

LEARNING DISABILITY IN CHILDREN

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ABSTRACT

Learning disability is an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Children with learning disabilities are not lazy or have low I.Q. Children with learning disability see, hear and understand things differently. This can lead to trouble with learning new information and skills and putting them in use. The most common types of learning disabilities involve problems with reading, writing, arithmetic, reasoning, listening and speaking. Most of the children with learning disabilities are as intelligent as other children. They just need to teach in a way that is tailored to their unique learning style.

There are many children in our society those who have learning disabilities but there is no one to solve their problems. Sometimes they are ill-treated by their family, school as well as society. Many children stop their studies and undergo mental disorder. With the help of this research paper, I have studied different learning disorders among the children. through this research I studied

- Characteristics of learning disabled children
- Common types of learning disabilities like dyslexia, dysphasia, dyscalculia, dysgraphia, dyspraxia, auditory processing disorder, visual processing disorder.
- Prevention of learning disabilities
- Educational programmes

Primary Data

- Interviewed school children having learning disabilities
- Conversation with the official staff from health sector of Jammu as well as school counselor.

Secondary Data

- Report of Govt. of India on learning disability
- National Human Development Report of India.
- Report from the health sector of Jammu.
- Newspaper (The Times of India, The Hindustan Times)
- Websites

- Journals

KEYWORDS: Dyslexia, Dysphasia, Dyscalculia, Dysgraphia, Dyspraxia

CONCLUSIONS

So we can say learning disability or learning disorders are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most of just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.



Figure 1: Learning Disabled Children

INTRODUCTION

Learning disability is an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Children with learning disabilities are not lazy or have low I.Q. Children with learning disability see, hear and understand things differently. This can lead to trouble with learning new information and skills and putting them in use. The most common types of learning disabilities involve problems with reading, writing, arithmetic, reasoning, listening and speaking. Most of the children with learning disabilities are as intelligent as other children. They just need to teach in a way that is tailored to their unique learning style.

It refers to a disorder in one or more of the basic psychological processes involved in oral expression, listening comprehension, written expression, basic reading skills, mathematical calculations and mathematical reasoning.

In the 1980's the National joint committee on learning disability (NJCLD) defines the term " Learning disability" as " a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though, a learning disability may occur concomitantly with other handicapping conditions(sensory impairment, mental retardation, social and emotional disturbance) or environmental influence (cultural differences, insufficient /inappropriate instruction, psychogenic factors) it is not the direct result of those conditions or influences."

Learning disability come in many forms and their effects are different from person to person, they relate to:

- Getting information into the brain (input)

- Making sense of the information(organization)
- Storing and retrieving information(memory)
- Getting information back out(output)

Learning disabilities are due to genetic, other congenital or acquired neuro-biological disorder. They often run in families. It is not caused by factors such as cultural or language differences, inadequate instruction, socio economic status or lack of motivation, although any one of these or other factors may compound the impact of learning disabilities.



Figure 2: How Can Be Identifying Learning Disabled Children

LEARNING CHARACTERISTICS

- Average and above average intelligence
- Persistent academic difficulties in one or more area.
- Difficulty in both reading and writing languages.
- Poor language performance in the area of handwriting, spelling, expression etc.
- Difficulty in oral expression, listening and comprehension, math performance, calculation, reasoning, memory and Meta –cognition.
- Discrepancy between student potential and actual performance.

BEHAVIOURAL CHARACTERISTICS

- Hyperactivity with problem of sitting in their seats for long periods.
- Aggressive or withdrawn.
- Hypo-activity or reduced activity level.
- In- coordination in motor activity.
- Over attention or attention fixation.

SOCIAL CHARACTERISTICS

- Misinterpret social cues.
- Difficulty in adapting their behavior.
- Poor verbal or non-verbal skills.
- Low self-esteem.
- Difficulty in deciding / selecting from alternatives.



Figure 3: Common Types of Learning Disabilities



Figure 4: Dyslexia (Learning Disability in Reading)

There are two types of learning disability in reading. Basic reading problems occur, when there is difficulty in understanding the relationship between sounds, letters and words. Reading comprehension problem occur when there is an inability to grasp the meaning of words, phrases and paragraphs. Unlike speech and language, reading is not innate. It has to be taught. Reading requires the ability to decipher a phonetic code, to make sense of the relationship between written symbols and sounds. Dyslexia reflects a specific problem in processing individual speech sounds, in words (phonemes). There can be problems with holding sounds in sequence in short term memory. Children with a reading disability may also

have difficulties with reading fluency, resulting in reading skills that are accurate, but effortful and slow.

