



THE RELATIONSHIP BETWEEN DYSLEXIA AND DELINQUENCY: A PSYCHO-SOCIO CRIMINOGENIC APPROACH

INFOGRAPHICS

A collaboration between the National Organisation for Dyslexia Malaysia (NOD) and Universiti Kebangsaan Malaysia (UKM)

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ACKNOWLEDGEMENT

This study mooted by The National Organization for Dyslexia Malaysia (NOD), an NGO, would not have been possible without the collaboration of Universiti Kebangsaan Malaysia (UKM) and specifically the academics in the Faculty of Social Sciences and Humanities, namely the Principal Researcher, Associate Professor Dr. Mohammad Rahim Kamaluddin, and Co-Researchers Dr. Chong Sheau Tsuey, Dr. Hilwa Abdullah Mohd Nor and Ms. Fatin Adha Murad. In spite of their tight work schedules, they have all contributed equally to this research and helped us work within the budget. I also thank my colleague Ms. Sumangala Pillai from our Organization for contributing her expertise to this study.

We are very grateful to the Malaysian Prisons Department and the Directors of Pusat Koreksional Puncak Alam and Sekolah Henry Gurney in Melaka, for having given us permission to conduct our field work in their premises without which this research would not have been possible. We are indeed much obliged to DCP Dr. Kausalya Devi Sathoo who procured us the permission to conduct our study in these premises and also worked together with us in the study. We are also indebted to the Faculty of Health Sciences, Clinical Department of Psychology, for allowing us the use of their Clinical Dyslexia Screening Tool (DST) assessment tool for Dyslexia.

The NOD and UKM ardently hope that, all the contributions of the above mentioned would help realize a solution to the plight of Dyslexic children in Malaysia.

Dr. Mullai Ramaiah Arunachalam
Head of Research
President,
National Organisation for Dyslexia Malaysia (NOD)

PROFILE OF INSTITUTIONS



The National Organization for Dyslexia Malaysia (NOD), a non-profitable, non-governmental organization was founded in September 2015.

MISSION

Every child should have the opportunity to learn to read and write. Where there is a learning difference or disability, access to appropriate approaches must be made available. NOD Malaysia wants to make possible a Malaysia where no child drops out of school because he or she cannot read and write.

OBJECTIVES

1

To increase awareness among the teaching community and parents regarding Dyslexia, related learning disabilities and the need for early identification and intervention

2

To provide education programs and support services for educators, parents and volunteers

3

To work closely with the Ministry of Education on matters relating to Dyslexia

4

To develop/create professional, state-of the art teaching kits for the multi-lingual needs of Malaysia

5

To publish books, newsletters and other materials related to learning disabilities

6

To carry out research on the relation between Dyslexia, social isolation and crime in Malaysia

7

To act as a hub for intellectual forums, support groups for parents and special educators

PROFILE OF INSTITUTIONS



Universiti Kebangsaan Malaysia (UKM) is a public research university (RU) located in Bandar Baru Bangi, Selangor, south of Kuala Lumpur. It is ranked 141st in the 2020/2021QS World University Rankings.

MOTTO

Inspiring futures, nurturing possibilities.

PHILOSOPHY

UKM affirms the integration of faith in Allah and constructive knowledge, along with the amalgamation of theory and practice as the core fundamentals in the advancement of knowledge, the building of an educated society and the development of the university.

VISION

UKM is committed to be ahead of society and time in leading the development of a learned, dynamic and moral society.

MISSION

To be the learning centre of choice that promotes the sovereignty of Bahasa Melayu and internationalises knowledge rooted in the national culture.

EDUCATIONAL GOALS

Graduates who Appreciate National Aspiration, who are Competent, Competitive and Innovative

UKM VALUES

Collegiality, Accountability, Merit, Innovative and Integrity

PROFILE OF RESEARCHERS

**National Organization for Dyslexia Malaysia
(Organisasi Kebangsaan Disleksia Malaysia)**



**Dr. Mullai Ramaiah Arunachalam
Head of Research
President, National Organization for Dyslexia Malaysia**

Dr. Mullai Ramaiah Arunachalam the Founder President of the National Organization for Dyslexia Malaysia (NOD), an NGO, is a retired Associate Professor from the Faculty of Languages and Linguistics, University Malaya (UM) where she worked for 25years. Her BA being in English Literature from the University of Edmonton, Canada, her Masters was in Education from Ohio University, USA. Her Ph.D. was in the field of Reading and Cognition from UM.

