

EMPOWERING THE LEARNING DISABLED SUBTHEME: PROBLEMS AND PROSPECTS OF LEARNING DISABLED

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ABSTRACT

Teachers must be educated to develop their art, not to master it, for the claim of mastery merely signals abandoning aspiration. Teaching is not regarded as a static accomplishment like riding a bike or keeping a ledger, it is like all arts of high ambition, a strategy in the face of an impossible task. Unlike other disabilities, such as paralysis or blindness, a learning disability. Learning disability is a hidden handicap. A learning disability doesn't disfigure or leave visible signs that would invite others to be understood or offer support. LD 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 limitations can show up in many ways as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write, or to do the math. Learning difficulties can be lifelong conditions that affect many parts of a person's life: school or work, daily routines, family life, and sometimes even friendships and lay. In some people, many overlapping learning disabilities may be apparent. Other people may have a single, isolated learning problem that has little impact on other areas of their lives. It has been found that a number of conditions are present in individuals who have a Specific Learning Difficulty Profile. It is believed by many that language. Persons affected by Specific Learning Difficulty are likely to have a combination of language-based difficulties which is termed as Dysphasia. These difficulties can be apparent in any or all of the areas of written, spoken, heard languages. The appropriate use of language, information processing, understanding and acquiring the areas of language can all be affected.

KEYWORDS: *Learning Disability, Effective Education, Dysphasia*

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INTRODUCTION

Effective Educational Practices for Learning Disabled

Instructional Strategies for Students with Learning Disabilities

Learning disabilities are neurologically-based conditions that interfere with the acquisition, storage, organization, and use of skills and knowledge. They are identified by the existence of deficits in academic functioning and in processing memory, auditory, visual, and linguistic information. The diagnosis of a learning disability in an adult requires documentation of at least average intellectual.

FUNCTIONING ALONG WITH DEFICITS IN SUCH AREAS AS:

- Auditory processing
- Visual processing
- Information processing speed
- Abstract reasoning Memory (long-term, short-term, visual, auditory)
- Spoken and written language skills
- Reading skills
- Mathematical skills
- Visual-spatial skills
- Motor skills
- Executive functioning (planning)

SOME CONSIDERATIONS

A learning disability is not a disorder that a student “grows out of.” It is a permanent disorder affecting how students with normal or above-average intelligence process incoming information, outgoing information, or both. Learning disabilities are often inconsistent. They may be manifested only in one specific academic area, such as math or foreign language. There might be problems in grade school, not in high school, and again in college. Learning disabilities are not the same as mental retardation or emotional disorders. Common accommodations for students with learning disabilities are alternative print formats, taped lectures, note takers, adaptive technology, course substitutions, early syllabus, exam modifications, priority registration, and study skills and strategies training.

INSTRUCTIONAL STRATEGIES

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations for which a student is eligible, as determined by the Office of Student Life. For additional information about the assessment and accommodation of learning disabilities at UCSF, go to keep instructions brief and as uncomplicated as possible. Allow the student to tape-record lectures. Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes. Provide handouts and visual aids. When appropriate, team a reader with a non-reading student during in-class assignments. Use more than one way to demonstrate or explain information. Have copies of the syllabus ready three to five weeks prior to the beginning of classes so textbooks are available for taping. When possible, break information into small steps when teaching many new tasks in one lesson (state objectives, the review previous lesson, summarize periodically). Allow time for clarification of directions and essential information. Provide study guides or review sheets for exams. Provide alternative ways for the students to do tasks, such as dictations or oral presentations. Provide assistance with proofreading written work. Stress organization and ideas rather than mechanics when grading in-class writing assignments. Allow the use of spell-check and grammar-assisted devices. When in doubt about how to assist the student, ask him or her.

Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

TEACHERS WHO APPLY THOSE KINDS OF INTERVENTION

- Break learning into small steps;
- Administer probes;
- Supply regular, quality feedback;
- Use diagrams, graphics, and pictures to augment what they say in words;
- Provide ample independent, well-designed intensive practice;
- Model instructional practices that they want students to follow;
- Provide prompts for strategies to use; and
- Engage students in process type questions like “How is the strategy working? Where else might you apply it?”

CONCLUSIONS

Children with specific learning difficulty have all sorts of barriers from adequately accessing each small aspect of language and have no control over these barriers but were born with them. They can be helped taught to overcome the barriers to a greater or lesser degree. This help is only possible once it is realized on which ones they are having difficulties in only possible once it is realized on which ones they are having difficulties in accessing and the appropriate strategies have been learned by these children.

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