



CHARACTERISTICS OF CHILDREN WITH LEARNING DISABILITIES

Dr. Harnarayan

Formerly working Assistant Professor,
B.Ed College-Ghaziabad Institute of Managment and Technology,
Duhai (Ghaziabad) U.P India.

ABSTRACT:-

Education for all children below the age of 14 years is a Constitutional promise in our country. That is why education of children from the marginalized groups, such as girls, scheduled castes, scheduled tribes, special children etc., is receiving extra attention of the government of India. In particular, children with special needs (CWSN) have been given a special consideration during last few years. These children form a significant group due to their alarmingly large numbers, social history, and economic perspective. Disabled constitute a major chunk of these children and thereby require special treatment for empowering them to contribute in the development; social, cultural, and economic; of a nation. Education and training of children with disabilities thus acquires immense significance.

KEYWORDS:-characteristics of children ,disabilities.

INTRODUCTION:-

Youngsters with learning inabilities are a heterogeneous gathering. These youngsters are a various gathering of people, showing potential challenges in a wide range of territories. For instance, one kid with a learning inability may encounter huge perusing issues, while another may encounter no perusing issues at all, yet has huge troubles with composed articulation.

The term “Children with Special Needs (CWSN)” is a broader concept including children with disabilities. The concept of CWSN is explained in two different perspectives-functional development perspective and perspective of diagnosis. According to the development perspective, development most often occurs in rather predictable stages. Although every child develops in a unique way, all children are expected to interact with their environment at an age appropriate level. Looking at a child's functional development involves observing whether or not the child has mastered certain developmental milestones and expectations for his or her age. With this understanding of typical child development, a child may have a special need when he or she has a delay in one or more areas of development. Another way to determine if a child has a special need is to see if the child may be identified by a specific diagnosis (the perspective of diagnosis). Although it is no longer the primary way that professionals define children with special needs, providing a diagnosis is often helpful. To paraphrase the Webster definition, a diagnosis is the art or act of identifying a condition, disorder or disease from its signs and symptoms. When a qualified professional diagnoses a child, he or she looks at the signs or

symptoms the child displays, such as various behaviors, ways of communicating, or thoughts that a child may have.

Each child is a unique individual; therefore no two children have the exact group of signs or symptoms. However, according to various diagnostic criteria such as the DSM IV (Diagnostic and Statistical Manual for Mental Disorders) or the ICD-9 (International Classification of Diseases, 9th edition) certain symptoms may be grouped together in a cluster. When a child has a certain number of these symptoms he or she can be considered to have that particular diagnosis.

ORAL READING DIFFICULTIES :-

Numerous understudies with learning handicaps experience issues with perusing familiarity (Mercer, Campbell, Miller, Mercer, and Lane, 2000). Perusing familiarity, most oftentimes characterized as the rate of precise perusing (right words every moment), is in excess of a materialistic trifle for kids; it is a significant pointer of perusing capacity (Hunt and Marshall, 2005). Understudies with familiarity issues may peruse so anyone might hear in a word-by-word way without proper expression or musicality, unfit to relate the examples of spoken language to the printed word. Understudies with shortcoming around there regularly fear being approached to peruse in class

Analyzing Oral Reading Miscues:-

An oral perusing mistake is frequently alluded to as a miscue. A miscue is the contrast between what a peruser states is on a page and what is quite the page. As indicated by Vacca, Vacca, and Grove (1986), contrasts between what the peruser says and what is imprinted on the page are not the aftereffect of irregular blunders. Rather, these distinctions are icued by the idea and language of the peruser, who is endeavoring to build what the creator is stating. Investigation of miscues can be of two kinds. With quantitative miscues examination, the quantity of perusing blunders made by the understudy is tallied. With subjective miscues investigation, the emphasis is on the nature of the blunder as opposed to the quantity of various slip-ups.

