



## STUDY ON SPECIAL CHILDREN AND DEVELOPMENT SOCIAL LEARNING

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**Thashnath Dipti Velayudhan**

Research Scholar, Kalinga University

Naya Raipur, Chhattisgarh

**Dr. Keshao Madhukarrao Bhandarkar**

Prof. Kalinga University

Naya Raipur, Chhattisgarh

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### Abstract

*This is study Special children and Development Social Learning Children who have learning disabilities can benefit from the implementation of innovative educational strategies in the classroom, which can also help eliminate weaknesses that might get in the way of achieving success in life Children with special needs are included in the classroom with their typically developing classmates in mainstream schools, which also strive to meet the educational requirements of all children while providing them with a good education.*

**Keywords:** *Social, Learning, Children, education.*

### INTRODUCTION

A specific learning disability, often known as SLD, is a condition that affects one or more of the fundamental cognitive functions that are required for the comprehension or utilization of a language. Children who have learning disabilities can benefit from the implementation of innovative educational strategies in the classroom, which can also help eliminate weaknesses that might get in the way of achieving success in life. One of the pioneering researchers in the field of dyslexia, Samuel T. Orton, M.D., was one of the first to define the emotional elements of the condition. His study found that the vast majority of preschoolers who were subsequently diagnosed with dyslexia are content and have a healthy adjustment to their condition. Their behavioural issues start to manifest themselves when the early reading instruction does not cater to their educational requirements. As time goes on, the kid with dyslexia will experience an increasing amount of frustration as their classmates will out read them. Tension and Nervousness The enlightening IDA fact sheet compiled by Jerome J. Schultz.

### Learning Disability in Particular

Learning is the process of acquiring new information as well as new abilities. Reading, writing, and basic arithmetic are all skills that, depending on a child's age and intellectual aptitude, they will begin to learn during the formative years of their education. However, it would appear that some children, despite having normal intellectual capacity as well as normal visual, auditory, or physical abilities, are specifically unable to acquire language and arithmetic skills, even when adequate opportunities for learning are provided. This is the case even though some of these children have normal physical abilities (Dhanda&Jagawat, 2013). The cognitive development of children who have learning difficulties lags behind that of typically developing children; nonetheless, these children have IQ levels that are average or higher than normal, which indicates that they do not suffer from poor intellect (Kumar & Raja, 2010). The term "learning impairments" refers to an extraordinarily broad spectrum of afflictions and conditions. Students who have learning disabilities may have difficulties in a variety of academic areas as well as in their social and emotional development. However, major

problems are more frequently found in specific areas such as reading, writing, and doing arithmetic, which are the core fundamentals of education. This is because learning disabilities have an effect on the cognitive processes of the student.

Reading difficulties, sometimes known as dyslexia, affect the vast majority of children who have been diagnosed with a specific learning disability. It generally interferes with a child's capacity to understand and manipulate the sounds in language, as well as causing difficulties in decoding and recognising new words. It can also hinder a child's ability to communicate effectively. Children who are affected by this condition have difficulties learning to read in a way that is both accurate and fluent. The inability to write properly, often known as dysgraphia, is another challenging academic area for kids who have learning impairments. Dysgraphia is a learning disability that makes it difficult for children to organise and communicate their ideas and thoughts in written form. It has an effect on fundamental writing abilities such as handwriting, typing, and spelling. One other form of learning impairment is a peculiar difficulty in retaining and appropriately applying information.

### **The Repercussions of Having Dyslexia**

The effects that dyslexia has on an individual are highly variable and rely not just on the severity of the problem but also on how quickly and effectively they are able to get education or remediation for it. The most significant challenges are word recognition as well as reading fluency, accurate spelling, and productive writing. Some people with dyslexia are able to learn early reading and spelling tasks, especially with excellent instruction. However, later in life, when more complex language skills are required, such as grammar, comprehending textbook material, and writing essays, they experience their most debilitating problems. Even after having been exposed to great language models in their family and receiving high quality language education at school, people who have dyslexia may still have difficulties with spoken language. This might be the case even if they are fluent in writing. They could have trouble expressing themselves clearly, or they might have trouble understanding what other people are trying to convey when they talk. These kinds of language difficulties aren't often easy to spot, but they may cause significant difficulties in the classroom, on the job, and in interpersonal relationships if they aren't addressed. The implications of having dyslexia extend far beyond the confines of the classroom.

