

Jyoti B.Ed. College
Fazilka

SUBJECT: → CREATING INCLUSIVE
SCHOOL

TOPIC: → LEARNING DISABILITIES.

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LEARNING DISABILITY

Learning disabled children are those who suffer from various learning disabilities. These children exhibit exceptionally inferior capacities in terms of learning and understanding in comparison to normal children to 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 academic performance in the same way as experienced by a physically handicapped person in terms of physical functioning or by mentally handicapped in terms of his mental functioning.

Definitions:

acc. to Kirk,

"Learning disability refers to retardation disorder or delayed development in one or more of processes of speech, language, reading, spelling, writing or arithmetic which results from cerebral dysfunction and emotional

or behavioural disturbances and not from mental retardation, sensory deprivation, cultural or instructional factors.

Acc. to National Advisory Committee on Handicapped Children USA (1968),

"Children with specific learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding and using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling and arithmetic".

MEANING: Learning disability is a generic term used to describe a group of children who fail to cope well to do the general classroom instructional activities which the other children of their class^{es} do without difficulty.

Types of Learning Impairment

Dyslexia

Dysgraphia

Dyscalculia

ADHD

DYSLEXIA

Dyslexia is a much common disability disorder amongst the learning disability disorder. It is generally known as reading disability and is reading backwardness or difficulties faced by average or normal children. It is mild form generally remains unidentified as teacher marks as inattentive or backwardness. In severe cases, the impairment is gross and the child's reading efficiency deteriorates as he enters the subsequent higher classes. Sometimes, it is also called 'word blindness'. as the child has acute difficulty in comprehending written language.

Features Of Dyslexia's

The learning disabled children are couplings of following characteristics.

1. Inadequate reading with very slow and halting speed
2. Very frequent omission of words while reading with tendency to get lost in the page.
3. Inability to scan through the reading material and a high degree of distractibility while reading.
4. While reading just pause on the words and give very specific somewhat personalized deciphering meaning there of
5. Handwriting is poor and awkward with very slow speed
6. poor spelling, omission of words and poor word retrieval with very frequent tendency to use fillers in their narratives.
7. Some of the dyslexics have speech difficulties and many suffer from stuttering and lipping etc.
8. Spatial difficulty in reading is one important symptom. The child reads the word 'saw' is read out as 'was' or he may change the position of alphabet (spell out 'b' as 'd').
such as to

Cognitive Problems:-

1. Impairment of short-term memory
2. Difficulty with motor skills or coordination.
3. A number of problems associated with visual processing

Language Problems:-

The major difficulties associated with learning of phonemes that make up words, sequence of letters in words, difficulty with spelling and with pronouncing the words.

Behavioural Problems:-

Many dyslexics are hyperactive and impulsive in behaviour. They lack reflection and soon plunge into action. They may have poor peer relationships and defective social adjustment because of their impulsivity and inadequacy to go well with academic work.

Emotional Problems: → All dyslexics have a number of emotional problems.

