



A THEORETICAL STUDY ON LEARNING DISABILITY AND ITS TYPES

R. VANITHA

Assistant Professor
Department of English
Karpagam University
Coimbatore (TN) INDIA

ABSTRACT

It is mandatory to study the Learning Disability (LD) and its types for effective teaching. It is evident that the LD students are growing in number and every classroom faces challenges to teach them effectively. It is a proved fact that these children have high IQ and the learning style makes them to struggle in the traditional way of learning. This paper presents the features of Learning Disability and its types in detail.

Key words : *Learning Disability, Specific Learning Disability.*

INTRODUCTION

Learning disability is not linked to mental retardation because normally the learning disabled have high IQ. Views and understanding of learning disability radically changed over the past decades. Notably learning disability cannot be cured, but with the right back-up, encouragement and intervention, learning disabled children can do well in school. Learning disability is related to the difficulties in the learning process of the child. National Joint Committee for Learning Disabilities (NJCLD) defines the basis of learning disability is the central nervous system dysfunction. We cannot group all underachievers in schools as learning disabled. NJCLD further explains that the significant difference and processing deficits are supposed to be inherent in the student due to the central nervous dysfunction. However, medical confirmation of a central nervous system dysfunction is not required for the student to meet the eligibility criteria.

The NJCLD (USA, 1981) presented the following definition of learning disability and it is accepted at international level.

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“Learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to the central nervous system dysfunction. Even though learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors) it is not the direct result of these conditions or influences.”

Sensory aphasia is the loss of ability to understand spoken words, signs, gestures or print. Expressive aphasia is the loss of the power to speak. And alexia is the loss of the capability to read, a mild degree of alexia is called dyslexia.

TYPES OF LEARNING DISABILITY

1. Disability in Comprehending Communication

In this disability, the child finds difficulty to understand even signs and gestures. The child with a severe degree of this problem is loss of ability to understand speech and written material and the child cannot learn to speak, read and write. The child is incapable to communicate even through signs and gestures.

2. Disability in Reading

The child with reading disability faces difficulty in reading. There is a total loss of the ability to read in children with a severe degree of this problem and this is termed as ‘Word Blindness’. The children who are affected with a mild degree of this problem finds difficulty in reading.

3. Disability in Writing

The children affected by a mild degree of writing disability write legibly if they are identified and helped early. But the children with severe writing disability cannot learn to write and these children are hard to integrate in the mainstream school curriculum.

4. Disability in Numerical ability



The children with this disability finds difficulty in arithmetic even in simple calculations. Inability to manipulate number relationships is the reason behind this disability.

SPECIFIC LEARNING DISABILITY

A specific learning disability is unique to the individual and can come out in a variety of ways. Individuals with Disabilities Education Act (IDEA) gave a definition to “Specific Learning Disability” as follows:

“(i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

TYPES OF SPECIFIC LEARNING DISABILITY

Dyslexia	-	a reading disability.
Dysgraphia	-	a writing disability.
Dyscalculia	-	a math disability.
Dyspraxia	-	a motor coordination disability.
Dysphasia	-	a language disability.
Aphasia	-	a language disability.
Central Auditory Processing Disorder	-	a sensory disability related to processing sounds.
Visual Processing Disorder	-	a sensory disability related to processing images.
Non-verbal Learning Disorder	-	a visual-spatial disability related to body control.

CONCLUSION

Every teacher should be aware of learning disability and its diagnosing techniques to find and help in right time for the benefit of the student as well as nation’s progress. By knowing the facts of LD, the teacher can build confidence and resolution to help those children. Accommodating and teaching the LD student in the mainstream classroom is a challenging



task for the teacher because of the classroom strength and high syllabus patterns. Still, the LD students can be helped effectively with the right Individual Education Plan by the teacher's knowledge on Learning disability.

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