

## Specific learning disabilities of learner: types, characteristics and symptoms

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### Abstract

The concept of learning disability has not been newly discovered. Learning disability refers to a disorder in one or more cognitive or psychological functioning of a child. In this article, the researcher has tried to cover the basic concept of learning disability along with its types. This article also covers major symptoms of learning-disabled children. Additionally, it also includes possible common causes of learning disability.

**Key word:-** Learning disability, types and causes.

### Introduction

The term "learning disability" refers to a neurological disorder that could impair a person's ability to speak, read, write, listen, and acknowledge that you are not able to do math operations or organize early information. The home and the school are the two primary contexts in which parents and teachers can assist a kid. They can help them pinpoint their areas of weakness and give them the resources they require to be successful and accomplish their goals. Some notable individuals, like US Vice President Nelson Rockefeller, struggled with dyslexia. Thomas Edison found it difficult to keep up with class work, and Einstein remained silent until he was three years old. A lengthy list of examples shows that learning disabilities are a global issue that affect people of diverse linguistic backgrounds, cultures, and nationalities. A growing body of data indicates that there is no area in which children who appear to be intelligent but struggle mightily to learn do not experience these issues.

One cannot assert that the concept of a learning difficulty is new. When Kirk initially used this term in 1963, the American Learning Disability Association immediately acknowledged it. Clinical accounts of children's emotional issues from around the world show that these learning-challenged children can be brightened because of their significant similarities (Lerner & Chen, 1992). This has been recognized and adopted by several countries throughout the world, such as Australia (Wilkins, 2001); Italy (Fubburo and Massutto, 1994); Canada (Mekico, Fletcher & Delopez, 1995); and Great Britain (Waddell, 2011). Additionally in 1998 in Russia by Lerner and Korkunor. Given that multiple psychologists have sought to characterize learning disability with differing degrees of success, it may be difficult to do so. The majority of them don't agree with Federal Law Idea 2004's definition.

“The term learning disability means disorder in one or more of the basic psychological process, involved in understanding or in using language, speaking, or writing or to do mathematical calculation.”

A person may have a specific learning disability if, even after being given the opportunity and displaying a behavior that differs from their intelligence level, they are unable to meet the specific ability level predicted for that age in one or more areas. In order to prevent future problems in young children and to guarantee that they receive the appropriate interventions, early identification is crucial. These measures will help the children with disabilities, their families, and society as a whole.

Children with learning disabilities share a number of common characteristics.

- 1- A malfunction of the central nervous system exists
- 2- Deficits in psychological processing are discovered
- 3- They struggle with academic and learning tasks.
- 4- Difference between potential and actual performance.

Perhaps only using the following criteria to assess whether a child has a learning problem in order to identify a disparity:

**1. The Individual's Capacity for Learning:** Tests to gauge IQ, cognitive ability, and clinical judgments can be used to provide assessments of a child's potential and skill level. An intelligence test is frequently used to identify learning disabilities, but it is not sufficient to determine intelligence performance level alone; other factors must also be taken into consideration

**2. The Individual's Present Achievement Level:** A number of academic tests have been proven to be helpful, even though the results may not accurately reflect the child's actual achievement level. Still, they can be a useful tool in identifying disabilities.

**3. The Degree of Achievement Gap between Potential and Actual Performance-** is a reliable measure of learning disability severity. A difference of one year at the second grade level is more serious than one at the eleventh grade level.

Special educators agree that consideration should be given to students with learning impairments. Moreover, it is estimated that 50% of kids have disabilities. These children fall into three primary categories: mild, moderate, and severe. Mood problems, attention deficit disorder, and mild mental retardation are a few types of minor disabilities. While some children with disabilities might be intelligent and gifted, some with severe disabilities are unable to contribute to society. An evaluation of a child's development often includes a review of cognitive, linguistic, social, emotional, and adaptive development (Bangnoto, Neisworth& Munson, 1997; Lerner et al., 1992). These are explained in the section below:

- **Cognitive Development:** The assessment encompasses the child's ability to formulate concepts, plan, and think. For example, identifying colors and naming the body's parts.
- **Motor Development:** This domain includes the child's physical development and gross motor skills, such as writing, matching, and handling one's own name.
- **Communication Development:** A person with a disability is assessed in communication development according to how well they can comprehend and use language.
- **Social and Emotional Development:** A child's ability to express his emotions to adults might serve as a standard for evaluation.
- **Adaptation Development-** A child's ability to feed themselves and train themselves to use the bathroom can be used as a basis for assistance with adaptation development.

