

Pedagogical Strategies for Learning Disabilities

Abstract

DOI :

10.5281/zenodo.14377694

A learning disability is a neurological disorder that affects an individual's ability to process, understand, and use information. In this paper, special emphasis is given on diagnosing of different pedagogical strategies to meet the needs of students of learning disabilities. It examines the impact of evidence-based teaching strategies on the academic achievement of students with learning disabilities. The results indicates that strategies like, breaking down Tasks, presenting information in the adaptable way, monitoring regularly to ensure understanding, encouraging for independent practice, providing regular and quality feedback, demonstrating the behaviors and skills that is expected way from students and incorporating mnemonics would improve the academic outcomes of students with disability. Furthermore, some educational programmes like special education, remedial education, special school, integrated education and government's efforts also contributes lots to fulfil the diverse needs of the students with learning disabilities. This study will provides something experiences to educators and policymakers to support students with learning disabilities. In the study, descriptive method is used and data are gathered from various secondary sources like, books, journals, websites and other sources.

Keywords: Learning disabilities, Pedagogy, Strategies, Academic achievement, diverse needs.

Introduction

Disability is a complex phenomenon which is a physical and mental deficiency that prevents normal achievement. According to the Legal definition set forth by the American with Disability Act, a person with disability is someone who has a physical or mental impairment that substantially limits one or more major life activity. A disability is any condition of the body and the mind which hinder an individual to do any activity or to interact or adjust with the world around him. There are many types of disability, such as vision, movement, thinking, remembering learning, communicating, hearing mental health, and social relationship etc.

World Health Organization states that disability has three dimensions:

1. Impairment in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
2. Activity limitation, such as difficulty seeing, hearing, walking, or problem solving.
3. Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

Learning disability, in simple sense refers to the learning problems which stands as a hindrance in the ability to listen, think, speech, read, write or do mathematical calculations in a normal way. Learning disability occurs due to the psychological disorder of the individual in understanding or in using languages. It is a reduced intellectual activity and individual finds difficult to perform daily life's activity in a normal way.

The National joint committee of learning disabilities (USA 1981) defines it as, "Learning disabilities is a general 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.

Kirk describes it as, "learning disability refers to a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, spelling writing or arithmetic, resulting from a possible cerebral dysfunction and/or emotional or behavioural disturbance and not from mental retardation, sensory deprivation, cultural or in structural factor."

Dr. AllaApa Rao says, "Learning disability is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitation may show up in many ways as specific difficulties with spoken and written language, coordination, self-control or attention. Such difficulties extends to school work and can impede learning to write, read or do calculation."

Thus, learning disability is the condition including different areas in which an individual is unable to learn and do activities that the normal one can do. Such individual take longer time to learn something and needs the supports of other to develop new skills, understand complicated information and interact with others. Many factors affects in these difficulties of the individual and face with struggle in performing specific skills or completing task if they are made to do so. Accordingly they need to teach through the conventional methods of teaching.

Ranjit Kumar Baro

Assistant Professor
Khoirabari College,
Khoirabari, Assam
India

Significance

Pedagogical teaching strategies are crucial for the student with learning disabilities because the teacher can improve academic outcomes of the students and helping them to achieve full potential. It promotes inclusion by providing the teachers with the knowledge and skills to support diverse learners in general education classroom. Again these strategies helps in reducing achievement gaps between the students with learning disabilities and theirs peers promoting equity and social justice in education. Study on teaching strategies for learning disabilities contributes to the advancement of the field of special education, ensuring that educators remain up-to-date with best practices in supporting diverse learners.

Types of learning disability

Learning disability are of different types depending on its nature and skills it is related to. These are ---

1. Dyslexia –a language processing disorder characterized by difficulty with speaking, reading, writing and understanding words.
2. Dysgraphia – difficulty related to collaboration with vocabulary, spelling, grammar, memory and critical thinking.
3. Dyscalculia - disorder in mathematical learning.
4. Auditory perceptual disorder – Brain misinterprets auditory information receives by the ear.
5. Language processing disorder – difficulties with processing spoken language.
6. Visual perceptual problems – Difficulties with eye-hand coordination and motor activities.
7. Non-verbal learning disabilities – characterized by difficulty interpreting non-verbal cues.

