



Learning Disability of Special Students: Psychological Views

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INTRODUCTION

LEARNING DISABILITY

In order to assist students get the most out of their education, a variety of aspects must be taken into consideration. Students with learning disabilities may only achieve their full potential with the help of instructors who are well-versed in a variety of teaching methods, including behavioural interventions and specially tailored curricula. It's impossible to come up with a generalised plan that works for all children with SEN or I/D, but the necessity of developing and executing an Individual Educational Plan (IEP) can be overstated, considering the wide range of differences among these kids. One of the most successful learning techniques for kids with intellectual impairments is one focused on individual learning, which a teacher may use to develop instructional processes that will fit their needs. As described by Gibb and Dyches (2000), an individualised educational plan is built around a series of processes, each of which is described below. Identifying the student's practical performance level is the first stage in teaching the special education skill, which should be done one-on-one using standardised reference tests and scientific observations, in addition to curriculum-based and standardised examinations. A realistic image of a child's unique and distinctive requirements in the specific abilities to be taught should be revealed by the results of these evaluation instruments. The second stage considers the child's unique and specific requirements while formulating the behavioural target. The goal of this behavioural aim is to teach pupils a set of sequential behavioural skills that will lead to a more general skill. The third phase is breaking down the behavioural objective into its component parts based on the information that the learner already has. This is done via the use of task analysis. Students should be provided with an environment that takes into account their mental characteristics, cognitive abilities, and previous experiences, as well as how they learn, when tasked with analysing the behavioural objective. They should then be provided with an environment that is most conducive to their learning style and needs. By this I mean that it is possible to design more complicated stages that lead to the attainment of the yearly objectives by segmenting the abilities represented in a behaviour target:

- Academic success and growth are challenging for those with LD.
- There is a discrepancy between what a person can learn and what they actually learn.
- In terms of language, physical growth, academic progress, and/or perceptual advancements, people with LD have an inconsistent pattern of development.
- Environmental adversity is not the cause of learning difficulties.
- Problems in school have nothing to do with a person's mental or emotional state.
- Reading, writing, speaking, syllabic and grammatical errors may be caused by learning difficulties. A person's attention, memory, coordination, social abilities, and emotional maturity might also be affected by these factors.
- The IQ of people with LD may range anywhere from average to even exceptional.
- People with LD have varying levels of academic ability, with some having difficulty while others do not.
- Both intake (the brain's capacity to comprehend incoming information) and output (the ability to apply knowledge in practical skills, such as reading, arithmetic, and spelling) may be affected by learning difficulties.



More than a century of research has focused on the relationship between learning impairments and attention deficit hyperactivity disorder (ADHD). The cornerstone of the area of learning impairments was laid down in the 1930s and '60s, when scientists began studying the brain. Alfred Strauss and Laura Lehtinen were the first to use words like "brain-injured youngster." Many scientists have made significant contributions to the area, but the pioneering efforts of two key scientists still hold up today. Adolf Kussmaul, a German neurologist, created the phrase "word blindness" in 1877, the year he was born. In his definition, he refers to it as "total text blindness... notwithstanding the power of sight, the brain, and the capabilities of communication." Berlin (1887) first introduced the term "dyslexia" to describe reading difficulties, less than ten years after the phrase "word blindness" arose. Pringle Morgan in the United Kingdom was another significant researcher who contributed much to the development of the Learning Disability (LD) concept and the different challenges associated to LD. The British Medical Journal article "A Case of Congenital Word Blindness" (Morgan, 1896) by Pringle Morgan piqued the interest of scholars and served as a springboard for further investigations into more instances of LD and the criteria and techniques used to identify it. In 1963, during a Chicago education conference, Samuel A. Kirk became the first psychologist to introduce the phrase "learning disability." The term "hyperkinetic impulse disorder" first appears in the Diagnostic and Statistical Manual (DSM) in 1968. Learning difficulties and ADHD concerns have been on the rise since 2000, and the DSM-5 expanded its description of "specific learning disorder" in 2013. Children with learning problems are sometimes referred to as having a "hidden disability," since they do not seem to be disabled and their issues are not readily apparent. The outcome is a lack of self-esteem, drive, and belief in one's abilities in the case of children with learning disabilities. If the kid demonstrates an educationally significant gap between his/her projected intellectual capacity and actual school performance that cannot be justified in terms of intellectual potential, we might consider him/her to be suffering from a learning impairment. As a result, they may struggle with a wide range of academic skills like reading comprehension and spelling as well as writing and ideas. An ordinary or above average intellect is seen in children with learning disabilities. There is no link between LD and hearing or visual impairments, socioeconomic issues, cultural or language variations and lack of desire, inadequate or poor education. Genetic, epigenetic, and environmental variables combine with a biological origin to influence the brain's capacity to interpret spoken and nonverbal information effectively.

