

Difficulties Associated with Learning Disabilities and Their Impact

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ABSTRACT

Some students experience learning problems in educational institutions such as kindergartens, middle schools, and even colleges. Students with learning disabilities encounter difficulties in academic areas such as reading, writing, and solving arithmetic issues, as well as in other courses such as business, management, science, and so on. Students may experience learning challenges and difficulties with many concepts and topic areas. When educators work with children with learning impairments, they are expected to build awareness, knowledge, skills, and training among themselves to deal with students with learning disabilities effectively. This research report was produced to understand how teachers and educators efficiently deal with students' learning challenges. Learning disabilities are common among kindergarten students or students aged three to seven. These children typically face learning disabilities, and in kindergarten schools, they do not always understand how to color objects drawn on a piece of paper with crayons. As a result, specific skills, knowledge, aptitude, wisdom, and areas that need to be cultivated by educators who work with students with learning difficulties have been highlighted.

Keywords: Learning disabilities, Instruction, Classroom, Organization, Attainment, Teachers, Students

INTRODUCTION

The topic of disability displays an alarming concern about inclusive education and the exclusion process in ongoing growth. Impairment, particularly learning impairment, keeps a sizable number of children out of school, increases dropout, and poses a challenge to the universalization of education and the growth of any community. An approximate estimate suggests a high prevalence of about 10%; however, accurate estimation appears to be very strenuous to assess due to the lack of concept and separation from other types of disability. This paper is broken into three sections. The first section discusses the notion of learning disability and its disguised nature within disability; consequently, its nature, prevalence, identification, and spread in India must be investigated. The second section focuses on studies, policies, and various solutions to address difficulties, while the third section focuses on implementation. It is concerned with the educational system and the educational condition of these learning-disabled people. Specific learning disability (SLD) is a diverse range of disorders, with cognitive processing being the primary deficit. This causes difficulties in academic performance and has psychosocial consequences. SLD is a biologically based neurodevelopmental condition that occurs in the absence of intellectual disability, neurological malfunction, or environmental deprivation. SLD typically emerges in the early school years, but later symptoms are not unusual when

academic demands surpass capacities. According to DSM V criteria, impairment should be present in history, school reports, and psychiatric examinations, and persistence for at least six months is essential. Scholastic performance falls below the chronological age of the individual, and the impairment manifests itself in domains such as reading, reading comprehension, written expression, spelling, and mathematics. According to numerous researches, the prevalence of a particular learning disability in India ranges from 5% to 15%. There appears to be a gender bias, with boys suffering more than girls. Attention deficit hyperactivity disorder, autistic spectrum disorder, conduct disorder, depressive disorder, anxiety disorder, and other behavioral and emotional illnesses are examples of comorbidities [1]. Undertook a school-based, cross-sectional study in Puducherry to determine the proportion of children aged 5 to 7 years at risk of specific learning impairment (SLD) and to analyze sociodemographic risk factors. The approach is extensive and was carried out in three stages,

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beginning with a screening assessment by school teachers and an evaluation to rule out neurological problems, followed by an assessment of the NIMHANS index. In this study, 7.5% of the children were at risk of SLD, with a male predominance. The authors also mentioned a lack of awareness among teachers.

While measuring children aged 5 to 7 years old has the advantage of early detection and initiating appropriate remedial treatments, it may exaggerate the incidence because the majority of young children have just a limited duration of school exposure and related abilities. Retesting at eight years of age is required for confirmation and to rule out late developers, as stated in their limits. When possible, using the local language for assessment results in a more accurate estimation of the condition. The use of the NIMHANS index in English may have overestimated the incidence in government schools where the medium of teaching is frequently the regional language. Co-morbidities must be evaluated concurrently since their diagnosis has a significant impact on management and overall result. A suitable follow-up study would include longitudinal studies with various interventional techniques. Intervention ought to be tailored to the particular child, and co-morbidities must be addressed correctly. A multidisciplinary approach is required, which should include developmental pediatrics, child psychology, psychiatry, pediatric neurology, occupational therapy, and social work. The importance of parents and instructors in child care cannot be overstated. Family psychological stimulation is essential, and it should always be combined with management. Including technology with assistive equipment such as speech recognition programs recording devices, word processors, and various educational apps is beneficial to include technology with assistive equipment such as speech recognition programs, recording devices word processors, and various educational apps. In the Indian subcontinent, consensus criteria for SLD evaluation and treatment guidelines have been established. A big concern continues to be a lack of knowledge among parents and school teachers. Multiple school curriculums, different standards, and multilingualism hinder a unified, uniform approach. Nonetheless, regional procedure adjustments and universal child screening are critical. The probable biological foundation would be revealed by evolving genetic information and functional imaging studies in children with SLD. Prospective studies, multicenter collaborations, and longitudinal research are thought to be urgently needed in order to better understand and help children realize their full potential.

