

## ADJUSTMENT PROBLEMS FACED BY CHILDREN WITH LEARNING DISABILITIES IMPACT OF SPECIAL EDUCATION

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### ABSTRACT

Learning disabilities are professionally diagnosed difficulties with reading, writing, speaking, listening, spelling, reasoning or doing math. People with learning disabilities have trouble taking in information through their senses and processing that information accurately to the brain-Usually they will receive scrambling information like a distorted radio signal or fuzzy television picture. A child with Learning Disability appears to exhibit emotional problems due to adjustment difficulties resulting from academic failure. Sometimes kids have trouble expressing their feelings, calming themselves down, and reading nonverbal cues, which can lead to difficulty in the classroom and with their peers. Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Special needs students are deprived of a suitable education when they are taught at a mismatched level with students how are significantly above their level. Children with learning disabilities may have problems with Academics, social, home and emotional aspects. These problems they may over come through attending special education classes and parental attention. There is a need for special education for children with learning disability and conduct awareness programmes regarding learning disability and their common problems.

**KEYWORDS :** Adjustment problems, Learning Disabilities, Special Education

In India, elementary schools provide education from Class 1 to Class 8. The children in these classes are generally aged between 6 to 14 years. It is the next stage after kindergarten (Pre-Nursery, Nursery, Prep or Lower Kindergarten and Upper Kindergarten). The next stage after primary education is Middle School (Class 6<sup>th</sup> to 8<sup>th</sup>). In most schools in North India, children in Classes 1<sup>st</sup> to 3<sup>rd</sup> are taught English, Hindi, Mathematics, Environmental Science, and General Knowledge. In class 4<sup>th</sup> and 5<sup>th</sup> the environmental science subject is replaced by General Science and Social Studies. However some schools may introduce this concept in Class 3 itself. Some schools may also introduce a third language in Class 5<sup>th</sup> or even in Class 4<sup>th</sup>. Sanskrit and French are the most common third languages taught in Indian schools. At some places, primary education is labeled as the education of Class 3<sup>rd</sup> to Class 5<sup>th</sup> and up to class 2<sup>nd</sup> as pre-primary education. This is because many new concepts are introduced in this class. Children are taught painting instead of drawing and coloring, exams are taken, and Word Sum Puzzle in maths is introduced along with geometry.

Learning disabilities are professionally diagnosed difficulties with reading, writing, speaking, listening, spelling, reasoning or doing math. People with learning disabilities have trouble taking in information through their senses and processing that information accurately to the

brain-Usually they will receive scrambling information like a distorted radio signal or fuzzy television picture.

Student who can think logically and clearly may not be able to write out a simple paragraph. An articulate, informed student might be unable to read a set of instructions. These problems can make it difficult for a student to learn as quickly as someone who isn't affected by learning disabilities.

Generally if a child's cognitive ability is much higher than his or her academic performance, the student is often diagnosed with a learning disability.

### Definition of Learning Disability

According to Individuals with Disabilities Education Act (IDEA), (2004), "Specific learning disability means a disorder in one or more of the basic psychological process involved in understanding or in using languages, spoken or written, which may manifest itself in an imperfect ability to listen, think speak, read, write, spell or to do mathematical calculations. The term does not include children who have learning problems which are primarily due to visual, learning or motor handicaps of mental retardation of emotional disturbance or environmental, cultural or economic disadvantages".

People with learning disabilities have average to above average intelligence. In fact, studies indicated that as

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many as 33% of students with LD are gifted. With proper recognition, intervention and lots of hard work, children and adults with learning disabilities can learn and succeed.

It is interesting to note that many successful people such as Walt Disney, Alexander Graham Bell, and Winston Churchill all had learning disabilities.

### **Types of Learning Disability**

Learning disabilities can be categorized either by the type of information processing that is affected or by the specific difficulties caused by a processing deficit.

Learning disabilities usually fall within four broad categories:

- Spoken language - listening and speaking.
- Written language - reading, writing and spelling.
- Arithmetic - Calculation and concepts.
- Reasoning - Organization and integration of Ideas and thoughts

Learning disabilities can be divided into three broad categories: developmental speech and language disorders, academic skills disorders, and other (such as coordination disorders). Each category includes more specific disorders, which are described below.

### **Specific Learning Disability**

A disorder in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. Included in this category are expressive writing disorders and other expressive language disorders.