She is trained in the Orton Gillingham Phonetic Approach and has a Certificate in Learning Disorders Management, Language Development, Child Psychology and Counselling from the College of Teachers, UK. Upon retiring from UM she has devoted her time entirely to the cause of Dyslexia as there is a dire need for treating thousands of children in this country affected by the disorder. She started the NGO -NOD in 2015.

After thorough research in primary schools, she developed a Tamil and an English Phonetic Teaching Kit for teaching children with Dyslexia. She has conducted workshops for over 200 primary schools in Malaysia. NOD was also awarded a grant from Unit Pembangunan Ekonomi Masyarakat India (SEDIC) to conduct workshops in Tamil Schools in the whole of Negeri Sembilan and Malacca which were successfully accomplished.

Dr. Mullai was invited by the Ministry of Education in Singapore to advise curriculum developers as to how they can incorporate phonics into their primary school curriculum. The Dyslexia Association of Chennai invited her on sponsorship to hold a workshop for their teachers which in turn led other schools in India to use her expertise as well.

Dr. Mullai has presented Key Note addresses on Dyslexia at International Conferences in India and Malaysia. Being an ardent advocate of "Inclusive yet Exclusive Education", one of her key-note addresses in India was on just that, which was commended for its thoughtfulness and practicality. She also conducted a "Phonic Approach" workshop at an International Conference in Santa Clara, US. She has also regularly written articles during the World Dyslexia Week to local newspapers and magazines and has been interviewed by them. She has also been giving regular talks on RTM and has been interviewed on television to bring about awareness of Dyslexia throughout Malaysia. Since the pandemic, Dr. Mullai has been invited for discussions and talks on Zoom and other online links which has given her space to spread the word beyond Malaysia too.

Training teachers and parents to teach is her forte and her aspiration although she is in practice, teaching children on a daily basis, to touch base with them continuously. She also trains trainers to reach far more children and adolescents who are affected. Counselling parents and assessing children for Dyslexia have also been her long-term commitment. The idea of doing a research on Crime and Dyslexia was mooted by Dr. Mullai which led NOD to undertake and fund a collaborative research project on the relationship between Delinquency and Dyslexia with Universiti Kebangsaan Malaysia.



Madam Sumangala Pillai
Co-researcher

Ms. Sumangala Pillai, a Management Committee Member from the National Organization for Dyslexia Malaysia for the last five years, was the founding head of Universiti Putra Malaysia Press from 1981 to 2004. Upon retirement from UPM, she served the Academy of Sciences Malaysia as its Senior Publications Officer for a 2-year term. At the invitation of the Director General of the Malaysian Institute for Research on Road Safety (MIROS), she contributed in setting up the IT, Library and Publications Division. In January 2009, she moved to Taylors University, Subang where she served as the Publishing Consultant for the University Press and initiated scholarly publishing activities.

While in UPM, she presented papers on various aspects of scholarly publishing at the international front – in Frankfurt, New Delhi, Budapest, Ottawa, Vancouver, Athens, Beijing, Sharm el Sheikh (Egypt), and Buenos Aires. Locally she has presented papers and conducted workshops on scholarly publishing for academics in UPM, USM, UKM, UIA, UUM and UMS. Her expertise was sought by UNESCO when she was invited to present a paper on “Copyleft Alternatives” for their conference on the “Future of the Book” in 2011.

From 1997 to 2004, Sumangala served as Vice President for the International Association of Scholarly Publishers. Locally, she was the Honorary Treasurer for the Malaysian Association of Book Publishers and the Honorary Secretary for the Education, Welfare and Research Foundation (EWRFF), an NGO set up to run programs for marginalised Indians in the country.

