

PH3: Interventions for Children with Dyslexia: A Review on Current Intervention Methods

Mohd Yuzaidey NA¹, Che Din N², Ahmad M², Ibrahim N², Harun D³, Abdul Razak R⁴

¹Biomedical Science Programme, School of Diagnostic and Applied Health Sciences, Faculty of Health Science, Universiti Kebangsaan Malaysia, ²Health Psychology Programme, School of Healthcare Sciences, Faculty of Health Science, Universiti Kebangsaan Malaysia, ³Occupational Therapy Programme, School of Rehabilitation Sciences, Faculty of Health Science, Universiti Kebangsaan Malaysia, ⁴Speech Sciences Programme, School of Rehabilitation Sciences, Faculty of Health Science, Universiti Kebangsaan Malaysia

ABSTRACT

Introduction: Dyslexia is a neurobiological impairment that primarily affects reading ability. It is commonly known as a reading disorder which is likely to be present at birth and is generally identified at pre-school level. Dyslexia is manifested through difficulties with accurate word recognition and also by poor performance in reading and writing. **Methods:** The main objective of this paper is to review the various methods or treatments that are used to manage the literacy and cognitive abilities for children with dyslexia particularly in Malaysia. The articles were searched through online databases such as PubMed, Ebscohost and Medline during the time frame of 2000 until 2016. An initial count of 300 articles were generated but only 15 articles met the inclusive criteria. **Results:** There are a few types of interventions such as the multisensory method, the phonological intervention, and the cognitive training method used to improve literacy and cognitive deficits among children with dyslexia. In Malaysia, most of treatments are focused on the aspects of language such as word mastery, alphabet identification and writing skills. The cognitive training was carried out to improve specific domain such as visuospatial skills, memory skills and psychomotor skills. **Conclusion:** There are various methods used to improve literacy and cognitive for children with dyslexia. No common technique is found to intervene cognitive functions. There is no particular domain frequently chosen to enhance cognitive deficits for children with dyslexia.

KEY WORDS:

Intervention study, dyslexia, cognitive deficits, review, children

PH4: Development of Group Therapy Module for Parents of Children Living with Autism Spectrum Disorder

Kok WT, Che Din N, Ahmad M, Amit N, Ibrahim N

Health Psychology Programme, Universiti Kebangsaan Malaysia

ABSTRACT

Introduction: Raising a child living with ASD involves treatment process that is described as a three-legged stool. The legs are traditional therapies, biomedical therapies, and keeping the family healthy. Keeping the family health is the component that is least researched, especially in Malaysia. **Method:** This study aims to understand the psychological need of the parents of a child living with ASD, to develop a module based on the needs, and to investigate the feasibility of the developed module. Nine participants from Kuala Lumpur and Sarawak participated in the study by joining focus group interviews, completing Parenting Stress Index – Short Form (PSI-SF) and General Health Questionnaire (GHQ-28), and joining the implementation of the developed module. **Results:** The results suggest that the parents are living with psychological distress and they are worried and anxious about the socioemotional development, disciplinary issue, and other related development of their children. Group therapy intervention module was designed based on these needs and the feasibility results suggest the module is well-received by the participants in terms of the applicability, practicality, and understanding. **Conclusion:** Although this study does not measure the effectiveness of the module, it serves as a new piece of work in a relatively scarce research field. Future studies can be conducted to explore its effectiveness.

KEY WORDS:

Autism Spectrum Disorder, parents, group intervention, module development