#### **Dyslexia**

A person with dyslexia has average to above average intelligence, but has deficits in visual, auditory, or motor process, which interfere with reading and reading comprehension. The individual may also have difficulties with learning to translate printed words into spoken words with ease.

#### **Dyscalculia**

A person with dyscalculia has average to above average intelligence, but has difficulty with numbers or remembering facts over a long period of time. Some persons have spatial problems and difficulty aligning numbers into proper columns. Some persons may reverse numbers, and

have difficulty in mathematical operations.

#### **Dyspraxia**

A person with dyspraxia has problems with messages from the brain being properly transmitted to the body. Though the muscles are not paralyzed or weak, they have problems working well together. Dyspraxia might also cause speech problems, poor posture, poor sense of directions, and/or difficulty with actions such as throwing and catching.

#### **Auditory Perceptual Deficit**

A person with auditory perceptual deficit has difficulty receiving accurate information from the sense of hearing (there is no problem with the individual's hearing, just in how the brain interprets what is heard) and might have problems understanding and remembering oral instructions, differentiating between similar sounds, or hearing one sound over a background noise.

#### **Visual Perceptual Deficit**

The individual has difficulties receiving and/or processing accurate information from their sense of sight; might have a problem picking out an object from a background of other objects or seeing things in correct order.

### **Learning Disability and Behaviour and Adjustment Problems**

A child with L.D appears to exhibit emotional problems due to adjustment difficulties resulting from academic failure.

Deficits in social skills found to exist at significantly high rates among children with learning disabilities. In general, social skill deficits include difficulties interacting with people in an appropriate fashion

For example, lack of knowledge of how to greet people, how to make friends, and how to engage in playground games or a failure to use knowledge of such skills in these situations.

### **Learning Disability and Academic Achievement**

Learning disabilities can be extremely frustrating for children. Children with learning disabilities may have trouble expressing their feelings, calming themselves down, and reading nonverbal cues from others. This can lead to difficulty in the classroom and with their peers Many areas

of life are affected, including the role of the person with learning disabilities in their family, relationships with friends, non-academic functioning such as sports or dancing, self-esteem and self-confidence to handle daily situations.

Learning disabilities, and their accompanying academic challenges, can lead to low academic achievement and behavior problems.

### **Learning Disabilities Related Problems**

#### **Social and emotional difficulties**

Social and emotional skills are an area where you can have a huge impact as a parent. For all children, but especially those with learning disabilities, social and emotional skills are the most consistent indicators of success, outweighing everything else, including academic factors. Academic challenges may lead to low self-esteem, withdrawal and behavior problems, but you can counter these things by creating a strong support system for your child and helping them learn to express themselves, deal with frustration and work through challenges. Your focus on their growth as a person, and not just on academic achievements will help them learn good emotional habits and the right tools for lifelong.

Individuals who have learning disabilities may be less observant in their social environment, may misinterpret the social behavior of others at times, and may not learn as easily from experiences or social "cues" as their friends. Some children may exhibit an immaturity and social ineptness due to their learning disability. While seeking acceptance, their eagerness may cause them to try too hard in inappropriate ways.

#### **Learning Disability and Behaviour**

Teachers should explore the possible existence of a learning disability when a student who appears to be capable has a history of struggling with specific components of school and/or begins to demonstrate behavioural difficulties.

Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the students' level of

performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way.

A student might also exhibit inappropriate behaviour in order to avoid the frustrating task itself. At other times behaviour might result from poor self-esteem, connected to the student's focus on what he/she can't do; or a student might quit trying, believing that no matter how hard they try they will never attain success. Other behaviour might be the result of an emotional disturbance.

#### **Adjustment Difficulties in Children with Learning Disabilities**

Internalizing problems while children with reading disabilities had only normal adjustment patterns. Similarly, a recent study has shown that emotional and behavioral adjustment profile varies among children with different types of LD: namely, single and multiple LD. This study revealed that adolescents in the multiple reading and math disabilities category and math disability only category showed significantly more impairment on depression and immature behavior measures than adolescents with reading disability only or adolescents with typical achievement. The other study has provided evidence for higher levels of emotional problems, as well as behavioral difficulties and attention problems, among children with dyslexia cases. Overall, these results point to the fact that the heterogeneity of LD does matter and should be taken into account when analyzing adjustment difficulties.