On retiring from Taylors University in 2011, Sumangala was the publishing services consultant for several academic journals. She is also the author of several commissioned books. These include: (1) 130-page 50th anniversary commemorative book for Tenaga Nasional Berhad entitled, Let There be Power; (2) 110-page 10th anniversary commemorative book for Malaysian Industry Government Group for High Technology (MIGHT), entitled Partnerships for Growth; (3) 10th Anniversary commemorative book entitled Charting the Path of Excellence in Science for the Academy of Sciences Malaysia; (4) co-author of Mahathir: Leadership and Vision in Science and Technology commissioned by the Academy of Sciences to commemorate the conferment of Honorary Fellow on Tun Dr Mahathir Mohamad.

PROFILE OF RESEARCHERS



DCP Dr. Kausalya Devi Sathoo
Field Work Advisor & Co-researcher
Malaysian Prison Department

Deputy Commissioner of Prisons (DCP) Dr Kausalya Devi a/p Sathoo is attach to the Prison Department of Malaysia. Her PhD was in the field of Social Work, Universiti Kebangsaan Malaysia. As a Deputy Director, Inmate Management Division at the Prison Headquarters, she heads the Rehabilitation and Education programme for all inmates. DCP Dr Kausalya Devi was amongst the pioneer team who initiated and implemented the Parole System in Malaysia. Initiatives ranging from conducting training for parole officers, developing Standard Operating Procedures to establishing district parole offices. At her current designation, she is very optimistic and determined that through effective rehabilitation programme and adequate education extended to inmates especially to young / juvenile offenders, it can pose as a protective factor in ensuring success during the process of re-entry and reintegration into the community. She has conducted training and workshops as well as presented papers on rehabilitation, education and on Parole System, both at national and international level.

PROFILE OF RESEARCHERS



Associate Professor Dr. Mohammad Rahim Kamaluddin
Principal Researcher
Universiti Kebangsaan Malaysia (UKM)

Dr. Mohammad Rahim Kamaluddin is a Criminologist and Associate Professor at the Faculty of Social Sciences and Humanities, The National University of Malaysia (UKM). In year 2011, he earned his Bachelor's Degree in Forensic Science with first class honour from USM and a proud recipient of the Chancellor Gold Medal and Royal Excellence Gold Medal of USM. His PhD research probed into profiles of incarcerated male murderers in Malaysia (a pioneer study at the national level). For his PhD purpose, he had interviewed 100 convicted murderers from 10 prisons to identify their psychological traits and unravel their murderous acts. He is also the former Programme Coordinator for Policing Studies (a collaborative programme between UKM and Royal Malaysia Police and currently the Head of Integrity and Ombudsman in UKM). Dr Rahim is also the Founder and President of Malaysian Criminological and Correctional Association. His specialisation is in Criminology, as his research interests include criminal psychology, social ills, forensic criminology, violence and crime prevention as well as psychometrics and profiling. He has pioneered a substantial amount of significant investigations and has garnered several international and national grants in the above fields. As a celebrated criminologist, he is frequently invited for Crime and Criminological work-related consultation by the Ministry of Home Affairs, the Royal Malaysia Police, the Malaysian Prison Department, and the Institute for Youth Research Malaysia, to name a few. Due to his exceptional contributions in the area of Criminology, Dr. Rahim has delivered keynotes and plenary address in both national and international conferences. In light of collaborative scholarly engagements, Dr. Rahim is a Visiting Professor at Universitas Padjadjaran, Indonesia for the past three years and also currently serving as an Adjunct Associate Professor of AIMST University of Malaysia. In 2020, Dr Rahim appointed by Malaysian Prison Department as the Head to develop psychosocial rehabilitation module for Indian prisoners. Dr. Rahim has been appointed as the Head of Research for a number of national projects initiated by the Ministry of Home Affairs (MoHA). In 2018, he held the position as the head of consultant by the MoHA to develop recruitment screening tools for Royal Malaysia Police, Malaysian Prison Department, RELA, and Department of Security Collective Responsibility. In 2016, he was appointed as the research consultant by the Institute of Youth Research Centre (Ministry of Youths and Sports) to conduct a national-level project associated with terrorism and extremism among POTA detainees. As of 2021, Dr. Rahim has published more than 100 journal articles, six books under University Press (UKM Press) and seven policy papers. He is also the proud recipient of Excellence Award in Criminology (Anugerah Bitara Kriminologi) by Ministry of Home Affairs, Malaysia in 2019 and Pingat Komisioner Jeneral Penjara from the Director General of the Prisons Department Malaysia in 2020.



