

# Learning Disabilities Of Disabled Children

**S. Sripriya**

M.Ed Scholar, Department of Education,  
ManonmaniamSundaranar University, Tirunelveli,  
Tamilnadu

**Mr. S. Lenin**

Assistant Professor, Department of Education,  
ManonmaniamSundaranar University, Tirunelveli,  
Tamilnadu

**Abstract:** *Learning disability is a lifelong neurodevelopment disorder which manifest in childhood as persistent difficulties in learning to efficiently read, write or do simple mathematical calculations, despite normal intelligence, conventional schooling, intact hearing and vision, adequate motivation and socio-cultural opportunity. Learning disabled children essentially suffer from serious learning problems or disorders for a number of reasons. Identification of the learning disabled children may be done mainly in two ways- the employment of non-testing and testing devices. The treatment should be given on the basis of proper analysis and evaluation of the identification data of the disabled children. In this paper, we can discuss about the learning disabilities of disabled children through the specific approaches and techniques with the help of educational provisions.*

**Keywords:** *learning disabilities, disabled children, educational provisions, testing devices*

## I. INTRODUCTION

Learning disabled children are those children who suffer serious learning disabilities. These children exhibit exceptionally inferior qualities and capacities in terms of learning and understanding in comparison to the normal children of their age or class. In fact, learning disability is nothing but a sort of handicap or helplessness that can be felt by the sufferer in terms of his/her academic performance in the same way as experienced by a physically handicapped person in terms of his/her mental functioning.

## II. DEFINITIONS

A Child with learning disabilities is one with adequate mental ability, sensory processes and emotional stability who has limited number of specific deficits in perceptual, integrative or expressive processes which severely impair learning efficiency. This includes children who have central nervous system dysfunctions which are expressed primarily in impaired learning efficiency. (Telford & Sawrey, 1977).

## III. MEANING AND CONCEPT OF LEARNING DISABILITIES AND LEARNING DISABLED

- ✓ Learning disabilities refer to certain kinds of disorders in the basic psychological processes of an individual.
- ✓ These disorders are mainly caused by the intrinsic factors like central nervous system dysfunction, specific deficits in information processing or the ability to learn.
- ✓ Although one or the other learning problems may be caused by extrinsic factors like mental retardation, sensory impairment, emotional disturbance, cultural differences, lack of educational opportunities, poverty etc., and learning disability is not the direct result of such external factors or conditions.
- ✓ Individuals with minor or temporary difficulties in learning are not termed as learning disabled. Only those who have severely impaired learning inefficiency and serious learning problems are included in this category.

#### IV. NATURE AND CHARACTERISTICS OF LEARNING DISABLED

- ✓ Learning disabled children essentially suffer from serious learning problems or disorders for a number of reasons.
- ✓ Their problems and disorders are usually manifested by significant difficulties in the acquisition and use of language, reasoning or mathematical ability or of social skills.
- ✓ They may exhibit symptoms of hyperactivity and impulsivity.
- ✓ Most of them may suffer from emotional problems and demonstrate signs of anxiety, moodiness or ups and downs in their behavior.
- ✓ Their learning disability is not apparent in the physical appearance or not demonstrable through their I.Q. scores. They may have robust body, good vision, sound ears, and normal intelligence.

#### V. CAUSES OF LEARNING DISABILITIES

Generally the factors causing learning disabilities may found to fall in the following three categories:

##### A. GENETIC OR HEREDITY FACTORS

The genetic or heredity factor is found to be the major cause for generating learning disabilities among the children. Many characteristics found in learning disabled are transmitted from generation to generation. This relationship between inheritance and disabilities has been established on the basis of the following results;

- ✓ Nearly 20 to 25 percent of hyperactive or impulsive children have been found to have at least one parent of this nature.
- ✓ Emotional imbalances, disorders of memory and thinking, speech and learning have been found to run in families.

