

OVERCOMING DYSGRAPHIA & DYSCALCULIA



KEY FINDINGS

Student: **Rama Krishna Mohan***

Age: **14 years** (Date of Birth: 27.10.2010)

Enrollment: Joined **TCO1** on **04.09.2024**

Diagnosis: **Specific Learning Disability (Dysgraphia and Dyscalculia)** affecting **writing, spelling, and arithmetic skills.**

Strengths Identified:

- **Good comprehension skills and sitting tolerance.**
- Strong command of the **English language** and a **fair attention span.**

Challenges Faced:

- **Difficulties in reading, spelling, and written expression**
- **Computational challenges** in arithmetic and understanding mathematical concepts.
- **Underdeveloped communication skills**, initially avoiding conversations and responding only when directly questioned.

THE CHALLENGE

Rama* was evaluated for learning disabilities in **April 2024**, revealing **Specific Learning Disability (Dysgraphia and Dyscalculia)**. Upon joining **Grade 8 at TCO1** in **September 2024**, he faced several challenges:

Academic Challenges:

- Struggled with **reading and writing**, particularly in spelling and written expression.
- Found it difficult to grasp **mathematical concepts**, leading to computational errors.
- Experienced **slow reading pace** despite showing improvement in fluency.
- Continued difficulties in **Hindi**, although steady progress was observed.

Behavioral and Social Challenges:

- Displayed **disinterest in academics** and **minimal engagement** in class activities.
- Avoided initiating conversations and participated only when questioned directly.

These challenges affected his overall learning experience, confidence, and communication skills.

**Names have been changed to maintain confidentiality.*

THE SOLUTIONS

1. Circle Time

- **Objective:** To enhance social interaction, communication skills, and active participation in class.
- **Implementation:**
 - Circle Time included **discussion on topics of his choice** to make him feel comfortable and improve his interest in academics.
 - **Building rapport** was prioritized to encourage Rama* to initiate conversations and actively participate.
- **Impact:**
 - Rama* began to **engage more actively** in class discussions and displayed improved communication skills.
 - He **initiated conversations** more frequently, showing increased confidence and willingness to express his ideas.

2. Application-Based Assignments

- **Objective:** To enhance learning by relating academic concepts to real-life experiences, using engaging and practical methods.
- **Implementation:**
 - **Interesting and relevant topics** were chosen to capture his attention and maintain his engagement.
 - **PowerPoint presentations, charts, and videos** were used to create interactive and visually appealing learning experiences.
 - **Structured templates** were provided to help with **sentence formation** and written expression.
 - In **Mathematics**, complex problems were **broken down into smaller, manageable steps** and a **calculator** was used to minimize computational errors.
- **Impact:**
 - Rama* showed **increased interest in academics** and improved engagement during lessons.
 - His **comprehension skills** and ability to **grasp complex concepts** improved through visual and contextual learning.
 - In **Mathematics**, his computational abilities progressed steadily with consistent practice and step-by-step guidance.

3. Positive Reinforcement from Teachers and Parents

- **Objective:** To boost confidence, encourage active participation, and create a positive learning environment.
- **Implementation:**
 - **Consistent positive feedback** and encouragement were given to acknowledge his efforts and progress.

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- **Praise and rewards** were used to reinforce positive behavior and academic achievements.
- Parents actively supported his learning at home, ensuring continuity and consistency.
- **Implementation:**
 - Rama*'s confidence improved significantly, leading to more active participation and enthusiasm towards learning.
 - He **overcame his disinterest in academics** and developed a positive outlook on learning.
 - His **communication skills** improved, as he became more expressive and interactive during discussions.

THE RESULT

1. Academic Progress

- **Reading and Recognition:**
 - Demonstrated improved fluency in reading, though at a slower pace.
 - Showed **better spelling accuracy** through **syllabification** and independent writing practice.
 - Developed stronger **written expression** with the help of structured templates and guided writing exercises.
- **Mathematics:**
 - **Improved computational skills** by breaking down math problems into manageable steps.
 - Understood and applied basic arithmetic concepts with the use of a calculator to minimize errors.
 - Displayed better **numerical comprehension** and problem-solving abilities.
- **Comprehension and Engagement:**
 - Continued to exhibit **strong comprehension skills**, enabling him to **grasp complex concepts** more effectively.
 - Engaged more actively in class, showing a noticeable improvement in **attention span and focus**.

2. Confidence and Independence

- **Enhanced confidence** in his abilities, reducing his dependency on external support
- Developed a **positive self-image** and a **growth mindset**, empowering him to take on challenges with resilience.
- Demonstrated **greater independence** in learning, actively participating and initiating conversations.

3. Future Readiness

- The holistic and individualized approach equipped Rama* with the **necessary skills to transition to higher grades**.

- His improved communication skills, confidence, and comprehension abilities prepared him for more advanced academic challenges.
- The use of **structured learning strategies** and **positive reinforcement** fostered a **growth-oriented attitude**, enabling him to face future academic pursuits with confidence and curiosity.

CONCLUSION

This case study demonstrates the effectiveness of a **holistic and individualized approach** in supporting children with **Specific Learning Disabilities (Dysgraphia and Dyscalculia)**. Through a combination of **Circle Time, Application-Based Assignments, and Positive Reinforcement**, Rama* not only improved his academic performance but also gained confidence, independence, and social interaction skills. His journey is a testament to the importance of **collaborative efforts between teachers and parents**, creating a supportive learning environment that empowers every child to reach their full potential.