#### **Prevention**

Their colleagues whose interventions consisted largely of controlling extraneous stimuli and providing a reliable structure of routines. Researchers have been devising and refining instructional procedures that are more effective than earlier strategies. Among the major approaches we discuss in subsequent chapters are cognitive training (which includes procedures such as self-monitoring or self-instruction), mnemonics (which includes the use of key words and other ways of assisting memory), Direct Instruction (which includes careful sequences of instruction, rapid and frequent responding, and immediate feedback and correction of errors), metacomprehension

training (which provides students with strategies for thinking about remembering the major points in the material being read), and scaffolded instruction (which includes gradual reduction of assistance and reciprocal teaching). Although they vary in the specific skills taught and how they are related to the curriculum areas being taught, these approaches are all systematic procedures for teaching task-approach skills to students with learning disabilities so they can apply these skills in their actual academic situations. Still, special education for students with learning disabilities will need to have certain features (Lily, 2004).

#### **Assessment**

Many normed assessments can be used in evaluating skills in the primary academic domains: reading, including word recognition, fluency, and comprehension; mathematics, including computation and problem solving; and written expression, including handwriting, spelling and composition.

The most commonly used comprehensive achievement tests include the Woodcock-Johnson III (WJ III), Weschler Individual Achievement Test II (WIAT II), the Wide Range Achievement Test III (WRAT III), and the Stanford Achievement Test 10<sup>th</sup> edition. These tests include measures of many academic domains that are reliable in identifying areas of difficulty.

In the reading domain, there are also specialized tests that can be used to obtain details about specific reading deficits. Assessments that measure multiple domains of reading include Gray's Diagnostic Reading Tests 2<sup>nd</sup> edition (GDRT II) and the Stanford Diagnostic Reading Assessment. Assessments that measure reading subskills include the Gray Oral Reading Test IV Fourth Edition (GORT IV), Gray Silent Reading Test, Comprehensive Test of Phonological Processing (CTOPP), Tests of Oral Reading and Comprehension Skills (TORCS), Test of Reading Comprehension 3 (TORC-3), Test of Word Reading Efficiency (TOWRE), and the Test of Reading Fluency. A more comprehensive list of reading assessments may be obtained from the Southwest Educational Development Laboratory.

The purpose of assessment is to determine what is needed for intervention, which also requires consideration

of contextual variables and whether there are comorbid disorders that must also be identified and treated, such as behavioural issues or language delays.

#### **Special Education**

Special Education in its simple meaning stands for a type of education that is quite specific and special in nature. Thus through its name, it is capable of reminding us that it is somewhat different from the education meant for the general population of the students.

#### **Definition of Special Education**

Special education means specially designed instruction that meets the unusual needs of an exceptional child. Special materials, teaching techniques, or equipments and or facilities may be required.

Making the right special education decisions for your child requires some study. The special education decision making process is vital to your child's success in school program. Learn how schools develop individual education programs for students with specific learning disabilities and other types of disabilities. Learn what to expect during IEP team meetings and how you can actively participate in this important decision making process to strengthen your child's special education program.

#### **Problems Faced by Special Needs Students**

Just as inclusion has its benefits, it also has its disadvantages. Students with disabilities tend to disrupt the classroom with behavior issues. Because they are not as cognitively developed as their peers, the teaching-learning process is not as effective as it could be. It is difficult to serve the needs of every student who is normally in the regular education class, and with the special needs students the job becomes even more of a struggle for the teacher and someone draws the short in of the stick, usually the special needs students. Teachers have to treat special needs students differently based on standards are on their learning level. Special needs students are deprived of a suitable education when they are taught at a mismatched level with students how are significantly above their level. This can negatively affect a student's sense of self-esteem and dignity. Even in physical education classes, students with physical disabilities are disadvantaged because the curriculum is not gear to include them (Combs, Elliott, & Whipple, 2010).

This can cause students with disabilities to face discrimination and bullying from their peers. Causing them to experience low self-esteem, isolation, depression, and in some cases aggression. These emotional breakdowns can lead to violence (Libby, 1990).

## CONCLUSION

Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the students' level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way. Just as inclusion has its benefits, it also has its disadvantages. Students with disabilities tend to disrupt the classroom with behavior issues. Because they are not as cognitively developed as their peers, the teaching-learning process is not as effective as it could be. It is difficult to serve the needs of every student who is normally in the regular education class, and with the special needs students the job becomes even more of a struggle for the teacher and someone draws the short in of the stick, usually the special needs students. Teachers have to treat special needs students differently based on standards are on their learning level. Special needs students are deprived of a suitable education

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