

BÖLÜM 28

YAZI YAZMA (DİSGRAFİ) SORUNLARINA YÖNELİK ÖNERİLER

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Disgrafi, kendisini başka bir nörolojik rahatsızlığı veya belirgin bir algısal motor engeli olmayan en azından ortalama bir zekaya sahip çocuklarda yazı performanslarındaki zayıflık olarak kendini gösterir. Yazı yazma güçlükleri üç alanda toplanarak incelenebilir. Bunlar;

- a) Yazı yazma yetersizlikleri,
- b) Sözcük yazım/kodlama yetersizlikleri,
- c) Yazılı anlatım yetersizlikleri (1-5). Bu bölümde yazı yazmanın bu üç boyutunda yetersizlik gösteren öğrencilerle çalışan öğretmenlere yönelik önerilere yer verilmektedir.

Yazı Yazma Yetersizlikleri

Yazı yazma, kalem ile kağıt üzerinde harfleri yazma eylemi olarak tanımlanabilir ve “handwriting” teriminin karşılığı olarak kullanılır (5-8). Yazı yazma, motor, algılama ve ortografik becerileri gerektiren karmaşık bir beceridir (9-12). Yazı yazma sırasında öğrenciler, ince motor hareketler için çok küçük ayarlamalar yapma (kalemi tutma ve elini, parmaklarını hareket ettirme), tüm hareketleri görsel-motor eşgüdümü ile yönetme (yazma yüzeyindeki satırlara ve boşluklara bakma ve gerekli ise düzeltmek) ve ortografik kodlama (bellekteki harfleri çağırma) gibi birçok beceriyi, eşgüdüm içinde yerine getirir. Bu nedenle, çocuğun yazı yazma görevlerini hatasız olarak yerine getirebilmesi için motor, algısal ve ortografik becerilerin geliştirmiş olması gerekir (9,13-16).

Çocuklar okulda geçirdikleri sürenin %31-60’ında yazı yazarlar. Okunaksız yazı yazmak, sözcükleri yazıya dökme (harfleme) ve yazılı anlatım gibi daha üst düzey becerilerin gelişmesine bir engel oluşturur. Bilgisayar kullanımının artmasına rağmen, yazı yazma hala bir çocuğun geliştirmesi gereken önemli bir beceridir. Okul çağı çocuklarında %10-30 arasında yazı yazma yetersizlikleri olduğu tahmin edilmektedir (10,17).

Motor Becerileri

Yazı yazmanın gerçekleşebilmesi için motor becerilerin gelişimin tamamlanmış olması gerekir. Yazı yazmaya katkıda bulunan becerilerden biri ya da bir kaçındaki yetersizlik yazıda hataların ortaya çıkmasına neden olur ve katkı sağlayan faktörlerin sayısının artması yazı yazmada görülen

Yazma Sonrasında Düzeltme. Öğrencilerin birbirlerinin yazılı anlatımları hakkında birlikte gözden geçirme ve düzeltmeler yapmasını, yazılı anlatımlarını birbirleri ile paylaşmalarından oluşur (2)

b. Doğrudan Öğretim Çalışmaları. Bu yöntemde, şu alanlarda doğrudan ve sistematik öğretim yapılır. Gramer, Cümle oluşturma öğretimi, Strateji öğretimi, Özetleme öğretimi, Metin yapısı öğretimi

Gramer. Bu öğretimde, sözcük ve cümle ile ilgili doğrudan ve sistematik çalışmalar yürütülür. *Cümle oluşturma öğretimi.* Bu öğretim, öğrencilere iki ya da daha fazla basit cümlelerin tek bir cümlede birleştirilmesi alıştırmaları yaptırılması yoluyla daha karmaşık ve sofistike cümleler kurmayı öğretmeyi içerir. *Strateji öğretimi.* Bu öğretim öğrencilere metni planlama, gözden geçirme ve/veya düzeltme için sistematik ve doğrudan strateji öğretmeyi içerir. Öğretim, öğrencilerin bu stratejileri bağımsız olarak kullanabilmeyi öğretmek için düzenlenmiştir. Yazma stratejileri, beyin fırtınası gibi süreçlerden hikaye ya da ikna edici yazı yazma gibi belirli yazma türleri için hazırlanmış stratejilere doğru bir dağılım gösterir. *Özetleme öğretimi.* Bu öğretim, öğrencilerin nasıl özetleme yapmaları gerektiğini öğretmek için yapılır. İyi bir özet çıkarmak için gittikçe ilerleyen bir silikleştirme modeli kullanılır. *Metin yapısı öğretimi.* Belirli türde metin yapılarının tanıtımı, örnek metinlerdeki metin yapısının analiz edilmesi, metni yapısı öğelerinin her birini hedefleyen yazı çalışmalarının yapılmasını içerir (138,144)

3. Bire-bir çalışmalarda yazılı anlatımı desteklemek için neler yapılabilir?

Öğrenci ile yapılacak birebir çalışmalarda daha çok öğrencinin spesifik olarak zayıf olan alanlarını geliştirmeye yönelik çalışmalara yer verilir. Aşağıdaki Tablo 12’de birebir öğretim çalışmalarında doğrudan öğretim yöntemi kullanılarak yapılabilecek çalışmalar görülmektedir.

Tablo 12. Yazılı Anlatımın Birebir Çalışmalarla Geliştirilmesi

Doğrudan Öğretim

Gramer
Cümle oluşturma öğretimi
Strateji öğretimi
Özetleme öğretimi
Metin yapısı bilgisi öğretimi

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