Learning impairments are more than just reading difficulties or letter issues. They are multidimensional and go beyond the stereotypes of the condition. In terms of the implications they have and the rigour with which they do so, they are vastly different. A person's strengths as well as his or her specific difficulties must be taken into consideration when deciding on appropriate accommodations.

In certain cases, genetic or neurobiological issues are to blame for a child's inability to operate normally in the classroom, resulting in learning difficulties. Reading, writing, and/or math may be hindered by these processing issues. Organizing one's time and focusing one's attention are just a few of the higher-level abilities that these drugs might impair. Learning difficulties may have a significant influence on an individual's personal and professional life, and it is crucial to recognise this.

Symptoms and indicators of learning disorders are most often discovered during the school years, when students are struggling with reading, writing, and mathematics. There are exceptions to this rule, such as those in post-secondary school or those who are already in employment. Others with learning impairments may never obtain an examination and go through life without understanding why they struggle in school or at work, or why they may be experiencing issues in their personal relationships..



It is important to distinguish between learning disabilities and other types of difficulties in learning, such as those caused by physical, mental, or emotional impairments, as well as those caused by social, cultural, or economic disadvantages. Learning disabilities are not the same as these other types of difficulties.

People with learning impairments often have IQs that fall anywhere between average and above average. There is sometimes a discrepancy between what a someone is capable of and what they accomplish. Despite the person's appearance and intelligence, they may not be able to perform at a level anticipated of someone their age. This is why learning disorders are referred to as "hidden disabilities."

A learning handicap is a lifetime struggle that will not go away. People with learning impairments may, nevertheless, succeed in school, job, relationships, and the community with the right assistance and intervention.

Specific learning disability is a kind of impairment recognised by the Individuals with Disabilities Education Act (IDEA).

The umbrella phrase "Learning Difficulties" encompasses a variety of different learning disabilities, including dyslexia and dysgraphia. The following sections detail the indications and symptoms of each, as well as possible solutions.

Types of Learning Disabilities

Dyscalculia

To have difficulty understanding and remembering numbers and arithmetic concepts due to a particular learning problem.

Dysgraphia

Disabilities in handwriting and fine motor skills.

Dyslexia

Disabilities in reading and other language-based processing skills caused by a particular learning impairment.

Non-Verbal Learning Disabilities

Face and body language are difficult for him to comprehend, and he may also be uncoordinated.

Oral / Written Language Disorder and Specific Reading Comprehension Deficit

Learning problems that impair a person's ability to comprehend what they read or hear. The capacity to express oneself verbally may also be affected by the disease.

ADHD

Attention deficit hyperactivity disorder (ADHD) is characterised by difficulties keeping focused and paying attention, as well as hyperactivity.

Dyspraxia

Disorders of movement and coordination, as well as language and speech, are all affected.

Executive Functioning

Involvement in the planning, organising, strategizing as well as the attention to the details and management of time and space.

LITERATURE REVIEW

Sofologi, Maria & Kougioumtzis (2022) Disproportionate to their intellectual ability, students with specific learning disorders (SLDs) struggle academically and struggle to reach their full potential. Dyslexia is the most frequent kind of learning disability, affecting a large proportion of school-age children across the globe. 50 percent of students in special education institutions in Greece have been diagnosed with a learning disability, and 80 percent have reading problems, according to epidemiological statistics. Children with SLD have both internalised and externalised problems, such as depression and anxiety, low self-esteem, eating and sleeping disorders, and criminal conduct. They may also have difficulty forming social relationships. A lack of effective learning practises is to blame for the low academic achievement of children



with learning difficulties, according to studies. However, phonological processing and working memory abnormalities are among the most frequent among children with SLDs, according to recent study.

