetic phonics to cater to structured, cumulative, multisensory programmes and addressing spelling disability with dyslexics.

The students are expected to have conscious awareness of words being constituted of different phonemes and talent to manipulate sound in words (Smith, Simmons, & Kame'enui, 1995).

Special educators used the following rules while dealing with students in primary classes:

1. **Vowels in syllables**: Here Special educators teach dyslexic children how every word they spell would have at least one vowel sound in it. These vowels can be used alone like in words like 'ant' or 'unit', or these vowels can be surrounded by consonants like in words like 'fan-tas-tic' or 'suc-cess'. English is a "vocal" language with atleast a vowel in every word.
2. **Finding number of syllables**: The process involves counting vowels in a word, subtracting silent vowels from it, subtracting one vowel from each diphthong and the number of vowels sounds that are left in the process are equal to the number of syllables. For example when looking at the word outside, we see there are 4 vowels, 1 silent 'e' and a diphthong 'ou' which counts as one sound. This word as only 2 vowel sounds and thereby two syllables.
3. **Short and long vowels**: While helping students with spelling they need to explained about short and long vowels. Vowels make different sounds depending on their place in the word. Teachers teach the student about the place and respective sounds made. The vowel when followed by a consonant makes short sound like 'got' or 'him' whereas the vowels which aren't followed by consonant make long vowel sounds like 'go' or 'hi'. While talking of vowels, when one vowel is followed by a consonant or more, the vowel sound made is short. For example the word 'mas-cot'. As the short vowel sound is closed in by consonant, the pattern is normally called "closed syllable". When a syllable ends with a vowel and that is the only vowel in the word, it makes a long sound. For example the word like 'she', 'me'.

4. Silent *e*: Special educators teach students about “vowel consonant-e” which means that *e* when used at the end of the word and there one another vowel in the word, the first vowel has long sound and the *e* in the end is silent. For example in ‘sale’, ‘rope’. Special educators while teaching dyslexic student refer it as silent *e* rule or magic *e* rule with *e* giving all its power to other vowel in the word.
5. Consonant blends and digraphs: This is one of a very important rule when it comes to making of a word. Digraph means when two alphabets are combined together and result in one sound. Two consonants used in diagraph work into making a new sound like c and h make a new sound in chick or chin. Whereas consonant blends include when two or more consonant when coupled together retain their individual sounds. The blending of consonants retain their specific sounds like g and r is grass.
6. Vowel digraphs: The other rule for spelling in English in vowel digraphs. This consists of two types of words. In the first type, the two vowels when placed side by side to one another, the first one has long vowel sound and second vowel is silent. For example, o and a in ‘boat’. Second type includes the scenario where the new sounds in formed when the two vowel are placed beside each other in a word like o and u in ‘cloud’.
7. *R*-controlled vowels:
This is very interesting rule used by special educators when helping dyslexic children with spelling. This rule is also called ‘bossy r’ rule. The rule includes *r* bossing around the vowel attached to it in order to make a new sound. The rule dictate that whenever *r* follows a vowel in a word, the vowel get controlled by *r* into making a new sound. For example, bird, skirt, dirt, sugar, etc. These words are neither long nor short.
8. The “schwa” sound:
This is a sound that any vowel can make. The Schwa sound is mostly like a weak *uh* or *ih*. The example of words with schwa are ‘final’ or ‘from’. Some words like apartment have more than one schwa sound. In English it is most common sound.
9. Soft *c* and hard *c*, and soft *g* and hard *g*:
The other rule which facilitate dyslexic students with spellings is the following. When vowels like *e*, *i* or consonant like *y* follow alphabet *c*, the sound made is soft. The example includes cell, circus, cycle. When *c* follows rest of the vowels, the sound produced in the process is hard like cat, cot. When talking of alphabet *g*, in situation where vowels like *e*, *i* or consonant like *y* follow alphabet *g*, the sound made is soft. The example includes get, given, gym, etc. When *g* follows rest of the vowels, the sound produced in the process is hard like garbage, gorilla, yogurt.
10. Sound of *c* and *g*:
C produces sound of soft ‘s’ when it is followed by *e*, *I* or *y*. The example of this includes ‘central’, ‘city’, etc. *G* produces sound of soft ‘j’ when it is followed by *e*, *I* or *y*. The example of it are ‘gem’, ‘gym’, etc.

