

Study on Learning Difficulties of Students

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Abstract – Learning difficulties, known as learning disabilities in North America, are conditions that impact on an individual's ability to gain knowledge and skills at the same rate as his or her peers. They may be due to a mental handicap or a cognitive disorder. Having a learning difficulty does not make someone less intelligent, it just means they learn in a different way that can render traditional classroom activities problematic. That's why students with learning difficulties require specific strategy training and customized lessons for overcoming challenges and make progress in an academic environment. The term "learning difficulties" includes a wide range of conditions from dyslexia and attention hyperactive deficit disorder (ADHD) to Down syndrome. Learning difficulties can affect children of all ages but they are particularly problematic for children who are learning how to read and write. This paper reflects study on Learning- difficulties of children.

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1. LEARNING DIFFICULTIES

The phrase "learning difficulties" became prominent in the 1980s. It is broad in nature, as well as more basic cognitive or neurological disorders such as dyslexia and attention deficit disorder, including similar issues such as Down's syndrome. It is considered less discriminatory and more constructive than other words, such as mentally handicapped, in highlighting the difficulties encountered rather than any supposed 'deficiency' and is now the normal agreed concept in official settings in Britain.

Kids and adults with developmental disabilities see, hear, and comprehend things differently. This will lead to issues in the understanding and application of new data and skills. Issues with reading, writing, arithmetic, logic, listening, and communicating are the most popular forms of learning challenges.

While learning disability, learning impairment and learning inability are often used interchangeably, in several respects they vary. Learning difficulty in an academic environment relates to severe learning difficulties. However these issues are not enough for an official diagnosis to be warranted. On the other hand, learning disability is an official psychiatric condition, whereby the students fits such requirements, as defined by a doctor (psychologist, pediatrician, etc. The distinction is in the degree, frequency, and severity of the symptoms and difficulties identified, and thus the two should not be confused. It identifies a category of conditions

marked by insufficient development of particular academic, language and speech skills where the word "learning disabilities" is used.

Learning disability is a condition resulting in understanding or using spoken or written language in one or more of the fundamental psychological functions, and can appear to be a diminished capacity to listen, think, speak, interpret, compose, spell, or perform mathematical calculations. Learning disabilities, or learning disorders, are an umbrella word for a wide range of learning difficulties. Kids with learning disabilities aren't slow or ignorant. Really most of them are just as intelligent as everyone else. They actually have their brains wired differently. This disparity determines how information is obtained and interpreted by them.

In addition to cover multiple intellectual, physical and verbal disabilities, learning challenges spread along a continuum. Not only is it a term for the more common "Attention Deficit Disorder" and autism, but more specific conditions that specifically deal with the ability of an infant to learn are often covered by learning disabilities. That is not to suggest that all learning challenges do not create any difficulties because they do, for a child to understand. These learning issues, however, tend to do with how children interpret reading, writing, arithmetic, speech, etc. It covers topics that are closely related to the school career of a young child; it may also be relevant for teachers to be

familiar with these disorders, disability or challenge. The Department of Health (USA) (2001) describes 'learning disability' as:

- i. Significantly reduced ability to understand new or complex information, to learn new skills
- ii. Reduced ability to cope independently which starts before adulthood with lasting effects on development.
- iii. Learning condition or neurobehavioral condition is a term that encompasses multiple functional areas in which a person has normal learning issues, usually triggered by an external factor or variables. In other words, schooling gives rise to difficulties in gaining knowledge and abilities at the usual level required by those of the same age especially due to mental impairment or cognitive illness.
- iv. Learning disabilities (LDs) are real. They affect the brain's ability children with learning difficulties are not able to receive, process, store, and respond and to communicate information.

Intellectual disabilities (formerly known as mental retardation), visual impairments (vision or hearing) or autism spectrum conditions are not the same as learning disabilities. Children with learning disabilities have normal or above-average intelligence, but they are also struggling to develop skills that influence their success in education, at home. Learning disabilities are permanent, and the sooner they are identified and recognized, the sooner the difficulties they bring can be circumvented or resolved.

In the 1980s, the United States described the term 'learning impairment' by the National Joint Committee on Learning Disabilities (NJCLD) as a heterogeneous category of conditions manifested by severe issues in the development and use of hearing, communicating, reading, writing, thinking or mathematical skills. These diseases are intrinsic to the person and are believed to be related to dysfunction of the central nervous system. Although intellectual disorder may arise concomitantly with other conditions of disability (e.g. visual deficiency, mental retardation, psychological and emotional disturbance) or environmental effects (e.g. insufficient/inappropriate teaching in cultural differences, psychogenic factors), these conditions or influences are not the direct consequence.

The term was used by the National Joint Committee on Learning Difficulties to indicate a difference between the apparent willingness of a child to learn and his or her performance level. Based on the four levels of information retrieval used in learning,

learning disorders or challenges fall into broad categories: input, integration, storage and output.