Signs of reading difficulty include problems with:

- Letter and word recognition.
- Understanding words and ideas.
- Reading speedy and fluency.
- General vocabulary skills.

DYSCALCULIA(LEARNING DISABILTY IN MATHS)



Figure: 5

Learning disability in math vary greatly depending on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language learning disability or a visual disorder or the sequencing, memory and organization.

A child with a math based learning disorder may struggle with memorization and organization of numbers, operation signs, and number facts. Children with math learning disability might have trouble with counting principles.

DYSGRAPHIA(LEARNINGD IS A BILTY IN WRITING)



Figure: 6

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty, forming words and letters. Expressive writing disability indicates a struggle to organize thoughts in paper.

Symptoms of a written language learning disability revolve around the acts of writing. They include problems with:

- Neatness and consistency of writing.
- Accurately copying letters and words.
- Spelling consistency.
- Writing organization and coherence.

DYSPRAXIA(LEARNING DISABILITY IN MOTOR SKILLS)

Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running and jumping). a motor disability is sometimes referred to as an “output “activity meaning that it relates to the output of information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with necessary limbs to complete the action.

Signs that your child might have a motor coordination disability include problems with physical abilities that require hand eye coordination like holding a pencil or buttoning a shirt.

DYSPHASIA(LEARNING DISABILITY IN LANGUAGE)

Dysphasia is also known as aphasia. Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it requires organizing thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else.

Signs of language based learning disorder involves:

- Problem with verbal language skills.
- Poor reading comprehension.

AUDITORY PROCESSING DISORDER



Figure: 7

Professional may refer to the ability to hear well as “ auditory processing skills” or receptive language. The ability to hear things correctly greatly impacts the ability to read write and spell. An inability to distinguish subtle differences in sounds or hearing sounds at wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.

VISUAL PROCESSING DISORDER

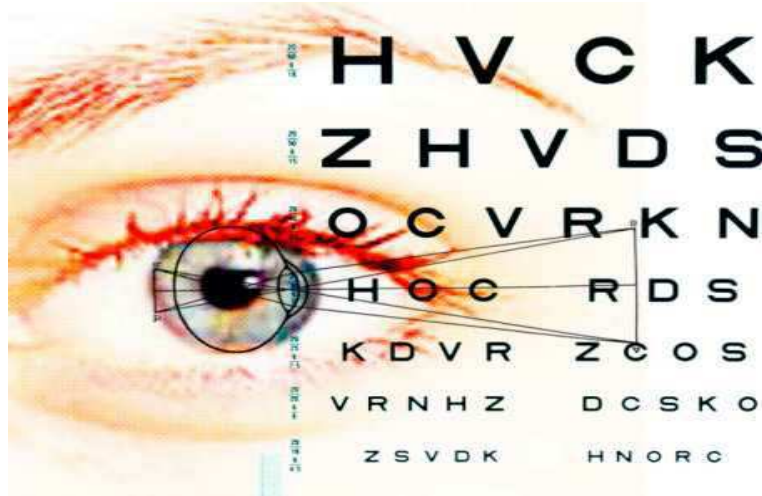


Figure: 8

Problems in visual perception include missing subtle differences in shapes, reversing number or shape, skipping words, skipping lines or having problem with eye hand coordination. Professionals may refer to the work of eyes as “visual processing”. Visual perception can affect gross and fine motor skills, reading comprehension

PREVENTION OF LEARNING DISABILITY

When it comes to learning disabilities, it is not always easy to know what to do and where to find help. Turning to specialist who can pinpoint and diagnose the problem is, of course, important.

Learn the Specifics About Your Child’s Learning Disability

Read and learn about your child’s type of learning disabilities. Find out how the learning disability affects the learning process and what cognition skills are involved. It is easier to evaluate learning techniques if you understand how the learning disability affects your child.

Research Traetments, Srvices and New Theories

Along with knowing about the type of learning disability your child has, educate yourself about the most effective treatment option available. This can help you to advocate for your child at school and pursue treatment at home.

Persue Treatment and Service At Home

Even if the school doesn’t have the resource to treat your child’s learning disability optimally, you can pursue these options on your own at home or with therapist or tutor.

Nurture Your Child’s Strength

Even though children with learning disabilities struggle in one area of learning, they may excel in another. Pay attention to your child strength, interests and passions. Helping children with learning disorders develop their passions and strengths will probably help them with the area of difficulty as well.