11. The “fszl” (fizzle) rule:

This rule talks of alphabets usually doubled in usage. The alphabets like f, s, z and l when followed by short vowel in one syllable word is mostly doubled. The example if this includes shell, fuzz and like. Though these rule has a few exceptions as there are times when in similar situation the alphabets are not doubled. For example quiz or bus.

12. Ending in *k* or *ck*:

The rule states that when a student writes a one syllable word and ends with /k/ sound immediately. The /k/ sound in the word follows short vowel and is spelled with ck. The example of this is duck, click, etc. In other cases when consonant, long vowel sound or diphthong is followed by /k/ sound, it is spelled as *k*. For Example cake, hawk, etc.

13. The /j/ sound and the /ch/ sound:

Another method used by Special educators in when ‘dge’ is spelled in the word, the short vowel is followed by the sound of /j/. For example in bridge, hedge, etc. Here we see how the presence of ‘d’ refrains the vowel in becoming part of magic e word. Similarly, when ‘tch’ is spelled in the word, the short vowel is followed by the sound of /ch/. The example of this is catch, witch, etc. This rule has exceptions with words like rich, such, etc.

14. Drop the *e* with *-ing*:

The other important spelling rule for students are that when adding *-ing* to a word with silent e, just leave the e and add ‘ing’. For example, dance/dancing, drive/ driving. The same rule applies to suffixes that start with vowels like *-ed*, *-er*, *-able*, and *-ous*. For example, hope/hoped, grieve/grievous, etc.

15. Doubling:

This rule applies to one syllable word which has one consonant following one short vowel. Here, before adding the suffix that starts with a vowel, there is requirement of doubling the consonant. For example, win/ winner/ winning/ winnable.

16. Plurals:

The plural for most words include adding *s* to the singular word. For example leg becomes legs, rat becomes rats and like. When the singular word ends with letters like s, sh, ch, x or z, the plural of it includes adding *es* in the end. For example class becomes classes, fox becomes foxes and like.

17. Y rules:

When making plural of a word ending with y, in case of the letter preceding y is vowel, there word needs to be added with *s* in the end. For example, toy would become toys. In case for the word ending with y, the letter preceding y is a consonant, there words added to make plural in the end requires changing y to ‘ies’. For example the word family becomes families, pony becomes ponies.

Similar rule is followed when adding suffixes. In case of vowel preceding y, simple addition of suffix after y would be appropriate. For example, play becomes playing, delay becomes delaying and like. In other case when consonant precedes y, y is changed into *i* and is later added with the suffix. For example, carry becomes carried. In cases where the suffix to be added begins with *i*, the student

is expected to keep the y and add -ing in the end after y. For example, fly is translated to flying and like.

Along with teaching students of the spelling rules and phonic sounds, the special educators focus of making the students pronounce the words as well. Especially when dealing with long words, the students are made to break the words and learnt along with respective phonic sounds. The child once get acquainted with the phonic sounds finds it relatively easier to spell words. Breaking down of words into prefix, suffix and root words is other method commonly seen helpful for students with dyslexia.

ii. Mnemonics

Mnemonics is memory device that special educators uses various techniques that facilitate the retention of information for the dyslexic children. Teachers use mnemonics in order to translate information in an easy form so as to help brain in its easy storing and retention. Mnemonic is derived from “Mnemonikos” a Greek word meaning “of Memory” and Greek Goddess of memory Mnemosyne. According to Special Educators, Mnemonics used by them act as imposition of meaning or structure. It involves addition to things already known or learned by the students in order to make it more memorable. These are more like verbal or visual elaborations. These elaborations help in making relationship the known and things to be learnt. The teachers use mnemonics to remember things that in normal circumstance is difficult to achieve. Special educators mainly use images, structure, sound, smell, colour, touch, emotional language and like when it comes coding and interpreting complex situations. Brain uses Mnemonics as sophisticated tool where environment is used to interpret and create memory.

