Indian Research Journal
Vol -3 , ISSUE – 4, May - 2013
ISSN No - 2230 - 7850
Available online at www.lbp.world

ORIGINAL ARTICLE

THE ROLE OF NONSPECIFIC FACTORS IN THE TASK PERFORMANCE OF LEARNING DISABLED CHILDREN

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

ABSTRACT:-

A review of recent research on the development of memory, attention, perception, and learning provides support for a new interpretation of the learning disabled child's failure to perform normally in a variety of task settings. Learning failure in these children has often been attributed to the existence of discrete and specific disabilities in a variety of psychological processes necessary for learning. In the context of research from developmental psychology, however, the poor performance of learning disabled children on many tasks suggests that they may not have developed the cognitive and emotional characteristics necessary to adapt to the requirements of a task and to use active and efficient task strategies. This view has important implications for both research and treatment.

KEYWORDS: - the role of nonspecific factors, disabled children.

INTRODUCTION:-

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.

The advantage of using a functional developmental approach to defining children with Special Needs, and to evaluating and treating them, is that it is consistent with the reality that every child is a unique individual with specific strengths and weaknesses. No two children are alike, even children with specific known disorders. Another advantage of defining children with special needs in this manner and evaluating children this way is that it leaves room for improvement in all areas of functional development. A diagnosis is often viewed as a permanent condition with little change expected. Yet, children grow and change, even a child with special needs.

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.

Learning Disabilities:

Agents of associations focused on the training and welfare of people with learning handicaps are known as National Joint Committee on Learning Disabilities (NJCLD). The NJCLD utilized the term 'learning handicap' to demonstrate an error between a kid's clear ability to learn and his or her dimension of accomplishment. A few challenges existed, nonetheless, with the NJCLD standard of characterizing learning incapacity. One such trouble was its conviction of focal sensory system brokenness as a premise of comprehension and diagnosing learning handicap. This tangled with the way that numerous people who experienced focal sensory system brokenness, for example, those with cerebral paralysis, did not encounter inabilities in learning. Then again, those people who encountered different crippling conditions alongside learning incapacity as often as possible got improper appraisal, arranging, and guidance. The NJCLD takes note of that it is feasible for learning incapacity to happen all the while with other crippling conditions, notwithstanding, the two ought not be straightforwardly connected together or confounded. During the 1980s, NJCLD hence characterized the term learning incapacity as: a heterogeneous gathering of disarranges showed by critical troubles in the procurement and utilization of tuning in, talking, perusing, composing, thinking or numerical capacities.

Mental Retardation:

Scholarly inability, likewise called scholarly advancement issue and mental impediment, is a neuro-formative issue portrayed by hindered scholarly and versatile working which is characterized by an IQ score beneath 70 just as a postponement by and large day by day living aptitudes. Other normal side effects incorporate discourse postponements and absence of social working. Down disorder and Fragile X disorder regularly cover with ID (van Schrojensteinet al., 2008).

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.

Speech and Language Impairments:

Speech and language impairment are basic categories that might be drawn in issues of communication involve hearing, speech, language, and fluency. Aspeech impairment is characterized by difficulty in articulation of words. Examples include stuttering or problems producing particular sounds. Articulation refers to the sounds, syllables, and phonology produced by the individual. Voice, however, may refer to the characteristics of the sounds produced—specifically, the pitch, quality, and intensity of the sound. Often, fluency also be considered a category under speech, encompassing the characteristics of rhythm, rate, and emphasis of the sound produced. A language impairment is a specific impairment in understanding and sharing thoughts and ideas, i.e. a disorder that involves the processing of linguistic information

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:

A few people, notwithstanding having a normal or better than expected dimension of insight, have genuine trouble gaining essential scholastic aptitudes. These abilities incorporate those required for effective perusing, composing, tuning in, talking and additionally math. These troubles may be the consequence of a learning handicap. A learning incapacity is a neurological issue. In basic terms, a taking in handicap results from a distinction in the manner an individual's cerebrum is "wired." Children with learning incapacities are as keen or more brilliant than their friends. Be that as it may, they may experience issues perusing, composing, spelling, thinking, reviewing or potentially arranging data whenever left to make sense of things by them or whenever instructed in ordinary ways. A learning handicap can't be restored or fixed; it is a deep rooted issue. With the correct help and intercession, nonetheless, kids with learning handicaps

can prevail in school and go on to effective, regularly separated professions further down the road.