Strategies for teaching the learning disabilities

1. Breaking down Tasks: Due to the lesser attention span, the students with disability should be provided the content in both short and captivating way. The complex tasks should be divided into smaller, manageable steps to reduce frustration and increase success.
2. Present information in the adaptable way: Another important strategy is to present information in ways that student with disability can best adapt. In case of visual information, images, diagrams, video animation and info graphic should use to simplify it. For auditory information, audio recording, podcasts, audio-description and for kinesthetic, hands on activities, role playing etc. Should be used.
3. Monitor regularly to ensure understanding: Regular monitoring in the classroom setting for students with disabilities is an important task and for that the teacher should make revision and reminder frequently because practice improves learning.
4. Encourage for independent practice: The student should be allowed to experiment and learn at their own pace which would encourage them to develop interest and patience. The role of the teacher is to observe them and leads towards a positive way.
5. Providing regular and quality feedback: In order to improve student's understanding and retention as well as enhances student motivation and engagement, regular and quality feedback is necessary. So the teacher should play the role model fostering a growth mindset and encourages students to take risks.
6. Demonstrate the behaviors and skills that is expected from students: There is a saying that action speaks louder than the words. So the teacher should Share his thought process and problem-solving strategies with disabled students with respect and empathy, passion and enthusiasm.
7. Incorporate mnemonics: Another important teaching strategy is to memory tricks to increase retention and retrieval with the help of varied cues to make the teaching materials easy. These may be done by creating sentences, using rhymes, using acronyms, using music and using an architectural mnemonics.

Identification of children with disability

There are different techniques to identify children with disabilities. Some of these are ---

- i. Interviewing the child and parents.
- ii. Observations by teachers
- iii. Informal testing by teachers.
- iv. Formal testing by an assessment team.

Some psychological tests are also used to identify the students with disability such as intelligence test, achievement tests and diagnostic tests etc.

Educational Programmes

Learning disability is a lifelong condition that cannot be fixed or cured permanently but timely diagnosis, treatments and supports would help the children with disability to succeed in the school, home and the community. Some educational programmes are considered beneficial for the children with disability.

Ø Special education:—Such children may be benefited from special education by specially trained teachers who performs a comprehensive evaluation of the child's abilities and build on their strengths while compensating their disabilities.

Ø Remedial education: - It is also known as developmental or compensatory education which help them to catch up in basic subjects like reading and mathematics.

Ø Special school: - Special schools are set up to provide special education for disabilities to meet diverse needs with proper infrastructure and accommodation.

Ø Integrated education: - These plan integrates children with mild to moderate disabilities into regular classroom setting.

Ø Educational programme of government: - such as Early Childhood Care and Education, Integrated Education for Disabled Children (IEDC, National program for Rehabilitation for Person with disability etc. also promote access of education for children with disabilities.

Conclusion

In conclusion, effective teaching strategies for students with learning disabilities require a comprehensive approach that incorporates individualized instruction, technology integration, and ongoing assessment and feedback. In summary, teaching students with learning disabilities requires creativity, flexibility, and a commitment to meeting the unique needs of each learner. By using a range of evidence-based strategies, educators can help students overcome challenges and achieve academic success.

References

1. Kirk, S. A. (1963, April 16) Conference on Exploration into Problems of the Perpetually Handicapped Child.
2. Paul, Clough (1988); Bridging main stream mainstream and special education: A curriculum problems, Journal of curriculum studies, 20(4); p-327-38
3. Adams, J. (1993); including special education services in the general school curriculum, NASSP Curriculum Report, 22(5) p. 1-5.
4. Forlin, Chris (1998); Teachers personal concerns about including children with a disability in regular classroom, Journal of developmental and physical Disabilities, 10(1), 87-106.
5. Florian, Lani (1998); promoting inclusive practices, London: Routledge.
6. Florin, chris, et al (1999); Teacher education for diversity, Queensland journal of educational research, Vol-5
7. Forman, Phil (1996); Integration and inclusion in action, New South Wales: Harcourt Brace & Company.
8. Paul, DrSumana (2015), Inclusive education, Lakshi Publishers & Distributors, 4/22E, Saket Block, Mandawali, Fazalpur, New Delhi-110092.
9. Rao, Dr Alla Appa (2016); Learning Disabilities, Neelkamal, www.bookmandelhi.com.
10. Dr. Sunita (2016); Special Education, Aditya book distributor, Panbazar, Guwahati -1
11. www.google.com
12. www.wikipedia.com