A few teachers shared basic principles of mnemonics include meaningfulness, organisation, association, visualisation, and attention. By meaningfulness they meant that use of rhymes, patterns, and associations as Mnemonic techniques and systems makes meaningful material. Similarly mnemonics leads to meaningful organization of material. The association involves linking new material that need to be learned by the child with the old material that they've already learned and is part of their memory. Use of Visualisation is one of the most important part of mnemonics. The attention part involves the fact that one concentrates on pictures and associations made through mnemonic system in order to force students to grasp the concerned material. This method have more power of gathering attention in comparison to other methods due to its interesting quality.

Mnemonics according to Special Educators as a method are versatile, time efficient, adaptable according to different dyslexic students and enjoyable among other things. The Special educators believe that usage of mnemonics is not limited to the remembering words for spelling writing but is important for higher mental activities like reasoning and Synthesizing, critical and creative thinking and like. Mnemonics as a method for spelling retention helps all from dyslexic children to non-dyslexic students to gifted students. A few popular methods used by the Special educators in facilitating in Mnemonics are-

A. First Letters:

This mnemonics strategy involves using initial alphabets of the words for remembering alphabets of a word for spelling correctly. This according to Special educators is a very effective technique as the preliminary alphabets of the word act as retrieval cues. This is a method whose success can be attested by everyone from dyslexic students to non-dyslexic students.

According to Special Educators, there are majorly 2 types of first letter mnemonics:

- a. Acronyms: This involved use of initial letters in forming meaningful words. These cannot be randomly put together but should form the shape of pronounceable words and should be easily remembered.
- b. For example when learning colours of rainbow, acronyms include VIBGYOR. The other famous examples are BODMAS for solving problems in Mathematics. The same acronyms are used by people across the culture. These are mostly 'famous and used by range of people. This means that first letter of the word are used to remember rest of the words.
- c. Acrostics: This involved using the initial letters as the first letters of other words in order to make meaningful phrase. For example when learning colours of rainbow, acrostics include **Richard Of York Gives Battle In Vain**. This includes the acrostics for Red, Orange, Yellow, Green, Blue, Indigo and Violet. When remembering the eight planets of the solar system in their order from sun, the most common acrostics used are **My Very Eager Mother Just Served Us Nuggets** or **Men View Enemies Mildly Juiced Since United Nations**. The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. As can be seen acrostics are varied and differ from one place to another in most cases.

Both acronym and acrostics have their own place when learning things or spellings or arrangements. As remembering MVEMJSUN for learning planets arrangements is equally different so in such situation's acrostics come to rescue. It is generally believed by Special Educators that first words or initial words mnemonics chants are very useful for memory form dyslexic children. Dyslexic children while learning spellings usually use chants which facilitates in learning spelling. It is relatively easier to remember chants, thus students quickly build memory bank of spellings in the process.

B. Association and Linking

The best way to learn words and their spelling understanding the meaning of word and making associations rather than just memorising the spelling. The method of association involves associating new things with information already received. The association, when teaching dyslexic students, also involves comparing facts to images. The process makes information meaningful and facilitates in material's organisation and structure. The method is used in recalling information already known to the student and making mental associations with the new information. When teaching students the strategy of reducing spelling errors, special educators

even try to facilitate students into making association of word with people, place, feeling and like.