EDUCATIONAL PROGRAMMES

Children with learning disabilities need to be suspected by school authorities early, when the child is in primary school (class standard I-V) and conclusively diagnosed at least by the age of six years for corrective measures. Unfortunately, in our country, many children with **special learning disability** often remain undiagnosed because of a general lack of awareness leading to chronic poor school performance, class detention and even dropping out of the school. Against this backdrop, the implementation by the govt. of India of the right of children to free and compulsory education act 2009 (RTE act) since 1st April 2010 became quite significant. This act makes education free and compulsory to all the children of India in the 6-14 years age group, and it states that no child shall be held back, expelled or required to pass a board examination until completion of class standard VIII. This act ensures that children at young age do not experience class detention. It is known that class detention can lead to severe emotional stress in children, loss of self-esteem and behavioural problems such as withdrawn behaviour or even aggression. On the other hand, the RTE act overall is indeed a great step forward as it will ensure that all children in the 6-14 years age group in our country, irrespective of their economic background, will now be able to attend school. On the other hand, it may inadvertently cause great disservice to the educational need of the children with special learning disability.

By mandating that no child gets detained up to class standard VIII, it is likely that children with learning disability will get diagnosed fairly late. It is very likely that the school authorities will refer those children for assessment of their poor school performance to a Learning disability clinic late (when they are in standard IX –X) or will not refer them at all. This means that crucial time period for “remedial education” will be lost and that these children will have lost the opportunity to largely overcome their disability. The delay in diagnosis will also cause significant psychological trauma to the child and to the parents. The RTE Act in its current form thus is not likely to serve the cause of children with learning disability unless it is backed up by an amendment that mandates that children who are getting poor marks irrespective of their class standard, are referred to a learning disability clinic to undergo an assessment of their academic difficulties. This amendment is necessary as it would ensure that children with learning ability are diagnosed in time. This will also ensure that other causes of poor school performance, such as attention deficit, hyperactivity disorder, borderline intellectual functioning and autism, are detected and addressed early. Developed countries such as the United States, which has previously implemented the philosophy of compulsory education, have mandated that every child who is getting poor marks should be assessed so that the cause is diagnosed in time and an individual educational programme is created to ensure that the child is able to achieve his academic potential.

Education is one of the important aspects of human resource development. Because the RTE Act mandates free and compulsory education to all the children of India in the 6-14 years age group, the unique learning needs of children with learning disability, who comprise 5-15 % of the school-going population, can no longer be ignored. Also such children should receive quality education and complete it in regular mainstream schools. To ensure that this happens, learning disability should be recognized and concluded as a disability at national level by amending the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, which is guided by the philosophy of promoting equality and participation of persons with disabilities and eliminating discrimination of all kinds. At present, only a few state governments (Maharashtra, Karnataka, Tamil Nadu, Kerala, Goa and Gujarat) and national educational boards that conduct the Indian certificates of secondary education and central board of school examinations have formally granted

children with learning disabilities the benefit of availing the necessary provisions. The Government of India since 2001 has launched the Sarva Siksha Abhiyan (Education for all movement), which is comprehensive and integrated flagship programme to attain universal elementary education in the country in a mission code. Once the learning disability is recognized as disability by the government of India, children with learning disabilities with the backing of the RTE Act would be able to benefit significantly.

At present there is a acute shortage of remedial teachers even in mega cities like Mumbai, and most schools don't have a remediation Centre on their premises. Many parents cannot afford the service of special educators working in private sectors(one session cost from about Rs 250 to 500). The RTE Act mandates that school infrastructure be improved in 3 years, or else its recognition would get cancelled. Funds from Sarva SikshaAbhiyan would now be available to set up detection Centre in every city/ town/ district headquarter and remediation Centre in each school all over the country. Also, RTE act mandates that school teachers should have the necessary adequate professional qualifications to ensure quality of education. The Act makes funds available for teachers to undergo the necessary training and acquire the skills to ensure this. Regular school teachers can now be encouraged to take up the additional responsibility of becoming remedial teachers to reduce their current acute shortage.

CONCLUSIONS

So we can say learning disability or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most of just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information. Learning disabilities look very different from one child to another. A child may struggle with reading and spelling, while another loves books but can't understand maths. It is not easy to identify learning disabilities. Because of wide variations, there is no single symptom or profile that you can look to as proof of a problem. Our govt. has provided many schemes for learning disabled children but still there is need of special teachers who can look after these children and identify them in early stages.

AKNOWLEDGEMENTS

It gives me an immense pleasure to publish my research paper on topic" learning disabled children" which is a step toward exploring the different disabilities and needs in the children who are also the part of our society. Through this research paper, I want to highlight the characteristics to identify the different learning style children and their remedies to integrate curriculum according to the need and interest of children.

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