

AN OVERVIEW OF DYSLEXIA

by *ESD*

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND ITS OBJECTIVES . . . . .	1
The Problem . . . . .	1
Importance of the study . . . . .	1
Statement of the problem . . . . .	2
Objectives . . . . .	2
II. REVIEW OF THE LITERATURE . . . . .	3
Literature on Dyslexia . . . . .	3
Definition of dyslexia . . . . .	4
History of Dyslexia . . . . .	6
Early historical studies . . . . .	6
Contributions of ophthalmologists . . . . .	6
Samuel Orton . . . . .	7
Followers of the Orton concepts . . . . .	10
Contributions of others . . . . .	12
Conclusion . . . . .	13
Characteristics of Dyslexia . . . . .	14
Behavioral characteristics . . . . .	14
Associated characteristics . . . . .	15
Primary characteristics . . . . .	16
Causes of Dyslexia . . . . .	19
Classification of causes . . . . .	19
Neurological dysfunction . . . . .	19
Maturational lag . . . . .	20

CHAPTER	PAGE
Hereditary factors . . . . .	21
Sex-relatedness of causation . . . . .	22
Identifying Dyslexics . . . . .	24
Checklist for teachers . . . . .	24
Criticism of Dyslexia . . . . .	27
Criticism by ophthalmologists . . . . .	27
Minimal brain damage . . . . .	28
Slow maturation . . . . .	31
Research criticism . . . . .	31
Interaction of factors . . . . .	32
Laterality . . . . .	33
Extensiveness of dyslexia . . . . .	35
Difficulties of diagnosing dyslexia . . . . .	37
Difficulties of combining medical and pedagogical theories . . . . .	38
III. SUMMARY AND CONCLUSIONS . . . . .	40
Conclusions . . . . .	40
REFERENCES . . . . .	42
BIBLIOGRAPHY . . . . .	46

## CHAPTER I

### THE PROBLEM AND ITS OBJECTIVES

Classroom teachers are constantly bombarded by the complexities of teaching reading to a highly individualistic group of youngsters. The problems are compounded when one finds a child of average intelligence or better who cannot read. For many years this inability to read has been little understood by the classroom teacher and researched only clinically. Recently, however, this dysfunction has been categorized under one broad heading called dyslexia.\*

#### I. THE PROBLEM

Importance of the study. There seems to be a need to review the information about the broad topic of dyslexia given to us by doctors, educators, and specialists. This information should be presented to classroom teachers in a clear concise way so that they will be able to differentiate between children who do not learn to read because of normal reasons and those who cannot read because of a dysfunction of the brain. It is further hoped that this study will help teachers focus attention upon and gain new insights into the reading disability called dyslexia.

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\*A very controversial term, one on which even the experts cannot agree upon a concise definition.

Statement of the problem. Many times teachers have difficulty in identifying a child with a reading disability. They may falsely label him as a slow learner, a problem child with emotional immaturity, or a discipline problem who is not trying. With all the demands on the time and energies of today's teacher, there is a need for some guidelines that a classroom teacher may use in identifying a child with a reading disability.

Objectives. It was the purpose of this study (1) to make a survey of the literature on the topic of dyslexia, (2) to give a succinct description of children who are labeled dyslexic, (3) to form a checklist of symptoms that a classroom teacher may use in recognizing these children in a normal classroom situation, and (4) to cite some of the criticism leveled at the very controversial term "dyslexia".

## CHAPTER II

### REVIEW OF THE LITERATURE

When a child fails to learn to read satisfactorily, concern is felt by all those close to him. Our world is centered around the spoken and written word, and difficulty in this area is a definite obstacle which must be overcome. Reading requires the ability to receive information through the sense organs, to process this information through the brain, and to express the results in terms of language or behavior. When this process breaks down, a wide array of possible causes must be considered.<sup>1</sup>

#### I. LITERATURE ON DYSLEXIA

There are many causes for reading problems, including children who lack intelligence, have emotional problems, are culturally deprived, are idle, or who have been poorly taught.<sup>2</sup> When the more easily discovered causes of reading disorders have been considered, we find that some children experience learning difficulties for which no clear explanation is available. The most distinguishing characteristic (apart from their reading difficulty) is that they reveal a marked unevenness or imbalance in their skills which are necessary for their educational development. This unevenness may involve the processes of reception, association, or