C. Flash Cards

While helping dyslexic students, special educators use flash cards. This involves breaking down information into smaller parts. This involves majorly focusing on key points. Teachers tend to use one side of the flashcard in writing the key points. For spellings and vocabulary words both sides of flash cards are used. Special educators most of times write a regularly mistaken spelling of a common word on one side of the flash card and the correct spelling on the other side. Flash cards are also used when the dyslexic students are made to spell out words loud. This is useful when children learn better when audible things are recited to the students. Flash card help dyslexic students in with both audible and visual side. When Flash cards are used they can be used for consonant blends, long vowels, prefixes, suffixes, basic Alphabet Pack and like. The process used for dyslexic children in such situation is that one side of the card contains the concerned symbol and the back of the flash card contain keywords. The other spelling aid involves flash card for Phonic sounds symbols. The activity involves students recognising the sound, the number of correct answers are compared to number of incorrect answers in order to complete the activity. There are many such flash card based activities which are used to facilitate dyslexic students in spelling correction. There is one other famous flash card activity which involves making of drawing on the card on the basis of each keyword. Each card would be learned with appropriate sounds. Thus, the whole pack of card is used in the process, with students remembering all the sounds from all the symbols correctly. Once the students is able to name very flashcard correctly, special educators take help of stop watch. This stop watch facilitates the students into remembering the cards in faster pace.

The Orton-Gillingham Flashcard method uses flashcards, structured worksheets and initial word mnemonic chants. Flashcards generally used by special educators are used as building block of words. This whenever used skill-fully can develop the skill called word attack in dyslexic students. The flashcards when used are generally divided into two piles of cards. The one pile consist of cards which are already known to students and second pile consist of card that the student is still not familiar with. Special educators work with students unless the reach the level where they are aware of all the card in the pack.

D. Picture Making:

It is a famous saying that image say a thousand words. When students have problem in visualising the words, they try drawing different things. This includes charts, maps, graphs, pictures and like. If the dyslexic students are facilitated in turning the words or letters to be learned in form of a drawing, the information would stay with them for much longer time. The Visual Spelling strategy are used by special educators very often while dealing with dyslexic

students. Here the teachers use visual depiction of letters and focus on their writing methods. This facilitates the students in remembering the how the hand should move according to the shape of the letter. When there are a few words that are generally misspelled by students the teachers take those words and write them temporary down on things which are used by children. The same are highlighted for children using colours in especially problem areas. The special educators even use child's body like wrist or palm is writing the words that are problematic for children with coloured pen. The visual thinking is much more reliable than word base thinking for dyslexic students. One of the tricks used by special educators to help dyslexic students is to spell the words using different colours for different letters. This creates association between letter and colour in the mind of students. The process leads to student retaining the correct sequence of the spelling of the word. The other thing that can help the students in remembering the spelling of the words are using of crayons, glitter, markers, and like. This uses artistic expression for spelling association.

E. Rehearsals

The students with dyslexia after learning spelling need to rehearse frequently. Special educator shares how dyslexic students due to their short-term memory problem in remembering spellings was historically seen as "Word Blindness". This in order to retain the words in their memory bank along with their sounds, the teacher with the dyslexic students gets involved in constant repetition. This repetition takes place not necessarily in the form of learning group of individual letters but by accumulation of certain group of letters or chunks.

F. Mind Tools

The other extremely important part of mnemonics is use of imagery and visualisation. This involves the students making imagery of objects interacting with each other in order to remember them better. For example, if one uses acrostics in remembering spelling then for the spelling of Tile, the child in order to remember **T**eacher **I**s **L**oving and **E**legant. Here the dyslexic child uses image of the teacher who is loving and elegant. This helps in making spelling easy. The students are made to use vivid and colourful images, positive and pleasant image, use of strange and bizzare images and like. The students are even encouraged ti use sounds, taste, smells in order to learn spelling of difficult words.

G. Pegging (Pegword)

This is one of best mnemonic strategy when helping students with learning spelling of numbers. The process even involves using the visual images for help. The process according to special educators require students to learn the pegs well in advance. The process involves the fluency to the level that one does not have to think before associating number and image with each other.

Thereby the words used are short, popular and rhyming. For children not comfortable with visualisation, they can use the method without images and only with words.