LEARNING DISABILITY

Disabled (LD). LD is not a single disorder but rather a collection of seven difficulties connected to reading, language, and mathematics. These numerous types of learning difficulties frequently coexist with social skill

deficits and mental or behavioral challenges. The majority of available material about learning disorders is about reading impairments, and the majority of children with learning disabilities have significant deficits in fundamental reading skills. The eliminations are an important aspect of the concept of LD: learning problems. It cannot be primarily attributed to mental deterioration, a state of emotional instability, cultural difference, or inadequate knowledge. Thus, the view of LD is based on the idea of a disparity between a child's scholastic achievement and his or her obvious capacity to understand. According to a recent research study, However, that impairment in basic reading skills is primarily caused by a lack of phonological awareness, which is independent of any irregularity in attaining capability. Shortages in phonological awareness can be found in late kindergarten and first grade using a low-cost, standardized test. Simple testing procedure. Involvement varies in effectiveness, owing primarily to the severity of the individual child's handicap [2]. In the last 20 years, there has been a remarkable increase in the prevalence of learning disability recognition. Because there is no agreed-upon definition of LD with objective recognition criteria, the true pervasiveness of LD is a source of significant debate. Some research studies argue that the currently recognized 5% prevalence rate is overstated, while others argue that LD is still underdiagnosed. In fact, it appears that there are both good and bad reasons for the rise in classification rates. Improved research, a broader definition of reading difficulty, a focus on phonological awareness, and a larger consideration of girls with learning disabilities are all valid grounds for the enhancement.

Unsound reasons for the augmentation include broad and indistinguishable definitions of learning disability, financial incentives to identify students for special education, and insufficient teacher training by colleges of education, resulting in over-referral of students with any type of special need. There is no apparent distinction between students with normal reading abilities and those with modest reading difficulties. The majority of children with reading problems have mild reading disabilities, with a minority number having severe reading disabilities. The longer children with disabilities in basic reading skills continue without attention and involvement, the more demanding the rehabilitation assignment and the lower the rate of achievement [2]. Learning impairments appear significantly different in each child. One child may struggle with reading and spelling, while another enjoys reading but struggles with math. Another child, meanwhile, may have difficulties understanding what others are saying or expressing aloud. The issues are diverse, yet they are all related to learning disabilities Learning impairments are not always easy to spot. Because of the extensive range of symptoms and profiles, there is no single symptom or shape that can be used as confirmation of a problem. However, at different ages, some warning signs are more common than others. If

you are aware of what they are, you will be able to detect a learning impairment early and take immediate action to help your child.

Some common types of learning disability

1. Dyslexia is difficulty with understanding reading, writing, spelling, and public speaking
2. Dyscalculia is a mathematical difficulty. Performing math difficulties, comprehending time, and utilizing money
3. Dysgraphia is a writing disability. Ideas for handwriting, spelling, and organization
4. Dyspraxia is characterized by difficulties in fine motor skills. Hand-eye coordination, balance, and manual dexterity are all important.
5. Dysphasia/Aphasia - Language difficult reading comprehension and understanding spoken language
6. Auditory Processing Disorder (APD) is characterized by difficulty distinguishing between sounds. Language, reading, and understanding
7. Visual Processing Disorder (VPD) is characterized by difficulty comprehending visual information. Reading, mathematics, maps, charts, symbols, and images. [3-6]

LEARNERS WITH DISABILITIES: THEIR DEVELOPMENT AND ATTRIBUTES

The characteristics of learners with learning difficulties have been identified: (Special Education, n.d.).

1. Understanding the fundamental classroom management theories and practices for kids with learning difficulties is critical. The classroom setting must be designed in such a way that students with learning difficulties feel comfortable inside it.
2. One should be able to categorize and build longitudinal, complete, and individualized programs that are enlarged and classified in collaboration with the other members of the group.
3. One should be aware of how to choose instructional content, tools, and tactics for kids with learning difficulties.
4. Language development and listening comprehension have a significant impact on the learning of individuals with impairments.
5. The instructional approaches should be designed to promote the strengths while addressing the shortcomings in perception, comprehension, memory, and reposition.
6. In order to help and improve the communication abilities of students with learning difficulties, augmentative and supportive tactics are crucial;

different approaches are needed that could speed up the students' development of literacy skills.

7. Learning-disabled students might be familiar with how to analyze data from informal and formal evaluations for program placement, eligibility, and identification.
8. It is necessary to develop programs and strategies to help families, educators, and community members prepare the right kinds of accommodations for students with disabilities.
9. Personnel, educators, trainers, and volunteers who work with students with learning difficulties must be familiar with structuring and overseeing activities.
10. It is crucial to recognize and appreciate one's role as a supporter of working with students who have learning difficulties, a resource for information about students with disabilities and their educational experience, and a facilitator in the case of special education.