Aro, Tuija & Eklund, Kenneth & Eloranta (2021) Children with a learning handicap are more likely to have behavioural and emotional issues (LD). Between 1985 and 2017, a specialist clinic tested 579 Finnish youngsters (8–15 years old) for reading, math, or combined disabilities (RDMD). LD type, gender, and setting (at home vs. school) all had an influence on the proportion of children with behavioral-emotional symptoms reaching clinical range (i.e. z score >1.5 SD). The severity of LD and gender also had an impact on the amount of behavioral-emotional symptoms reported by teachers and parents, according to our findings. Anxiety, depression, and attention deficit hyperactivity disorder (ADHD) were shown to be the most common behavioral-emotional issues among children with any form of learning disability. Teachers reported greater concerns than moms, indicating a considerable degree of contextual variance. Even while the impacts of gender and LD type were somewhat infrequent, the findings were alarming for individuals with MD-only, particularly young men who are mostly male. Teachers must be aware of the prevalence of behavioral-emotional issues among kids with LD, and they must collaborate with the child, their parents, and the school to identify and address these issues, according to the findings.

Ryan, Carolyn (2018) A learning disability is a condition that causes a person to have difficulty acquiring information and skills at a level comparable to that of peers of the same age. Neurological problems are the root cause of learning difficulties. Reading, writing, spelling, thinking, remembering, or arranging knowledge on one's own are all examples of skills that may be impaired by learning difficulties. Individuals with learning impairments often face difficulties for the rest of their lives. Individuals with learning difficulties may thrive in the classroom and in social circumstances if they get sufficient support and assistance. People with learning disabilities can benefit from a variety of approaches to support, including evaluation of individual skills, encouragement of strengths, focusing on deficits, knowledge of educational systems, dissemination of preventative measures, collaboration among professionals, acquisition of strategies for dealing with specific challenges, intervention using effective methods, and on-going research. In the present work, researchers from all around the world examine how to diagnose and treat people who have learning difficulties. Authors from the United States, Europe, Asia, and Africa contribute to the journal. Diagnostic and Statistical Manual of Mental Disorders Fifth Edition, DSM-V (2013) and International Statistical Classification of Diseases and Related Health Problems, ICD-10 (2013) guide contemporary classifications of learning difficulties (2015). Three primary parts make up the bulk of the text: A diagnosis of a learning disability, as well as its prevention and treatment, may be made via evaluation.



Gafoor, Kunnathodi (2015) To determine how many students in Keralan schools are classified as Learning Disabled, this study also examines the prevalence of students who are classified by their schools as Mentally Retarded (MR), Visually Impaired (VI), or as having Autism, Attention Deficit Hyperactivity Disorder (ADHD), as well as those who are Orthopedically Impaired. More than 26,000 children attend the 31 government and government-aided schools in the districts of Kozhikode (n=14) and Malappuram (n=17). The frequency of kids with learning disabilities and other disabilities varies widely throughout schools. In a school with an average student population of 850, kids with learning disabilities and other special needs make up around 40 percent of the population. About 5% of students are classified as having a special education need (SEN). Of these, 2.23 percent are classified as having a learning disability (LD) and the other 50% are classified as having an MR, VI, Autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), high functioning autism (HI), or OI (2.53 percent). Since only students in the relevant age range



who attend school were included in the research, the prevalence of SEN youngsters was likely lower than what may be predicted in the general community. Symbolism and meaning are woven throughout the story.

Sawhney, Neena & Bansal, Sneha (2014) Disparities in fundamental academic skills, such as mathematics, reading, writing, spelling, and speaking, which cannot be linked to mental retardation, sensory deficiencies, emotional problems, or learning difficulties, are considered a sort of learning disability. It's an educational phrase that covers a wide range of circumstances, like an umbrella. Many children with learning disabilities are not diagnosed until they are adults. As a result of a lack of knowledge among teachers, parents, and school administrators, these children are seen as sluggish, behind, incompetent or failures. We set out to find out how well-informed primary school instructors are on learning impairments. The present knowledge level of school instructors may be assessed by the development of a test of awareness of learning disabilities among school teachers. Educators, administrators, and others in the education department need to be educated about the issue of bullying. According to the results of the research, instructors have little understanding of learning disabilities. In order to properly evaluate and treat these youngsters, it has been suggested that orientation programmes and seminars should be held.

RESEARCH METHODOLOGY

Reliability Of The Questionnaire

As a result of this regularity, the scores or measurements may be referred to as being reliable. A technique for identifying children with learning disabilities was created by the researcher to meet the study's goals. A variety of correlations, including the ones shown in the following table, have been generated using the tool in accordance with its reliability and validity tests.

