

# LEARNING DIFFICULTIES OF DISABLE CHILDRENS

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## ABSTRACT

*Education in its broades sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another most learning disabilities fall into one of two categories: verbal and non-verbal. People with verbal learning disabilities have difficulty with words, both spoken and written. The most common and best known verbal-learning disability is dyslexia. For this reasons, people with dyslexia have trouble with reading and writing tasks or assignments. A behavioural condition called. Attention deficit hyperactivity disorder (ADHD) is often associated with learning disabilities because people with ADHD also have a hard time focusing enough to learn and study children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages these may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic.*

**Keywords:** - Learning, difficulties, disability children, students, teachers, knowledge, problem, education, language.

## Introduction:

Education in its broadest sense is any act or an experience that has a formative effect on the mind, character or physical ability of an individual. Education is seen today as the most significant linkage between society and Development. Education is effectively used to develop the potential talent and harness it to the solution of national problems (Education Commission-1964-66).

Learning difficulties of students is viewed as an agonizing factor by parents and Teachers. The difficulties may arise due to different reasons. The society which looks forward to the education of the children as a significant event is at a dilemma as to how to help the children. It becomes necessary not only to identify but also remediate the children with scholastic backwardness. It is recommended that both the students strength and weaknesses be considered in setting up an instructional programme. The teacher must be responsive to the needs of each student.

## CONCEPT OF LEARNING DIFFICULTIES:

Learning difficulties is generally to the Chronic difficulties in learning to read, write, spell, or calculate. Though their causes and nature are still not fully understood, presence of learning difficulty does not indicate subnormal intellingence, but it is thought that these are neurologically based difficulty in processing language or figures. These difficulties can be overcome by special learning strategies or with extra effort and tutoring on the part of parents and teachers. Learning difficulties may be diagnosed through testing, observation, interview and other techniques which could be easily used by the teachers and parents, children usually show early signs of learning difficulties, if the signs are left unrecognized, it may result not only in poor class room performance but also in low self-esteem and disputive behavior.

## LEARNING DIFFICULTIES IN CHILDREN:

Today many children undergo a lot of stress related to academies from a very early age. Coping with the activities, curriculum and relation to the school environment is an every day challenge. These children have difficulty in following instruction, reading, writing, mathematical operations, or in doing certain other tasks related to academics

which in turn hampers their overall development and eventually become a target of peer rejection, leading to low self-esteem and shame for oneself. Children undergoing such a situation are the ones having "Learning difficulties".

### **CONCEPT OF DISABILITY:**

Disability has been defined differently by different disciplines due to various reasons, this is mainly due to the fact that the perception and the understanding of disability are formed through influence of history, society and culture and how these are related to various aspects of the lives of people (Barn 1994, Barton 1996). It is important to keep in mind that understanding the term disability, does not necessarily mean understanding persons with disabilities. A number of other factors must be taken into account for a proper understanding and analysis of disability (WHO 1980, Pfeiffer-2000).

People with disabilities form a significant part of the world population, the exact numbers are hard to discern due to suspected under-reporting and differences in the definition of disability between countries, and cultures (Yeo and Moore, 2003).

### **Concept of learning disabilities:**

The category of 'Learning disabilities' is a relatively new addition to the field of Special Education. Learning disabilities are problems that affect the brain's ability to receive, process, analyze, or store information. These problems can make it difficult for a student to learn as quickly as other students who are not affected by learning disabilities.

To provide suitable educational facilities, the U.S. office of Education (1977) has defined learning disabilities as follows. "A disorder in one or more of the basic psychological processes involved in understanding or in using languages, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations."

Anderson (1970) typically refers to learning disabilities as a 'hidden handicap'. The other terms generally used to refer to these children include children with dyslexia, minimal brain dysfunction, reading retardation, clumsy child syndrome, gray area children, and 'going nowhere' children.

### **CAUSES OF LEARNING DISABILITIES:**

What exactly causes learning disabilities is yet to be traced out. But researchers do have some theories as to why they develop.

