



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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ASHTAVAKRA JOURNAL CLUB

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B.Ed. Spl. Edu.VI

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Topic– LEARNING DISABILITY

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Name of the Journal (APA) – Holland.A,2000,learning Disability, Cambridge,Volume-176

ABSTRACT

Learning disabilities are actually a failure on the part of the child who lacks adequate intelligence, maturation level, cultural background and educational experience to learn a scholastic skill. Such disabilities can only be determined by a psychologist, a paediatrician, or a psychiatrist. People with these disorders can find difficulty to learn as quickly as others who are not affected by the problem.

These children are identified by a variety of labels such as dyslexic, slow learners, brain damaged, learning disabled, always on the move, educationally handicapped, intellectually retarded and poor readers. It is commonly believed that the identification of learning disabilities arose in response to the unique needs of a group of children for whom school is especially challenging.

There are two parts to a learning disability. First having a learning disability means that the brain “processes” information differently than most other students. Certain kinds of information get stuck or lost while travelling through the brain. Information processing refers to how the brain:

- Takes in information,
- Uses this information,
- Stores the information in memory,
- Retrieves the information from memory, and
- Expresses the information.

Second, having a learning disability causes a “discrepancy” between your ability and achievement. This means that a child is lot smarter than he/ she performs in school.



A child with learning disabilities might be just as smart as someone sitting next to him/her in class, but the child's performance in certain areas isn't as good. This isn't because the child is stupid, lazy, or anything else bad. The child just learns differently.

OBJECTIVES

The basic objective to know about learning disability is to be specific in the content areas of reading, math, writing, and the processing disorders that affect them. Identifying misconceptions among educators regarding LD students and their learning capabilities.

METHODS

	Dyslexia	Dysgraphia	Dyscalculia	Dyspraxia
	<ul style="list-style-type: none"> • Provide a quiet area for activities like reading, answering comprehension questions • Use books on tape • Use books with large print and big spaces between lines • Provide a copy of lecture notes • Don't count spelling on history, science or other similar tests • Allow alternative forms for book reports • Allow the use of a laptop or other computer for in-class essays • Use multi-sensory teaching methods • Don't teach using rote memory • Present material in small units. • Use lot of praise with these children • Don't give a punishment for forgetting books • Don't use the word lazy • Expect less written work • Prepare a printout of homework and stick it in their book • Do not ask them to 	<ul style="list-style-type: none"> Suggest use of word processor • Avoid penalizing student for sloppy, careless work • Use oral exams • Allow use of tape recorder for lectures • Allow the use of a note taker • Provide notes or outlines to reduce the amount of writing required • Reduce copying aspects of work (pre-printed math problems) • Allow use of wide rule paper and graph paper • Suggest use of pencil grips and or specially designed writing aids • Provide alternatives to written assignments (video-taped reports, audio-taped reports) 	<ul style="list-style-type: none"> • Allow use of fingers and scratch paper • Use diagrams and draw math concepts • Provide peer assistance • Draw pictures of word problems • Concepts such as time and money should be linked to day-to-day events. • Playing cards can be used to teach computation skills to children. Some simple games could also be developed with the help of playing cards. • Difficult problems should be taught with flash cards 	<ul style="list-style-type: none"> • Break down tasks into smaller manageable slices • Allow the child to finish a task before moving on • Don't force the child to take part in team games • Ensure they are aided to find their way round, they will forget where they should be • Don't expect them to copy large chunks from the board or books, coordinating eyes, brain and hand are not easy for most of us, for these children it can be impossible • Don't set them to fail. Do be aware of what you are asking them to achieve • Ask them to repeat any series of instructions given, it helps to internalize it • Never allow a child with Dyspraxia to be compared to an



copy text from a board or boo • Accept homework created on a compute • Give the opportunity to answer questions orally			able child. Not by teachers or peers. • Praise every effort and every small accomplishment.
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RESULT

These all methods of strategies will help in focusing on individual achievement, individual progress, and individual learning.

CONCLUSION

Children with learning disabilities and disorders can learn strategies for coping with their disabilities. Getting help earlier increases the likelihood for success in school and later in life. If learning disabilities remain untreated, a child may begin to feel frustrated with schoolwork, which can lead to low self-esteem, depression, and other problems. Hence, teachers should work to help a child learn skills by building on the child's strengths and developing ways to compensate for the child's weaknesses. Interventions may vary depending on the nature and extent of the disability. It is hoped that this module will be a step forward in the direction of helping teachers identify, deal and manage children with learning disabilities.

KEYWORDS:- Learning Disability, Dyslexia, Dysgraphia, Dyscalculia, and Dyspraxia

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