Common learning disabilities:

Dyslexia:

Dyslexia is a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder.

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.

Rationale of the Present research:

Gettingresearch-based instructional practices into the hands of professionals who teach students with learning disabilities is one of the most significant challenges for educators. One of the cornerstones of the 'No Child Left Behind Act of USA (2001) is its call for be grounded in scientifically-based research. In that particular bill, the phrase "scientifically-based research" appears 111 times. A belief shared globally is that effective educational reform must be linked to educational practices that are solidly grounded in research.

Emotional Intelligence of Learning Disabled Children:

"Enthusiastic insight" has turned into a noteworthy theme of enthusiasm for logical circles just as in the lay open since the distribution of a success by a similar name in 1995 (Goleman, 1995). In spite of this elevated dimension of enthusiasm for this new thought over the previous decade, researchers have been concentrating this build for most of the twentieth century; and the recorded foundations of this more extensive region can really be followed back to the nineteenth century. Productions started showing up in the twentieth century on social insight in 1920. A considerable lot of these early examinations concentrated on portraying, characterizing and surveying socially skillful conduct (Chapin, 1942; Doll, 1935; Moss and Hunt, 1927; Moss et al., 1927; Thorndike, 1920). Doll, (1935) distributed the primary instrument intended to gauge socially wise conduct in youthful youngsters.

Children with Learning Disabilities:

Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency. Types of learning disabilities include reading disability (dyslexia), mathematics disability (dyscalculia) and writing disability (dysgraphia)

In the proposed research, children with dyslexia, dysgraphia, and dyscalculia only were chosen as children with learning disabilities. Standard procedures were adopted for the identification of such children.

Cognitive-Affective Aspects of Personality:

There are a number of cognitive-affective aspects of personality. However, some of the most important such aspects include cognitive development, intelligence, andemotional intelligence. These three aspects have been identified to be studied in the proposed research.

Cognitive Development:

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood. Instead of going all out for constructing a new battery of tests, it be economical and time saving for the researcher to use some suitable test for the intended population, keeping, of course, in view other factors which may affect the realization of objectives. In the proposed present research, therefore, for the purpose of measuring operational reasoning and classifying students into concrete and formal-operational stages.

METHODOLOGY:-

Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

CONCLUSION:-

The students of two abilities viz. normal and disabled and of two genders viz. boys and girls were not significantly different in respect of logical thinking.The respondents with two abilities (normal and dyslexia), with two abilities (normal and dysgraphia), two abilities (dyslexia and dysgraphia), with two abilities (dyslexia and dyscalculia) had a positive correlation with regard to logical thinking Under two abilities viz. dyslexia and dysgraphia, two genders viz. boys and girls and two localities viz. rural and urban, multiple regression remained significant.

REFERENCE:-

1. Mehan, H. (1998). The Study of Social Interaction in Educational Settings: Accomplishments and Unresolved Issues. *Human Development*, 4, 1, 245–269.
2. Mezulis, A.H., Abramson, L.Y., Hyde, J.S. &Hankin, B.L. (2004). Is There a Universal Positivity Bias in Attributions? A Meta-Analytic Review of Individual, Developmental, and Cultural Differences in the Self-Serving Attributional Bias. *Psychological Bulletin*, 130, 5, 711-747.
3. Michaels, C.R. & Lewandowski, L.J. (1990). Psychological Adjustment and Family Functioning of Boys with Learning Disabilities. *J. Learn Disabil.,* 23, 7, 446-450.
4. Michel, W., Shoda, Y., & Smith, R. E. (2004). Introduction to personality: Toward an integration. *New York: John Wiley.*