Reading Comprehension Deficits :-

Understudies with learning handicaps regularly experience issues with perusing appreciation (Gersten, Williams, Fuchs, and Baker, 1998). These youngsters regularly come up short on the abilities required for getting content and have poor word-examination aptitudes (Hunt and Marshall, 2005). Perusing appreciation alludes to an understudy's capacity to comprehend what the person is perusing. A few understudies with perusing cognizance challenges can peruse a section so fluidly that you may expect they were exceedingly capable perusers. In any case, when they are posed inquiries about what they have perused, they have next to zero comprehension of the words.

Problems with Word Recognition :-

Understudies with learning incapacities frequently experience issues with word acknowledgment, which identifies with the understudy's capacity regarding sight vocabulary. As indicated by Salvia and Ysseldyke (1998): An understudy learns the right way to express letters and words through an assortment of encounters. The more presentation an understudy needs to explicit words and the more commonplace those words become, the more promptly the individual perceives those words and can articulate them effectively. So as to distinguish

composed words, we utilize various abilities. Here are probably the most significant word examination abilities:

- The capacity to connect sounds with the different letters and letter blends used to keep in touch with them (phonic investigation)
- Immediately perceiving and recalling words (locate word perusing)
- Using the encompassing content to help make sense of a particular word (utilizing setting)

Analysis and Interpretation of Math Skills :-

According to McLoughlin and Lewis (1990), mathematics is one of the school subjects best suited for error analysis because students respond in writing on most tasks, thereby producing a permanent record of their work. Also, there is usually only one correct answer to mathematics questions and problems, making scoring unambiguous.

Oral Language Problems

Understudies with LD much of the time experience troubles with oral articulation—an issue that can influence both scholastic and social associations. Normal issues related with oral language incorporate the accompanying:

- Choosing the proper word. Kids with LD will regularly utilize a less proper word in light of the fact that the correct word won't come to them.
- Understanding complex sentence structures
- Responding to questions
- Difficulties in recovering words. The reaction rate of kids with learning incapacities might be slower than that of their nondisabled friends, and they may talk all the more gradually.

Listening Comprehension Problems

Listening issues can likewise be confused. A kid with an inability in listening exhibits that handicap in a negative manner, for instance, by neglecting to pursue bearings or by showing up oppositional or unmotivated. An educator's cautious perception and appraisal of an understudy's language capacity is significant for guaranteeing the understudy's prosperity.

Problems with Pragmatics:-

One part of oral articulation that is accepting expanded consideration is pragmatics, the useful utilization of language in social circumstances. Specialists note that youngsters with learning handicaps some of the time experience correspondence issues in social settings (Bryan, 1998). Research in the field of kids with language–learning handicaps has started to center .

Overview of ADHD :-

Consideration Deficit Hyperactivity Disorder is a condition that can make it difficult for an individual to sit still, control conduct, and focus. These troubles normally start before the individual is 7 years of age. Be that as it may, these practices may not be seen until the kid is more established. Specialists don't realize exactly what causes ADHD. Be that as it may, specialists who concentrate the cerebrum are coming nearer to understanding what may cause it. They accept that a few people with ADHD don't have enough of specific synthetic substances

(called synapses) in their cerebrum. These synthetic compounds help the mind control conduct. Guardians and educators don't cause ADHD. In any case, there are numerous things that the two guardians and educators can do to assist a kid with ADHD. Upwards of 5 out of each 100 youngsters in school may have ADHD. Young men are multiple times more probable than young ladies to have ADHD. There are three principle signs, or manifestations, of ADHD. These are

1. Problems with focusing,
2. Being dynamic (called hyperactivity)
3. Acting before intuition (called impulsivity).

Social–Emotional Problems:-

The writing proposes that to be socially acknowledged, understudies should be agreeable, share, offer charming welcome, have positive connections with companions, request and give data, and make discussion (Gresham, 1982). A few youngsters with LD have a genuine quality in the territory of social abilities. Be that as it may, a few attributes of learning disabilities, for example, those prominent concerning language, can make troubles in social and passionate life (Smith et al., 2004).