Testing the Accuracy of the Learning Disabilities Identifier

TOOL NAME	RELIABILITY	
	Test-retest Method	Split-half Method
Learning Disability Questionnaire	0.76	0.67

Description of the Learning Disability Awareness Questionnaire and its administration and scoring

Teachers and parents were asked to fill out a questionnaire on their knowledge of learning disabilities. There were 40 items in the questionnaire and 10 statements in the interview schedule, which were organised into three categories based on participants' levels of awareness. In this case, the specifics are as follows:

1. Knowledge of Learning Disability
2. Symptoms of Learning Disability
3. Parental involvement/ teacher's involvement

SIGNIFICANCE OF THE STUDY

A child's academic or developmental progress is significantly slowed when he or she has a learning disability. With early intervention and efforts, learning challenges may be overcome by those with an intellectual disability or physical and sensory impairments as well as emotional issues and a lack of educational chances. The majority of practitioners in the field of scholastic challenges attribute backwardness to learning difficulties produced by a maturational lag when the problem is unique. The child's sensory motor, Handicaps, Temperamental features, and psychological disorders may all play a role in the child's challenges in learning. Learning challenges may be exacerbated by factors such as a weak educational system, psychosocial pressures in the home or school, and the intrinsic character of scripts in various languages.



It has long been known that children with behavioural and emotional issues are more likely than their non-dyslexic peers to suffer from learning disabilities, and vice versa. Children with behavioural and emotional issues are also more likely than their non-dyslexic peers to develop learning disabilities. A child's social development may be harmed if he or she has a learning disability. Without many peers, children with LD may experience feelings of isolation and sadness. As a result of their feelings of rejection, these kids are more prone to getting into confrontations. Learning deficiencies may be obscured by emotional difficulties. Due to the child's attitude and demeanour, parents may overlook the child's learning difficulties. When a child's disability is not recognised, he or she will come up with any excuse to avoid completing homework, and he or she will eventually drop out of school. When students are anxious about their schoolwork and their grades, they may be less able to pay attention to what they are studying as a result of emotional turmoil, fears, and concerns. Children who do not pay attention to what they are supposed to study will not understand and learn what is being taught to them, and will eventually give up and drop out of school or become truants who avoid going to school. Research shows that youngsters do better in school if they are confident in their own abilities. Instead of categorising children with learning disabilities as lazy, parents and educators must make them feel good about themselves. Because of the long-term consequences of behavioural and academic difficulties, as well as the likelihood of future social maladjustment, deviance, unemployment, and discontentment, the link between particular learning disabilities and these other issues is quite important. A child's academic or developmental progress is significantly slowed when he or she has a learning disability. Writing may be a tough undertaking for kids with learning disabilities because of the complexity of writing skills and applications. Both the mechanics and the process of writing may be challenging for children with unique learning disabilities. Disabilities in language comprehension or expression, such as difficulty in writing, are included in the list of ailments that qualify as handicapping disabilities for children. Inconsistent performance is one of the most common characteristics of learning disabilities. The profiles of people with LD who seem to be able to do certain things relatively well while suffering drastically to accomplish other activities are usually inconsistent and sometimes perplexing, according to research done with children, adolescents, and adults with LD. It may lead to a cascade of negative feelings and actions that can have a negative impact on daily life at school, at home, and in the community if there is a mismatch between expectations and abilities.

The word "learning disability" is not an isolated one, but rather a composite one. Children with learning disabilities not only have trouble with reading, writing, and math, but they also have a wide range of physical, behavioural, social, and emotional issues. Both expressive and receptive language may be more challenging for children with learning disabilities. They are clumsy and have poor motor coordination, making it difficult for them to do tasks like sprinting, catching, skipping, and leaping. Children with learning disabilities are more prone to anxiety and withdrawal, as well as behavioural issues and a lack of social skills. Many children with learning disabilities had no idea what was wrong with them and attributed their difficulties to bad luck. People with learning disabilities are more likely to have a poor sense of self-worth and a low degree of ambition than their counterparts who are not impaired. As a result, individuals have issues with their focus and memory. Teachers of inclusive education will find this research important, since it provides an overview of the mental features of learning-disabled children, such as their intellect, problem behaviour, inventiveness, and study habits. This will allow them to gauge both the physical and mental stamina of their pupils, allowing them to tailor their instruction appropriately. Learning-disabled children's school and home environments, their social maturity and relationships with parents and peers will all be examined in the study. Are they able to communicate well with others? This will help the school personnel to arrange the educational facilities and creating a conducive atmosphere for



the children with learning disabilities and help them to their fullest possible development. Parents who are unaware of their children's learning difficulties will gain understanding from this, and they will be more likely to take steps to change the home environment in which their children are raised.