#### **i) Brain Development:**

Experts are of the opinion that learning disabilities can be traced to brain development, both before and after birth. For this reason, problems such as low birth weight, lack of oxygen, or premature birth, and other associated factors have something to do with learning disabilities, young children who received head injuries may also be at risk of developing learning disabilities.

#### **ii) Genetic Influences:**

Experts have noticed that learning disabilities tend to run in families and they think that heredity plays a role. However, researchers are still debating whether learning disabilities are, in fact, genetic, or they show up in families because children learn and model what their parents do.

#### **iii) Environmental Impacts:**

Infants and young children are susceptible to environmental toxins. For example, lead (which may be found in some old homes in the form of lead paint or lead water pipes) is sometimes thought to contribute to learning disabilities. Poor nutrition early in life may also lead to learning disabilities later in life.

**TYPES OF DIFFICULTIES AND LEARNING DISABILITIES:**

Types of learning disabilities are often grouped by school as academic skill set or cognitive weaknesses. If the child is in school, it will probably be apparent if it is struggling with reading, writing or math, and narrowing down the type will be easier for giving remediation.

**i) Language difficulties and learning disabilities:**

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered as 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.

**ii) Math difficulties and learning disabilities:**

Learning disabilities in mathematics vary greatly and it depends on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language-learning disabilities, or a visual disorder or a difficulty with sequencing, memory or organization.

A child with a mathematic-based learning disorder may struggle with memorization and organization of numbers, operation signs and number "facts" (like  $5 + 5 = 10$  or  $5 \times 5 = 25$ ). Children with math learning disorders might also have trouble with counting principles (such as counting by 2s or counting by 5s) or have difficulty telling time.

**iii) Reading difficulties and learning disabilities:**

There are two types of learning disabilities in reading. Basic reading problem occur when there is difficulty in understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

**iv) Writing difficulties and learning disabilities:**

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

**v) Motor difficulties and learning disabilities:**

Motor difficulty refers to problems with movement and co-ordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, 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 the necessary limbs to complete the action. Signs that a child might have a motor co-ordination disability include problems with physical abilities that require hard eye co-ordination like holding a pencil or buttoning a shirt.

**Symptoms of learning difficulties:**

- 1) Poor performance in academic tests.
- 2) Difficulty discriminating size, shape, colour.
- 3) Reversals in writing and reading.
- 4) Slow in completing work.
- 5) Poor organizational skills easily confused by instructions.
- 6) Difficulty with abstract reasoning, sequencing, calculations as well as problem solving.
- 7) Poor gross motor and fine motor co-ordination.
- 8) Gets distracted easily and is inattentive.
- 9) Lags in developmental milestones in terms of physical motor, language, mental and social adjustment.

**A) Signs of a language:**

Signs of a language, based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions etc.

**B) Signs of Reading:**

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

**C) Writing signs of:**

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

**LEARNING DISABILITIES AND DISORDERS:**

If we are aware of some of the common signs of learning disabilities and learning disorders in children, we will be able to diagnose the problem early and take steps to get help. Paying attention to normal developmental milestones for toddlers and preschoolers is very important. Early detection of developmental differences may be an early signal of a learning disability and problems that are spotted early can be easily corrected.

A developmental lag might not be considered a symptom of learning disability until the child is older, but if it is recognized when the child is young one can intervene early. Parents know the child better than anyone else, so if you think there is a problem, it does not hurt to get an evaluation, you can also ask the pediatrician for a developmental milestone chart.

The activity of diagnosing the type of learning disability can be overwhelming and time consuming. Try not to get caught up in trying to determine the label or type of disorder and focus instead on figuring out how best to support your child.

**Conclusion:**

There exists confusion in the terminology due to its multidisciplinary nature. Attempts to identify children with learning disabilities require clarification of the concept and understanding the nature of difficulty, so several dimensions of the problem have been considered.

They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps to mental retardation, emotional disturbance, or to environmental disadvantages.

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