Some of the commonly used numeric-word combination are: one is fun; two is true; three is free; four is more; five is alive; six is for kicks; seven is heaven; eight is late; nine is fine; ten is when; eleven is even and twelve is delve. Similarly other words and spellings can be used in similar manner. Special educators even encourage the students at times to make their own pegs which help them in memorising. The rule is that the pegs should be easily and deeply movable.

H. Chunking

This technique is very popular among special educators help dyslexic students with their spellings. This involves breaking of information into smaller groups or units. The brain has limited capacity of retaining the short-term memory. It is believed that in a short-term memory a person can learn around 7 items. When the number of new items increase to more than 9, brain tends to get confused. Chunking as a process involves increasing the size of items and decreasing the number of items. For example, in remembering a 10 digit mobile number it is easier to remember 3 254 457 342 than remembering 3254457342. It is thereby easier to learn four large numbers than remembering 10 small individual numbers. Similarly when dealing with English long words, the special educators break the long words like communication into com-mun-i-ca-tion. Teachers preferably do it in a playway method with chunks of the spelling prepared before hand. Mostly it is advised not to share the information of the word pieces making a whole with students in advance. As the dyslexic students are able to successfully remember the chunks, they should then be helped in joining them into a word. This, in most cases, provide the children with happiness of being able to learn spelling of such long word.

I. Homophones

While training students with spelling, homophones are where the dyslexic students face more problem in comparison to their non-dyslexic counterpart. After a lot of effort and conscious attempts the dyslexic students learn to use phonics for writing words, but homophones remembering becomes another major hurdle. To make the dyslexic children understand as to why write starts with 'wr' and not 'r' and at the same time right starts from 'r' and sound like write. Similarly, the difference between 'know' and 'no'. These are very difficult to make young dyslexic children understand. One of the common method used by special educators is by telling them the story/ history behind the spelling being such. For example when teaching how to write knowledge, the special educator shares how in old English the pronunciation of 'k' used to be silent like in the word knight. Then the teacher has to explain how 'kn' is a grapheme which represents the sound of 'n'. The other common rule taught to students to facilitate them in getting

rid of confusion is that the content words need to have three letters or more in it whereas while writing function words there are no such standards to be abided by the students. Thereby function words like a, is, the, an, I, etc. makes the smallest possible spelling and work as pronoun. Teacher while explaining the rules even use drawings to supplement the thing.

Teachers generally start with showing students with all the options. The option may include words like 'I and eye', 'prints and prince' and like. After the students speak the words aloud they understand what homophones mean, i.e., different words and same pronunciation. At the same students can be taught about homographs as well where the spelling of words are same but the pronunciation is different. The spelling includes bow and bow; bat and bat. Now when dealing with dyslexic students learning homophones, the special educators make the students use each homophone in a sentence. This way students learn the spelling and meaning of word. Next involves making them understand the difference in spelling for say right and write. To do this, the students will have to look for words starting with 'wr' with students. The session usually is brainstorming session. So the student and teacher together come up with such words. Next, the teachers with student take up one word at a time and build a story around it. This was student would know and remember the word through story.

iii. Memorising sight words

Sight words are generally the words that the students will have to remember and special educator cannot depend of phonics rule's help for the same. These sight words are to be memorised for spelling.

iv. Multisensory learning

This exercise involves using more than one senses for finding solution to problems. This learning depends on the understanding that when a dyslexic student looks at a word, they use multiple sensory organs. There are visual learners who when encountered with images, video, table, etc. retain better. Conversely there are auditory learner who learns easily when encountered with information in audio form. The auditory learner are better placed when it comes to the process of sitting in class and listening and learning. This is majorly because even now most schools traditionally run depend on the method where teacher talks and children listen. But teachers share how most of the dyslexic students they encountered are visual learner, thus they have more chances of falling back. A few progressive schools now a days have started using Kinaesthetic ways of teaching dyslexic students. This learning method involves learning through usage of whole body, through movement and touch. This can include usage of mnemonic chants along with phonic flashcard.