### Types of Learning Disability

The phrase "learning disability" is general and covers a wide range of specific learning disabilities, such as:

- **Dyslexia:**It is a language processing issue that shows itself as trouble understanding, speaking, writing, or reading words. This could lead to difficulties with syntax, comprehension, and other language skills in addition to a slower pace of vocabulary acquisition.

- **Dysgraphia:** People with dysgraphia may find it difficult to write because they have issues with grammar, vocabulary, spelling, critical thinking, and memory. One of the hallmarks of this disease is poor handwriting because the person may struggle with letter spacing, motor planning, and spatial awareness. Dysgraphia may make it difficult for a person to write and think simultaneously.
- **Dyscalculia:** Also known as "math dyslexia," this disorder includes difficulties with concepts, reasoning, and numbers, among other learning problems related to mathematics. Counting money, reading watches and clocks, mentally calculating math problems, seeing patterns in numbers, and using mathematical formulas can all be challenging tasks for dyscalculics.
- **Auditory Processing Disorder (APD):** Individuals suffering from auditory processing disorder (APD) may experience difficulties processing sounds due to the brain's misinterpretation of auditory information received by the ear. Children may thus become confused about the sounds in some words or lose the ability to distinguish between sounds like the teacher's voice and background noise in the classroom.
- **Language processing disorder (LPD):** This subtype of APD is characterized by difficulties hearing and understanding spoken language. The person may find it difficult to give context to the clusters of sounds that represent words, phrases, and stories.
- **Nonverbal Learning Disorders (NVLD):** These are characterized by a person's incapacity to interpret nonverbal cues such as body language, tone of voice, and facial expressions.
- **Visual perceptual/visual motor deficit:** Individuals suffering from visual perceptual/visual motor deficiency may experience challenges with motor tasks and hand-eye coordination. They might have trouble navigating their surroundings, regularly forget their place when reading, make strange eye motions when reading or writing, confuse similar-looking letters, and have trouble handling pens, pencils, crayons, glue, and scissors.

**Symptoms:** Major symptoms of learning disability include:

- Learning disabilities
- Inadequate memory
- Inability to concentrate
- Little capacity for focus
- Inability to discriminate between sounds, letters, or numbers
- Difficulty writing or reading
- Having trouble pronouncing words correctly
- Propensity to arrange letters or numbers incorrectly
- Having trouble telling time
- Left and right confusion
- Propensity to invert letters
- Having trouble understanding some words and ideas
- Dis-connectivity between meaning and language, or the ability to express one thing while meaning another
- Difficulty putting ideas and feelings into words
- Inadequate hand-eye coordination
- Delayed onset of speech
- Incoherence
- Difficulty paying attention and adhering to directions
- Unsuitable reactions

- Impulsivity and restlessness
- Propensity to act out Discipline issues Difficulty making changes Resistance to change
- Daily or weekly inconsistent performance

### Possible Causes of Learning Disabilities

Learning difficulties stem from variations in the neurological functioning of an individual's brain. These differences can appear before, during, or after a person is born, and they can be caused by the following:

- Illnesses the mother contracts during her pregnancy issues that arise during childbirth that stop oxygen from getting to the baby's brain
- Certain genes may heighten an individual's inherited vulnerability to learning problems.
- Trauma or illness in early childhood, like meningitis
- Learning disabilities are common with certain medical conditions, including cerebral palsy and Down syndrome.

### Conclusion

A neurological condition known as a "learning disability" can affect a person's speech, reading, writing, listening, and recognition of their incapacity to perform math operations or arrange early information. A multitude of common traits are shared by children with learning disabilities, including central nervous system dysfunction, psychological processing deficits identified, difficulty with academic and learning tasks, and discrepancy between potential and actual performance. Learning disorders such as dyslexia, dysgraphia, dyscalculia, APD, and LPD are frequently encountered. These learning disorders can present with a variety of symptoms, some of which are common. Caretakers, parents, educators, and others can handle such youngsters with greater preparedness and caution if early detection and intervention are implemented.

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