Dr. Chong Sheau Tsuey
Co-researcher
Universiti Kebangsaan Malaysia (UKM)

Dr. Chong Sheau Tsuey is a Senior Lecturer in the Faculty of Social Sciences and Humanities, The National University of Malaysia (UKM). She is also a registered counsellor under the Board of Counsellors of Malaysia (LKM) of the Ministry of Women, Family and Community Development, Malaysia. She specializes in using metaphoric card in counseling sessions. She is also a research fellow of the Centre for Youth Empowerment (UKM) as she is active in studying at-risk youth, general youth development and social capital. She teaches a counselling course which includes introduction to counselling, career counselling, advance career development theory and cross-cultural counselling at both undergraduate and master levels.



Dr. Hilwa Abdullah @ Mohd. Nor
Co-researcher

Dr. Hilwa Abdullah @ Mohd. Nor is currently a senior lecturer and clinical psychologist at the Centre for Psychology and Human Well-being, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Malaysia. Dr. Hilwa specializes in clinical psychology specifically in mental health and psychology of child and adolescence. Her research focuses on the causes, prevalence, assessment, diagnosis and treatment for various mental disorders such as schizophrenia, autism and depression among young people. She has been invited to various TV live talk shows such as RTM, Astro, NTV7, Al-Hijrah where she shares and creates awareness about postpartum depression, dyslexia, depression, and the impact of social media addiction. She has been appointed as a member of the development committee for the development of Clinical Practice Guideline Management of Schizophrenia (Second Edition) by the Ministry of Health, Malaysia. Moreover, Dr. Hilwa also attached to the United Nations High Commissioner for Refugees (UNHCR) Malaysia as a visiting consultant for providing voluntary services for the refugees.



Fatin Adha Murad
Research Assistant

Fatin Adha is a postgraduate student who is currently doing her Master's Degree in Psychology (MPhil) at The National University of Malaysia. She inspires to be a researcher, with the aim of conducting studies, specifically in criminology and victimology and to contribute to the psychology field in Malaysia. She has a number of publications in the field of psychology and criminology. Currently, she is the executive secretary of Malaysian Criminological and Correctional Association.

The Relationship between Dyslexia and Delinquency: A Psycho-Socio Criminogenic Approach

Abstract

The primary objective of the study was to investigate the relationship between dyslexia and delinquency among Malaysian male juvenile offenders from the perspectives of criminology, psychology and sociology. In order to achieve the objective, firstly, the prevalence of non-clinical dyslexia (risk of reading disability) among these offenders was sought and secondly, the relationship between dyslexia and self-esteem was pursued and finally, the pathway that led the adolescents into delinquency was studied. A mixed method design, both quantitative and qualitative was used to triangulate the findings and ground the study. A non-clinical screening phase, a survey phase, a clinical screening phase and an interview phase were deliberately selected to make the study comprehensive and complete. The findings showed that 51.4% of the male juvenile offenders exhibited significant risk of dyslexia and are overrepresented in the prison, and that there is significant relationship between dyslexia and low self-esteem. Predominantly the low level of self-esteem due to undiagnosed dyslexia and the dearth of intervention together with the abetment of the psycho-social factors led the adolescents into a criminogenic pathway. Several recommendations are given to the Ministry of Education to overcome the dire situation in schools in Malaysia.

ORIGIN OF DYSLEXIA



The International Dyslexia Association suggests that approximately

15 to 20%

of the population has a reading disability. **Dyslexia is the most common cause of reading, writing and spelling difficulties.**

DYSLEXIA

A Neuro Developmental Disorder which impairs the growth and development of the brain and /or central nervous system.