Input: This is the information perceived, such as visual and auditory perception, by the senses. Visual perception disorders can create issues with the understanding of the form, location and scale of objects seen. Sequencing difficulties can occur, which may contribute to processing time interval deficits or temporal perception. In order to concentrate on one of them, such as the sound of the voice of the teacher, issues with auditory processing may make it difficult to filter out competing sounds. Some kids are unable to handle tactile input. They can appear oblivious to discomfort or hate being touched, for instance.

Integration: This is the stage during which observed input is translated, classified, positioned in a series, or connected to previous learning. Students with difficulties in these fields may not be able to say a store in the right order, may not be able to memorize knowledge sequences such as the days of the week, may be able to grasp a new idea, but may not be able to generalize it to other areas of study, or may be able to remember facts, but may not be able to bring the facts together to see the 'big picture.'

Storage: With short-term or working memory, or with long-term memory, memory issues may happen. Most memory issues occur in the field of short-term memory which can find it difficult to recall new information without a few more repetitions than is natural. Issues in visual memory can impede learning to spell.

Output: Either through vocabulary, that is, language production, or through muscle movement, such as gesturing, writing or drawing, information comes out of the brain. Language performance difficulties can cause issues with spoken language, such as addressing a query on demand in which you have to collect data from storage, arrange your thoughts, and put the thoughts into words before you speak. For the same purposes, it may also create issues for written words. Motor skill challenges can cause gross and fine motor skills issues. People with gross motor disorders can be sloppy, i.e. they may be susceptible to slipping, dropping, or bumping into objects. They can also fail to fly, climb, or learn to ride a bicycle. People with fine-motor issues can find it difficult to button tops, tie shoelaces, or write.

2. TYPES OF SPECIFIC LEARNING DIFFICULTIES

Diagnosing a learning difficulty is a process. It involves testing, history taking, and observation by a trained specialist. The experts have classified the

children based their ability in memory, retention and recall.

The following are the main types of learning difficulties.

2.1 Dyslexia

Dyslexia is a kind of learning disorder that impairs the capacity of a person to read. It is a condition dependent on the brain that allows a person to read at even lower levels than they are supposed to read. Dyslexia is a disorder that is different from individual to individual. But some of the typical features include finding it hard to type, processing the way words are phonetically pronounced, and handling rapid visual/verbal responses correctly. Teaching is normally adapted to conform to the way dyslexic children read and recess instructions as a way of handling dyslexia. Dyslexia is a lifelong disorder and it is better for the person to find out what works for them early because there is no remedy.

2.2. Dyscalculia

Dyscalculia is a special category of learning disability that affects a person and their capacity to understand and develop mathematical abilities. It has plenty of parallels with dyslexia in terms of learning disorders. It is not as well known, though as dyslexia. Dyscalculia has the potential to influence any person, regardless of the degree of intellect, which usually relates to the inability of interpreting time, spatial logic, and calculation of a person. But that is not necessarily the case for these unique problem areas. Dyscalculia is estimated to affect approximately 5 percent of the population.

2.3. Aphasia

Aphasia, generally referred to as receptive language disorder, is synonymous with the capacity of an infant to understand verbal orders and obey them. Children with aphasia can struggle while attempting to talk or pronounce words, and appear to be powerless. For a child with an aphasia learning disorder, even repeating certain words spoken to them can be an incredibly arduous activity. While there is a proven successful treatment called melodic intonation therapy for learning disabilities, this treatment is not true for all forms of aphasia. Aphasia should be dealt with by those using eye contact on a day-to-day basis and speaking to the child slowly with plain words.

2.4. Expressive Language Disability

Expressive language deficiency is a condition that affects speech where written and spoken communication is difficult for a person. This causes issues with the capacity of a person to generate complicated sentences, their vocabulary,

remembering phrases they once knew, and potentially causing issues with their ability to express words. Not only does this impairment affect the capacity of a person to generate speech, but also to maintain memory. There is an obvious memory concern, but it is only damaging to the verbal side of things, whereas the unspoken-based memory remains unchanged. It is a condition that cannot go down on its own and a special form of speech therapy can treat it. It influences not only the success of the individual in school, but also his/her job later on.

2.5. Nonverbal Learning Disability

Nonverbal cognitive disorder is about an infant learning by hearing rather than vision. The child suffers from low visualization ability and thus relies not on seeing but on hearing to learn. This is one of the less prevalent academic disabilities since the kid would always have normal and above average grades even with adherence to seeing poorly. The kid will often fall behind her fellow students, though and as he or she ages and gets acquainted with his or her environment, the good hearing capacity they once had continues to cripple them slightly. Two of the aspects that struggle because of this are cognitive skills and teamwork.

2.6. Dyspraxia or Development Coordination Disorder

Dyspraxia is a difficulty with coordination and the organization of movement thought – processing can also be affected. There may be difficulties judging socially acceptable behaviour, anxiety in unfamiliar situations, orientation/place- findings issues and the experience of sensory over load. Articulation and pronunciation may also be affected. In common with dyslexia, there are memory and organizational weaknesses.

2.7. Perceptual Disability (Auditory/Visual Processing Disorder)

A student that has a perceptual disability might have difficulty accurately processing and organizing information visually, Auditory and tactilely (touching) information-despite having normal vision and hearing.

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