



Intervention for Students with Specific Learning Disabilities and Other Special Needs

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Abstract

Students who are not intellectually challenged, do not suffer from emotional issues, are not at risk of academic failure due to being ignored, and have normal vision, hearing, and speech are the primary focus of this research. They have specific learning disabilities, which is the sole known cause of their academic struggles (SLD). Our region's educational procedures in particular betray a callous disregard for young children. Students with SLD are seldom appropriately recognised and much less often get effective help inside our normal schools. Therefore, this research aims to define SLD and stress the significance of identifying these individuals as early as possible. In addition, it will detail efficient pedagogical approaches tailored to their individual requirements, paving the way for academic and social success. There are substantial real-world applications (most notably in the realm of education) for this kind of study, making it an essential task.

Keywords: specific learning disabilities; students; education; identification; intervention; prevention

Introduction

Students who struggle academically typically describe the process of learning as very uncomfortable. Because of their impairment, they may have trouble with basic academic subjects like reading, writing, and arithmetic. Supporting students' use of learning techniques and enhancing their phonological awareness are two viable therapies highlighted in this News Digest for students with learning impairments. The first piece is by Neil Sturomski and addresses the need of instructing students in learning practices that will allow them to study with more intent, efficiency, and autonomy. The technique of educating students about learning strategies is detailed, and the short description of the research on the usage of learning strategies is provided. Any approach or combination of tactics may be taught to pupils using this method.

The second piece in this News Digest is a piece by William Ellis for NICHCY from 1996 that discusses the significance of phonological awareness in the process of reading acquisition. The ability to recognise the relationship between letters and sounds and how those sounds mix in predictable ways to produce words is known as phonological awareness. Activities that target and improve phonological awareness may be especially helpful for kids with learning difficulties, who frequently have a hard time deciphering the "alphabetic code" and becoming proficient readers. Together, the articles in this set may assist educators meet the unique challenges of their students with learning difficulties.

The Learning Difficulties of Students with Learning Disabilities

Many students experience great discomfort and difficulty throughout the learning process. A learning impairment is the subject of this News Digest, but other variables such as a lack of background information, ineffective study habits, attention issues, cultural or linguistic barriers, and so on may all make it more challenging to learn. Students with learning difficulties often experience feelings of being overwhelmed, confused, and irritated while engaging in academic tasks. Memory issues, difficulty with following instructions, challenges with visual or auditory information processing, and difficulties with traditional written assignments may make school a living hell for a student (i.e., writing compositions,



notetaking, doing written homework, taking tests). Students with learning impairments attribute their perceived success or failure to the challenges presented by the learning material. Students with a poor academic track record may start to feel they are unable to learn, that schoolwork is pointless and impossible, or that they must have lucked out if they ever achieve any level of success. Students may have trouble associating their actions with positive outcomes in the classroom.

The Need to Be Strategic Learners

Students with learning impairments have the same need as their non-disabled classmates to master the academic and nonacademic skills and methods they'll need in their daily lives to be autonomous and successful members of society. The ability to learn is one of, if not the most crucial, talents kids will need. To become strategic, successful, and lifelong learners, students need to be aware of the many approaches and tactics available to them, as well as the kind of learning settings in which each is most valuable.

Surprisingly, many students have just a vague idea of how they learn best, what tactics and methods come most effortlessly to them, or how much they struggle in a certain learning environment. In spite of this, we all use a wide range of techniques to acquire and retain new knowledge and abilities. Some of us could, while reading, attempt to infer the meaning of an unfamiliar term from the context of the paragraph and be content with a rough sense of what it means, while others would seek up the word in a dictionary or ask someone nearby. Others may go farther by trying to use the new term in a phrase before the day is out or by writing it down. Some of us are more aware of our own learning processes than others, and some of these strategies are more successful than others for learning and recalling new knowledge.

Students with learning disabilities, due to the nature of their difficulties, need to develop into strategic learners, who are aware of what strategies might be useful in a given learning situation and capable of using those strategies effectively, rather than simply using whatever learning strategies or techniques they have developed on their own. The assistance of educators in this area may be invaluable. Teachers may explain several methods to pupils and show them how to put them to use in various contexts. When students see someone else use these methods, they get insight into that person's thought process or behaviour. Teachers may facilitate student learning by giving them opportunity to talk about, reflect on, and put into practice the ideas using classroom resources and real-world projects. Teachers may aid their students in becoming more proficient strategy users by providing them with constructive criticism on their methods. If students are ready to take on more responsibility for their learning, teachers may lessen the frequency of checks and reminders.

Conclusion

The teaching of learning strategies looks to have considerable educational potential, particularly for individuals with learning impairments. This is due to the fact that strategy training places an emphasis on instructing students in the methods that have been shown to improve their ability to learn and apply those methods to their own academic, social, and occupational pursuits. Students need these abilities not just to meet the challenges of the present academic environment, but also to meet the challenges of comparable activities in a variety of contexts and under varying situations throughout their lives. Therefore, strategies are empowering abilities. Individuals may draw on these tools, particularly when confronted with novel educational contexts.

When taught well, students will understand the rationale behind various tactics as well as when and when they might be used. Teachers may assist students internalize strategy usage by having them



practice it with a range of resources, providing frequent feedback on how the strategies are being used, and modelling their own use via thought aloud while activities that are relevant to the students. Throughout order for pupils to develop the independence and cognitive flexibility to overcome the many learning obstacles they will face in their life; the onus must ultimately shift from instructor to student in terms of technique utilization.

The complexity of learning and the diversity of student demands make it impossible to expect a single solution to meet everyone's needs. Teachers of students with learning difficulties will benefit greatly from having access to a range of treatments and strategies for improving their academic outcomes. One such method is the use of strategies, a method that is both effective and efficient. Students are better prepared to take on challenges of the present and future when they are provided with enough opportunities to practice the use of learning methods as part of regular classroom activities. One of the ultimate aims of education is to provide students with the skills necessary to become self-directed, lifelong learners. People's minds develop and evolve as they learn. And they learn a lot more than just facts and figures. Their confidence in themselves and their potential to succeed is boosted.

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