

[...] Nach dem allgemeinen Teil, sollen nun die Ergebnisse der Gruppenarbeit am Beispiel von LRS reflektiert werden. Es soll dabei um die Frage gehen, welche speziellen Formen es von Diagnostik und F  rderung bei lese-rechtschreibschwachen Kindern gibt und ob diese sich von den allgemeinen Diagnose- und F  rdermöglichkeiten unterscheiden. 'Mit dem Begriff Lese-Rechtschreib-St  rung wird eine St  rung bezeichnet, die durch ausgepr  gte Schwierigkeiten beim Erlernen des Lesens und/oder des Rechtschreibens gekennzeichnet ist.' Nach dem Modell von Lauth/Brunstein/Gr  nke ist LRS in den Bereich der partiellen und persistierenden Lernst  rungen einzuordnen. Nach dem Internationalen Klassifikationsschema (ICD-10) der WHO schlie  en bestimmte Kriterien die Diagnose LRS aus. Es d  rfen weder eine neurologische St  rung, eine geistige Behinderung, eine periphere H  r- oder Sehbeeintr  chtigung oder aber eine unzureichende Unterrichtung vorliegen. In der Forschung besteht grunds  tzlich Uneinigkeit dar  ber, wie die einzelnen Begriffe 'Legasthenie', 'Lese-Rechtschreibst  rung' und 'Lese-Rechtschreibschw  che' genau zu definieren sind. Im Rahmen der Hausarbeit werde ich mich auf die laut Eichler im Allgemeinen akzeptierte Theorie von LRS als Lernst  rung beziehen. Demnach wirken sich verschiedene Faktoren negativ auf das Lese- und Rechtschreibverhalten eines Sch  lers aus und beeintr  chtigen dessen Entwicklung - meist auch   ber die eigentliche bereichsspezifische St  rung hinaus. Eine Lese- und/oder Rechtschreibst  rung kann drastische Auswirkungen auf die Psyche eines Kindes haben. Beispielsweise kann es zur Ausbildung einer generellen Lese- und Schreibangst kommen. Die Ursachen von LRS sind vielseitig. Klicpera/Schabmann/Gasteiger-Klicpera z  hlen erstens biologische bzw. genetische Faktoren, zweitens mangelnde kognitive Lernvoraussetzungen (z.B. visuelle oder auditive Wahrnehmungsschw  chen, geringe Benennungsgeschwindigkeit, Beeintr  chtigungen des Ged  chtnisses) und drittens soziale Gegebenheiten (z.B. sozial  konomische/famili  re Verh  ltnisse, Freizeitverhalten) als m  gliche Gr  nde f  r ein gest  rtes Lese- und

Rechtschreibverhalten auf. [...]Author: Lau, Linda Publisher: GRIN Verlag Illustration: N Language: GER

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