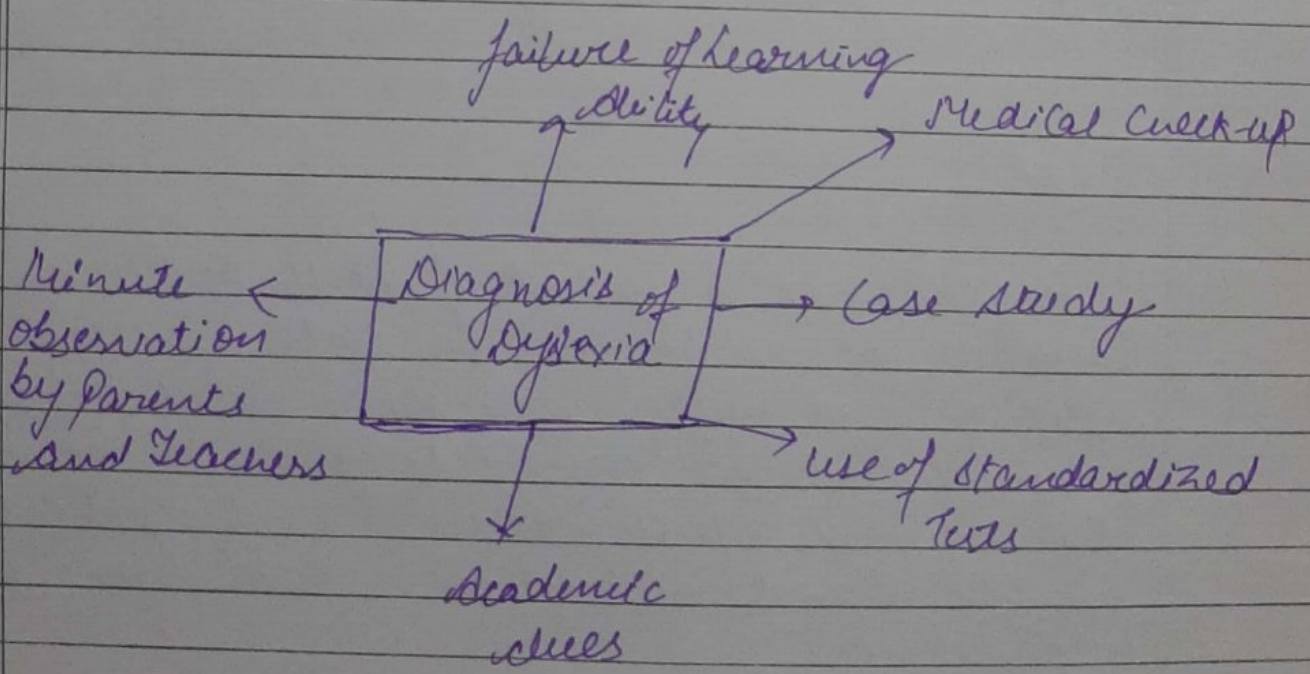
Very often these children go unrecognized. Refusal to get admission in school or poor performance in academics lowers their self confidence that may result in lowering their self-esteem. Children feel dejected, lonely and depressed and may develop the tendency to be exclusive and isolated in school and at home.

Problems Of Motor Co-ordination:

Problems of motor co-ordination are very common. Their activities/movements become awkward and clumsy. It becomes difficult for them to write, draw or copy with neatness and accuracy. These children often have problems of fine motor skills such as tying shoes, buttoning, using scissors or learning to sew etc.

Causes Of Dyslexia:→

1. The main cause of dyslexia is neurological, which relates to psychological processes of cognition, perception, learning and motor co-ordination and results in learning disability and social maladjustment.
2. Dyslexia runs in families, so some psychologists speculate hereditary contribution for its occurrence.



Educational Programme: Development Of Reading Skill.

Stage I: Kindergarten to first-half of grade 2.

Stage II: second half to grade 2 to grade 4

Stage III: grade 5 to grade 8

Stage IV: grade 9 to beyond.

Stage-I

- (i) Kindergarten is a period of skill acquisition. Emphasis should be laid on codes of reading, writing and mathematics. While child learns to read emphasis should be given to decoding skills, symbol identification and application of letter-sound association; and sight-word recognition.

- (ii) At this stage focus should be on decoding accuracy as most reading is oral and children mostly learn through sight-recognition word.
- (iii) Comprehension should be tested by asking specific questions.
- (iv) Writing of letters should be emphasized with speaking out these letters loudly. Dictation work of words and simple sentences can be given.
- (v) Basic elements of writing mechanisms: Capitalization, punctuation and use of complete sentence should be emphasized.

Stage-II

- (i) This is a continued stage of acquiring skills and learning basic tools of language and practice, and consolidation what has already learned.
- (ii) Besides decoding skills, the knowledge of words adhering to regular phonetic and morphologic rules are learnt here at this stage.

- (iii) Silent reading is emphasized during this period.
- (iv) Rules of writing mechanics and written composition are made clear.
- (v) Composition at this stage is primarily of narrative style. Children acquire increasing ideational fluency and organization.

Stage III :-

- (i) At this stage children with learning disability encounter serious problems for the first time as the 'learning to read' is now shifted to 'reading to learn'.
- (ii) There is enormous increase in the information materials to be processed and expressed; and so the tools of reading, writing and mathematics need to be automatized and well retrieved. Study skills and organization of acquired information also become complex.

(iii) Written output becomes the important mode of academic assessment and success, and any impediment to written expression can have negative effect on academic performance.

Stage II:

(i) This is the ongoing stage where previously learned skills are used for a variety of purposes. Emphasis is always on interpretation and manipulation.

(ii) Written expression is key to academic success. Good expression includes different textual formats. Ideational fluency, elaboration, advanced vocabulary, easy retrieval of information, systematic organization of material according to the purpose and appreciation of language are paramount features.

CONCLUSION

Dyslexia is reading disability. There are various problems faced by dyslexic children. and various educational programmes are organised for the children of dyslexic children.