Predominantly affects:

Learning Ability

Emotions

Self-Control

Memory

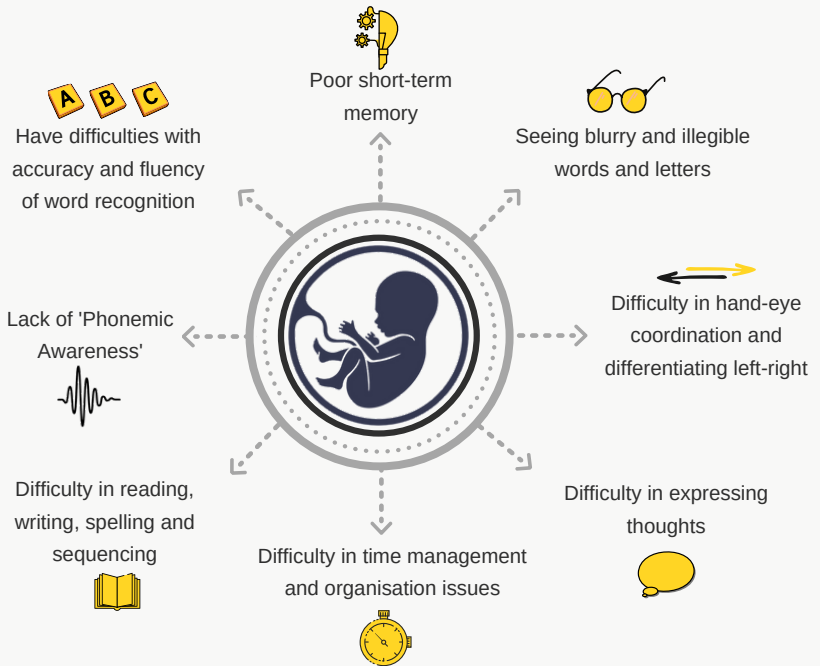


In today's society, dyslexia has increasingly been found to be the most common learning disability accounting up to 80% of the learning disabled population in general.

(Wajuihian, 2001)

Characteristics of Dyslexia

Dyslexia is neurological in nature.
It is present at birth and has a strong hereditary basis.



OVERVIEW OF RESEARCH

PRIMARY OBJECTIVE

To investigate the relationship between **dyslexia and delinquency** among Malaysian male juvenile offenders from the perspectives of **criminology, psychology and sociology**.

SECONDARY OBJECTIVES

1

To ascertain the non-clinical risk prevalence of dyslexia among male juvenile offenders in Malaysia

2

To identify the relationship between dyslexia and self-esteem among male juvenile offenders in Malaysia

3

To obtain an in-depth understanding of the involvement of dyslexic male youth in delinquency in Malaysia.



Quantitative Non-Clinical Screening Phase

109

Male juveniles charged and institutionalised in Sekolah Henry Gurney, Teluk Mas, Melaka.



Quantitative Clinical Screening Phase

Filtered those with significant risk of dyslexia through 11 activities using a Dyslexia Clinical Screening Test (DST)



Quantitative Survey Phase

Demographic data and self-esteem levels were gathered.



Qualitative Interview Phase

31

Juveniles with significant dyslexia underwent an in-depth interview.

QUALITATIVE INTERVIEW PHASE

Excerpts from Dyslexic Juvenile Delinquents

"I had put in effort but I couldn't understand."

"My parents had taught me how to spell the phonetic way. I know the alphabets but I forget them easily... I had put effort into spelling but I couldn't remember. I felt disappointed and gave up."

"I felt like giving up and felt sad because I couldn't read."

"I did not give up. Because my mom said nothing can be done if you give up."

"I lost my self-confidence"

"In my heart I felt disappointed because we tried our best yet we were called stupid."

"I thought lowly of myself."

"I was labelled by others. I felt useless and I don't trust myself because I can't read."

"It is important to have education."

"I had put in effort but I couldn't understand."

"I was very frank and told my teacher that I couldn't read, and my teacher would only give me 2 or 3 sentences to read."

"I felt frustrated because I didn't understand and easily forget what was taught."

"If I had studied well, I will not be here in the first place. I wouldn't be involved in stealing and drug consumption."

"I felt worried. I asked my siblings to help. They helped, but still I couldn't understand."

"I feel ashamed when I am with my friends. When I compare myself with my friends, my friends are better than me. I don't trust myself."

"I feel that my learning disability is the main factor for the offenses because I have difficulty making friends with my peers."