DIFFERENTIATED TEACHING METHODS AND CLASSROOM MANAGEMENT

Students with learning disabilities (LD) have a way of demanding almost every general education teacher because of the education features that are exhibited by many children with learning disabilities. Students with learning disabilities (LD) have a way of demanding almost every general education teacher because of the education features that are exhibited by many children with learning disabilities. Due to the educational traits that many children with learning disabilities exhibit, students with learning disabilities (LD) tend to be demanding of practically every general education teacher. Every competent teacher is aware that pupils with learning difficulties may be less engaged in the learning process, unable to handle a lot of instructions, and misclassified in terms of their beliefs and work practices. A student who poses a significant challenge for general education teachers may come from the combination of these shortages and moderately demanding academic shortages. Researchers found that teachers around the country are interested in effective ways and solutions for these difficult pupils during the workshop sessions. A student who poses a significant challenge for general education teachers may come from the combination of these shortages and moderately demanding academic shortages. Researchers found that teachers around the country are interested in ways and solutions that are effective for these difficult pupils during the workshop sessions. One way to think about differentiated teaching is as a teacher's reaction to a student's various learning demands. Teachers must be familiar with the students in their class and have a thorough awareness of each learner's learning preferences and style. They must also show worry and apprehension for each student by designing lessons to match their specific requirements. Given the teacher's specialized examinations of a student's learning, the teacher would concentrate on adjusting and categorizing

learning into three areas: content (what is learned), process (how the content is taught to the learners), and product (how the learning is scrutinized and appraised). The material learned includes what students are expected to complete, as well as what we want students to attain after instruction. The content may be defined in state-approved curricula, capacity and series charts organized by subject area and grade level, state or national standards, or in the curriculum material itself [6-10]. The learning process includes how the student interacts with the content, and those learning interactions will be determined in part by the student's various learning inclinations, such as whether this student is an auditory learner, a visual learner, a learner who requires concrete demonstrations, and so on. Because of the diversity of learning approaches and inclinations indicated by students in the present, the distinguished classroom will engage in a wide range of activities to focus on the unique learning needs of everyone. Finally, the learning product will be of ultimate significance since manifestations of learning allow the teacher to identify pupils who have mastered the subject matter and others who may require additional time and appropriate teaching. Again, the learning styles of the students in the class will help determine the types of created products that the teacher hopes to identify as expressions of education.

MANAGING STUDENTS WITH LEARNING DISABILITIES EFFECTIVELY

Teachers must follow particular practices in order to effectively communicate with pupils who have learning disabilities:

1. Learn as much as possible about the many types of learning difficulties.
2. Take advantage of the opportunity to make a significant impact in this student's life by learning about and emphasizing the student's abilities and interests; supply the student with an optimistic answer and a variety of practice exercises.
3. Examine the student's assessment records to determine where the student is having difficulty. It is critical to discuss with the special education instructor at one's school regarding the approaches for teaching this pupil. Make teaching and accommodations available to meet the student's specific needs.
4. Assignments are broken down into smaller steps, and courses are delivered verbally and in writing.
5. Allowing the student more time to do academics or take tests
6. Making students with reading difficulties use textbooks-on-tape, which are available through organizations for the blind and dyslexic.

7. Making a student with hearing impairments have access to a classmate's notes or use a tape recorder and making a student who has difficulty writing use a computer with specialized software that spells checks, grammar checks, or recognizes the voice.
8. Learn about the various assessment adaptations that can help a student with learning challenges demonstrate what he or she has learned.
9. Teach organizational capabilities, study skills, and learning strategies to every pupil, specifically those with learning difficulties.
10. Work with the student's parents to develop an educational plan that is tailored to the student's needs.
11. Establishing a positive working connection with the student's parents; providing information about the student's development and improvement in school through normal communication [11-12].

CONCLUSION

This research publication acknowledges that pupils do occasionally confront learning impairments within educational institutions, schools, and other training. Learning difficulties are prevalent in children between three to seven years old, but adults can suffer from learning disabilities as well. Learning disabilities differ from person to person; for example, a small kindergarten student may face learning disabilities in coloring objects or understanding academic concepts; contrary to popular belief, in middle school, students may not be as sharp and may not score well in subjects such as mathematics or science. When students have learning disabilities, educators or trainers must develop the knowledge and enthusiasm within themselves to motivate the students to work hard and solve their problems; understanding, hard work, and performance are 40% on the part of the teacher and 60% on the part of the student. Adults, too, face learning disabilities. For example, adults from socioeconomically backward sections of society, disadvantaged groups, and those who are economically deprived and backward face problems and learning disabilities when they are involved in some kind of learning. For example, teaching how to operate a computer to a 50-year-old adult who has never been to school before is not an easy task, and he may encounter problems when he is involved in some kind of learning. Hard work, devotion, curiosity, excitement, and commitment are some of the important characteristics necessary on the side of both learners and educators to overcome all types of learning difficulties among people of various ages.

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