##### B. ORGANIC OR PHYSIOLOGICAL FACTORS

Most learning disabled cases reveals that they suffer from malfunctioning or dysfunction of their central nervous system consisting of brain, spinal cord and message carrying nerves etc. This dysfunction is caused by the factors;

- ✓ Brain damage caused by an accident or by a lack of oxygen before, during or after birth resulting in neurological difficulties that may affect their ability to learn.
- ✓ Damage of injury caused to the spinal cord and message carrying nerves etc. leading to their malfunctioning and subsequent learning difficulties.
- ✓ Dysfunction of the central nervous system may be caused by bio-chemical imbalances generated by the factors.

##### C. ENVIRONMENTAL FACTORS

In many cases, learning disabilities may be caused by the improper and congenital conditions and factors present in an

individual's physical, social, cultural and educational environment.

- ✓ The poor nourishment and defective environment received by fetus for development in the mother's womb.
- ✓ Insufficient early experiences and stimulations in terms of learning and acquisition received on account of defective educational set-up.
- ✓ Inadequate and improper development of language skills, lack of concentration and adequate attention.

#### VI. IDENTIFICATION OF LEARNING DISABLED CHILDREN

Identification of the learning disabled children may be done mainly in two ways- the employment of non-testing and testing devices.

##### A. NON-TESTING DEVICES

These non-testing devices may include techniques like observation, rating scale, check list, interview etc. By employing these devices we try to identify the learning disabled in relation to their general personality and characteristics. To seek the opinion of the teachers and other persons regarding the learning abilities, mental level, scholastic potential etc. through such devices for the diagnosis and identifications of learning disabilities of the children.

##### B. TESTING DEVICES

Testing devices include different types of tests that can be used as diagnostic measures for the identification and assessment of children with different kinds of learning disabilities. The following types of tests fall into this category;

- ✓ Standardized diagnostic tests.
- ✓ Ability tests or process tests.
- ✓ Achievement tests.
- ✓ Daily assessment system.

#### VII. EDUCATIONAL PROVISIONS FOR THE LEARNING DISABLED

Learning disabled children once their identification reveals that they suffer from somewhat a severe learning inefficiency, deficiency or deficit resulting into a serious gap between their potential and actual educational achievement. One or the other factors lying. Within them or their environment may cause it. In terms of their learning disabilities, their nature, types, degree of handicappers and etiology. The treatment should be given on the basis of proper analysis and evaluation of the identification data. Some of the measures are as follows;

- ✓ Provision of specialized schools or classes.
- ✓ Provision of special remedial and educational programmes.
- ✓ Structuring and improving the existing environmental set-up.

#### VIII. SPECIALIZED APPROACHES AND TECHNIQUES FOR HELPING THE LEARNING DISABLED

There are several techniques and approaches that have been evolved through long experiences and researches working with the learning disabled children. They are as follows;

- ✓ *Behavioral approach.* In this approach, attempts are made to modify the behavior of the learning disabled by restructuring and reorganizing the environmental conditions.
- ✓ *Psychoanalytic approach.* This approach attempts are made to analyses the behavior of the disabled child and find out the causes of learning deficiency.
- ✓ *Individualized instructional approach.* This approach advocates the use of small groups or even individuals for helping them rectify their learning deficiencies.
- ✓ *Self-instructional approach.* This approach, learning disabled children is required to adopt self-learning and self-improvement measures for treating their learning deficits and deficiencies.
- ✓ *Multi-sensory approach.* This approach learning disabled children are taught by appealing to their multiple senses-visual, auditory, touch, smell, and taste etc. depending

upon the nature of the subject material and its learning objectives.

- ✓ *Technological approach.* This approach is used for providing remedial instructional programme to the learning disabled.

#### IX. CONCLUSION

Learning disabled children are those children who suffer from serious learning disabilities. Learning disability is nothing but a sort of handicap that can be revealed by the sufferer in terms of academic performance. Much attention should be given to the disabled children through the measures of education.

#### REFERENCES

- [1] Kavale K.A. and Forness, S.R., The Science of Learning Disabilities, San Diego, CA: College-Hill, 1985.
- [2] Kirk, S.A. and Kirk, W.D., Psycholinguistic learning disabilities; Diagnosis and Remediation, Urbana, IL, University of Illinois Press, 1968.
- [3] Lerner, J.W., Children with Learning Disabilities, Boston; Houghton Mifflin, 1976.