Motivational and Attribution Problems :-

Understudies with LD will regularly lose the inspiration to prevail in school. As disappointment turns out to be progressively unmistakable, they start to take on an outside locus of control. Outside locus of control is a persuasive term whereby an individual accepts that he never again has power over his destiny throughout everyday life. Individuals with outer locus of control accept that they will have a decent day or an awful day relying upon how outside impacts influence them. They feel feeble and never again accept that they control their own fate. This varies from individuals with an inside locus of control, who accept that they are "the commander of their ship," that they control their victories and disappointments. Understudies with LD and outside locus of control accept that their lives are directed by karma or destiny, as opposed to by their very own inner factors, for example, assurance, diligent work, or capacity.

Types of Childhood Disabilities and Other Special Needs:

The National Dissemination Center for Children with Disabilities, USA lists following categories of childhood disabilities and other special needs:

Learning Disabilities:

Representatives of organizations committed to the education and welfare of individuals with learning disabilities are known as National Joint Committee on Learning Disabilities (NJCLD). The NJCLD used the term 'learning disability' to indicate a discrepancy between a child's apparent capacity to learn and his or her level of achievement. Several difficulties existed, however, with the NJCLD standard of defining learning disability. One such difficulty was its belief of central nervous system dysfunction as a basis of understanding and diagnosing learning disability. This conflicted with the fact that many individuals who experienced central nervous system dysfunction, such as those with cerebral palsy, did not experience disabilities in learning. On the other hand, those individuals who experienced multiple handicapping conditions along with learning disability frequently received inappropriate assessment, planning, and instruction.

Pervasive Developmental Disorder (PDD)

The diagnostic category pervasive developmental disorders (PDD), as opposed to specific developmental disorders (SDD), refers to a group of five disorders characterized by delays in the development of multiple basic functions including socialization and communication (NICHCY, 2003).

Reading Disabilities

National Institute of Neurological Disorders and Stroke defines reading disability or dyslexia as follows: Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds), and/or rapid visual-verbal responding. In adults, dyslexia usually occurs after a brain injury or in the context of dementia. It can also be inherited in some families, and recent studies have identified a number of genes that may predispose an individual to developing dyslexia.

Severe and/or Multiple Disabilities:

Multiple disabilities is a term for a person with several disabilities, such as a sensory disability associated with a motor disability. Depending on the definition, a severe intellectual disability may be included in the term "multiple disabilities". Individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behavior or emotional disorder. At times, in common usage "Multiple disability", "spasticity" and "cerebral palsy" are used interchangeably. The term is widely used to connote mental disability and is accepted for usage in medical fraternity as well as in social life

Loco motor Disability:

Loco motor disability means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

Children with Learning Disabilities:

Some individuals, despite having an average or above average level of intelligence, have real difficulty acquiring basic academic skills. These skills include those needed for successful reading, writing, listening, speaking and/or math. These difficulties might be the result of a learning disability. A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by them or if taught in conventional ways. A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Nonverbal Learning Disabilities:

Nonverbal Learning Disabilities are neurological disorders which originate in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

METHODOLOGY:-

The major themes of interactional analysis – that social and cognitive structures are constructed in social interaction, human behavior is context-specific, cultural discontinuity helps explain educational inequality, and learning is a sociocultural process – are reviewed, and the contributions of these findings to theory, methodology and pedagogy are assessed. The paper concludes with a discussion of two unresolved issues: the integration of social structure and interaction in interactional analysis and the reconciliation of conflictual and consensual dimensions of learning.

CONCLUSION:-

The term "disability" broadly describes impairment in a person's ability to function, caused by changes in various subsystems of the body, or to mental health. The degree of disability may range from mild to moderate, severe, or profound. Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

REFERENCE:-

1. Agarwal, K.N., Agarwal, D.K., Upadhyay, S.K. & Singh, M. (1991). Learning disability in rural primary school children. *The Indian Journal of Medical Research*, 94,89-95
2. Anonymous, (2008). Learning Disabilities: Definitions, Epidemiology, Diagnosis, and Intervention Strategies. *LievenLagae*, 55, 6, 1259–1268.
3. Bain, S.K. (1993). Sequential and Simultaneous Processing in Children with Learning Disabilities: An Attempted Replication. *J. Spec. Educ.*, 27, 2, 235-246.