Multisensory methods includes the time when multiple methods are used together for a child. Dyslexic students are told the story behind word, they are made to draw something off it, colour the drawing and physically move in order to memorise it. While dealing with flashcards, the

process involves seeing what's written on the card, seeing them, voicing it out loud, handling them, shuffling them and like.

v. **Educational Games:**

It is a common understanding and common knowledge that most of the dyslexic students mistakes between alphabets like b and d. There are many such basic troubles faced by the dyslexic students. Teachers most of the time in order to remedy such a situation look for game based methods. These methods ranges from using if rhymes, word games, spelling games, alphabet games. flash card games, text to speech programmes, games with usage of 3D objects, and like. Special educators most of the times use beautiful pictures on the flashcard in order to make the students more attracted to the game.

The games used by the Special educators are like the simple word game. Here the students is made realise the imperfection of the English language. So the student is made to spell a simple word like one and made to pronounce it as 'oa-n'. Then making fun of the pronunciation with the student in a way that they would remember next time how to spell 'one' when they hear it. Or how word like any is pronounced as 'an-y'. Reading the words loud make students remember words better. Similarly, other common game played with dyslexic students is of word families. Here, similar words that have similar meaning and similar spelling are presented to the dyslexic students. The words include know, knew, known, knowledge and like. Thus, all the words start with silent 'k' and belong to same word family. Once the students see them together, they will remember as a single-family word.

Special educators use other methods like providing students with alphabets magnet and magnetic board. This helps them in remembering spelling in play way method. The students are also provided with spelling worksheets which include games like crossword puzzle or word searches which aim at word recognition to improve their spelling.

Name game is another interesting and interactive game that special educators play with dyslexic students. Here the children make a circle and take name of each student in the circle. This is followed by sounding it out one syllable and clapping between syllables. This is followed by all the whole class repeating it. This has a positive impact on dyslexic students. Thus, after the students understand the concept for their names' spellings, the same can be used for learning other words as well.

Special Educators who are teaching students from affluent families talk about suggesting students a few online games for improving spelling and vocabulary of the dyslexic students. When dyslexic students are faced with improvement in visual process, they

ultimately are able to identify and memorise spelling of the words better. These exercises sharpen the skills of the students as far as spelling is concerned.

Letter Blend Bingo is a very interesting educational game when it comes to the dyslexic students. This game is generally used by special educators dealing with students of nursery to second grade. Here, the game requires bingo charts and flashcards having words with specific consonant blends. The teachers show students the card with word written and the corresponding image to the word. Students in the game are expected to match consonant blend and mark on their bingo square. The game continues till the point the student makes BINGO from the marking consonant blends. This game helps the students in enhancing the letter learning through repetition.

Conclusions:

When asked to the teachers about the remedies they use while dealing with dyslexic children, the special educators said most of them focus on Phonetics. While dealing with phonetics, the special educators majorly concentrate on nursery rhymes, rhymes and alliteration, blending phonemes and syllable spelling, phonemic segmentation, phoneme manipulation and introduction of sounds and letters. Some of the rules taught to dyslexic students by Special educators while dealing with spelling error are using vowels in syllables, finding number of syllables, short and long vowels, silent *e*, consonant blends and digraphs, vowel digraphs, R-controlled vowels, the “schwa” sound, Soft *c* and hard *c*, and soft *g* and hard *g*, sound of *c* and *g*, the “fszl” (fizzle) rule, ending in *k* or *ck*, The /*j*/ sound and the /*ch*/ sound, Drop the *e* with *-ing*, doubling, plurals, Y rules, and many similar rules. The other area special educators take special care of is Mnemonics. A few popular method used by Mnemonics are first letters (includes Acronyms and Acrostics), association and linking, flash cards, picture making, rehearsals, mind tools, pegging, chunking, homophones, and like. Next important remedy used by special educators is taking help of sight words. Next very important remedy used by special educator is multisensory learning. The final popular method used by special educator is use of Educational games to taking care of dyslexic students who have problem with spelling-based errors.

References:

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