KEY FINDINGS

SOCIO-DEMOGRAPHIC PROFILE



89.0%

are 17 years old

81.7%

are of Malay ethnicity

70.6%

are from secondary schools

MAIN CAUSES OF SCHOOL DROPOUT

29.4%
Stopped by
school
authorities

28.4%
Lost of
interest

16.5%
Poverty

PARENTAL EDUCATIONAL STATUS

30 out of **109**

have secondary school
qualification



46 out of **109**

have secondary school
qualification

FAMILIAL HISTORY OF CRIME



45.9 %

of juveniles are from
families with criminal
misconduct

THEMES THAT EMERGED FROM IN-DEPTH INTERVIEW

THEMES OF DYSLEXIA

1

Learning Difficulties



Difficulties connecting sounds to written words

Slow pace in reading



Difficulties in reading, writing and spelling

Comprehension difficulties



Severe difficulty in remembering

2

Negative Emotions



Feelings of frustration, hopelessness, regret, envy or shame

3

Internalising & Externalising Behaviour



Discouraging labels by society led to feelings of anger, shame and contributed to negative school experiences

4

Low Self-Esteem & Self-Fulfilling prophecy

Discouraging labels



5

Relationship between dyslexia & self-esteem

Negative school experience led to dropout



Anti-social environment



Criminal activity

NON - CLINICAL RISK PREVALANCE OF DYSLEXIA



Result showed that the higher the risk of reading disability the lower the self-esteem



51.4% of juveniles exhibit **significant** risk of dyslexia

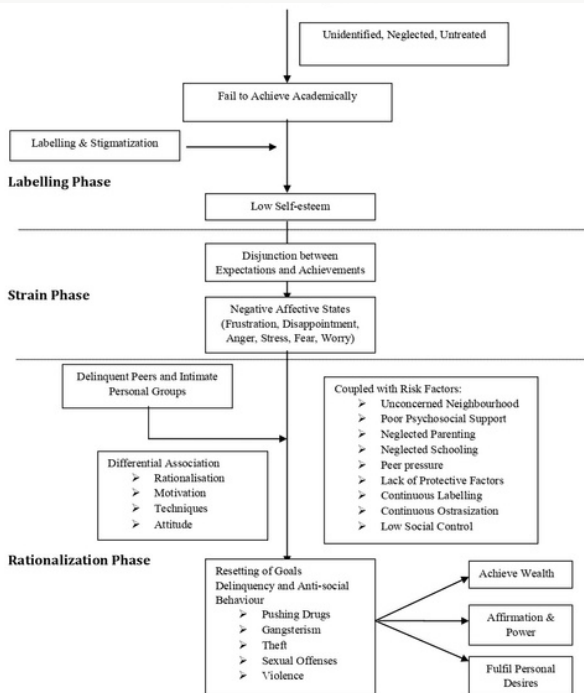


7.3% of juveniles exhibit **moderate** risk of dyslexia

24.8% of juveniles exhibit **minimal** risk of dyslexia

16.5% of juveniles exhibit **no** risk risk of dyslexia

PSYCHO - SOCIAL CRIMINOGENIC PATHWAY LEADING DYSLEXICS INTO DELINQUENCY



RECOMMENDATIONS



Comprehensive plan and investment in dyslexic teaching tool to provide appropriate and timely education for dyslexia students

Ministry of Education (MOE)

Implementing phonic education, practical training for teachers to get first hand experience. Appropriate tools to teach is also needed



Training



Offering higher salary than normal subject teachers and acknowledgement for their services through award gives them assurance

Special Teacher
Incentives

(MOE) should play a crucial role in educating both the public and school authorities on the nature of dyslexia and dyslexic children.



Awareness

RECOMMENDATIONS



Inclusive yet Exclusive
Education

Avoid segregation of normal and special needs schools instead special attention via inclusive education system approach for dyslexic student

Effective evaluation or screening at early an phase to identify a child with dyslexia allows in developing a focused plan for early intervention



Diagnosis



Parents Advocacy

Parents aware and understand their child's condition and play a crucial role in helping the dyslexic kid to grow and nurture

CONCLUSION

The outcome indicates the prison population has a significant number of at - risk dyslexics. Additionally, the self-esteem of dyslexic juvenile delinquents has been considerably impaired because of various causal and intervening factors in society, as a result of which severely dyslexic youth have chosen a deviant path to attain their revised goals.



This study has established that there is a linkage between dyslexia and delinquency.

For more information please contact:
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