Children with learning disabilities have a plethora of emotional issues. The findings of this research will aid educators in designing a counselling programme for students who struggle with learning disabilities by shedding light on issues including adjustment, temperament, self-esteem, and degree of irritation. The study's overall goal is to examine the whole personhood of children with learning disabilities. Teachers will be able to tailor their lessons to each student's needs, parents will be able to provide a positive home environment for their children, and school officials will be able to foster a positive school climate.

RESEARCH METHODOLOGY

Objective

To Identify the Learning-Disabled Students from the SA Schools of Study Area
A learning disability identification questionnaire was created in order to identify kids with learning disabilities. The scale was made up of statements, and each statement had nine subscales, each with five items. These are connected to learning abilities including speaking, reading, writing, and spelling as well as mathematical reasoning, thinking with both the gross and fine muscles. A questionnaire to identify learning disabilities was given to students in grades IX and X at 18 schools (6 each of STATE, C.B.S.E and I.C.S.E. boards). These schools identified a total of 120 learning challenged kids (60 males and 60 girls), on whom the subsequent study was based. The majority of pupils with learning disabilities were found in STATE Board schools, then C.B.S.E. board schools, and very few were found in I.C.S.E. schools. It demonstrates that learning disabilities are linked to the sort of schools, the resources they provide their kids, as well as the family structure and parental training. Children attending government schools often come from less educated families that don't offer their kids the required attention due to their lack of information and awareness. They are unable to recognise the early signs of learning disabilities in their children, which has the effect of fixing the problem in their lives.

Table 4.1 Showing School Wise Selection of Units

S.No.	Name of The School	No. of I.D. Children found in Class IX and X			
		Total Number of Students	Selected Students		
			Girls	Boys	Total
1	Radha Krishna Sanatan Dharma Inter College	87	10	00	10
2	Sant Ram Krishna Kanya Inter College	65	11	01	12
3	Ratan Muni Jain Inter College	185	07	09	16
4	Fatehchand Inter College	74	04	08	12
5	Radha Ballabh Inter College	68	00	04	04
6	M.D. Jain Inter College	182	00	06	06
7	University Model School	176	05	06	11
8	Holy Public School	140	02	03	05
9	Agra Public School	150	02	03	05
10	Ess Ess Convent	125	04	07	11
11	Ess Ess Public School	51	01	02	03
12	St. Andrew's Public School	135	03	03	06



13	Holeman Institute	120	02	03	05
14	Ragendra Swaroop Public School	140	04	02	06
15	St. Conrad's Inter College	143	03	01	04
16	St. Paul's Church College	160	01	01	02
17	St. Peter's College	130	00	01	01
18	St. Patrick School	110	01	00	01
	Total	2241	60	60	120

The school teachers were unaware of what youngsters with learning disabilities really meant. When they were asked what a learning disability was, most responded that it was just a reading impairment. The issue is whether or not the phrase "learning disability" is known to the instructors. How do they then recognise kids with learning disabilities?

CONCLUSIONS

To develop inspirational biographies of living examples for boosting the morale of learning disabled children

Researchers collected all learning-disabled children from each school after completing their data collection and guided them through their education, showing the biographies of well-known people who achieved great success in spite of having learning disabilities and who we know through their inventions or other works. On the same day, we questioned all of the school's instructors, and we discovered that the majority were unaware of learning difficulties. This highlights the need of implementing an education campaign at the school. A learning disability awareness assessment was handed to every parent at each school on the day of the parent-teacher conference by the researcher, and it was discovered that the majority of parents were unaware of learning disabilities, dyslexia, and the symptoms of these disabilities. Teachers and parents were given information on how to identify students who may be struggling academically, as well as how to utilise several assessment tools that the researcher has developed to help them do so.

- Only 28 percent of parents were aware of learning impairments, whereas 72 percent were unaware of them.
- Only half of parents have heard of dyslexia, and only 3% of parents know what it means.
- 78% of parents are unaware that their children have learning impairments.
- About one-fifth of moms tutor their kids at home, while the other two-thirds pay for their kids to go to a tutor.
- 51% of parents seldom, 40% weekly, and 9% monthly attend their children's schools. .
- 75% of parents do not spend the whole test period with their kid, while only 25% of parents agreed.
- According to 62% of parents, their children's academic performance is average. Among the respondents, 30% thought it was terrible and just 8% thought it was excellent.
- When asked what steps they should take because their children had a learning impairment, they didn't offer a response that indicated they didn't know about learning disabilities and the precautions and measures they should take.

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