Read "Connection" if you want to understand the connection between dyslexia and emotional and social difficulties, as well as the implications for academic performance and social interactions. This book is a must-read for anyone who wants guidance on understanding this connection. A step-by-step strategy for resolving issues related to stress, anxiety, and dyslexia is provided by Dr. Schultz, who outlines his DE-STRESS model. Our levels of stress and anxiety rise whenever we find ourselves in circumstances over which we have very little or no control (e.g., a car going off the road, tripping on the stairs, reading in public). Every person, regardless of age, has the potential to become overwhelmed by stress and show indications of anxiety; nevertheless, children, adolescents, and adults who have dyslexia are more susceptible to these conditions.

This is due to the fact that many people do not have a complete understanding of the nature of their learning impairment, and as a consequence, they have a tendency to blame themselves for their own challenges. A person's self-esteem may be eroded over the course of many years of self-doubt and self-recrimination, making them less able to withstand the demands of school, job, or social interactions and increasing their levels of stress and anxiety. Many people who have dyslexia have endured years of frustration and limited success, in

spite of the countless hours they have spent participating in special programmes or cooperating with specialists. It's possible that their growth was excruciatingly slow and difficult, leaving them emotionally weak and susceptible to attack. Some people have been put through an inordinate amount of pressure to perform (or flourish) without receiving the appropriate support or instruction. Others have been subjected to constant comparisons to family members, classmates, or coworkers, which has caused them to feel humiliated, wary, and defensive. People who have dyslexia may have learnt that being in the company of others puts them at risk for making mistakes in public and for the inevitable negative reactions that may follow as a result of those blunders. It is therefore not surprising to find that many people who have dyslexia have grown reclusive, gravitated into the company of younger people, or become social outcasts.

### **Inclusive Education**

Education that is inclusive is a method of accommodating a wide range of student backgrounds and learning styles by encouraging increased involvement in academic settings and minimizing dropout rates (UNESCO, 1994). Education that is inclusive assures that all students will receive a quality education by catering to their various need in a mainstream environment in a way that is attentive, courteous, and supportive of them all. Children with special needs are included in the classroom with their typically developing classmates in mainstream schools, which also strive to meet the educational requirements of all children while providing them with a good education. According to the United Nations Convention on the Rights of the Child every child has the right to education, regardless of the nature of the child's handicap and free from all forms of discrimination.

Therefore, effective education is provided to children with special needs in either special or mainstream schools, in order to facilitate the children's independence and a sense of well-being, with maximum inclusion and active participation in the communities in which they live. This is done in order to facilitate the children's independence and well-being According to the Salamanca declaration, the general education environment ought to be seen as a venue for child development, and it ought to be available to all children regardless of their physical, emotional, or intellectual limitations It is required of inclusive schools to view numerous types of diversity and to recognise that individuals have distinctive characteristics that set them apart from one another. As a result, both the teaching and the learning ought to be adapted according to the situation of the learner.

When a child in the United States is determined to be eligible for special education services, the Individuals with Disabilities Education) mandates that an individual education programme (IEP) must be established for that child An Individualized Education Program) is developed for each child by a team that consists of the kid's teacher, the parent of the child, the child themselves, and a person who is certified for special education.

### **Teacher Perspectives**

Teachers should make use of suitable teaching techniques and resources to lessen or eliminate children's impairments in specific learning areas in order to make learning opportunities more accessible to children with specific learning disabilities (SLD). The most important duty of a teacher is to ensure that each and every one of their students has positive educational experiences, regardless of the challenges they face, so that they can realise their potential for a prosperous future Therefore, it is important for the instructors to make use of appropriate technical equipment for these children and to investigate the most efficient means by which, with

whom, where, and when these gadgets may be delivered. They may have information regarding teaching techniques and how to build the curriculum according to the requirements of the student, all of which are essential components of children's academic achievement). However, the lack of relevant knowledge and pedagogical ideas on how to include assistive technology into the regular curriculum continues to be a source of concern for educators. demonstrated that teachers have concerns regarding their training programmes because they do not provide sufficient coursework and field experience to enable them to support students who have special educational needs.

In spite of the information and training that instructors have, the application of technology in educational settings differs depending on the preferences of the students, as well as their interest in and preparedness for using technology.

The Individualized Education Program (IEP) may be used to assess the kid's favourable and unfavourable preferences, as well as the child's strengths and weaknesses, likes and dislikes, and the most effective methods for engaging with the child

In addition, the use of customised learning allows teachers to increase students' levels of autonomy and self-direction, both of which can boost students' levels of motivation and engagement. The bioecological model developed by Bronfenbrenner and Morris is applicable to the field of customised learning since it elucidates the interactions that children are exposed to throughout their lives that contribute to their growth and education. The micro system, mesosystem, ecosystem, macro system, and chronosystem are the five subsystems that are included in the bioecological model.

These subsystems are organized and conceptualized separately from one another. The bioecological model is comprised of significant environments that children and teachers inhabit). Relationships and exchanges that take place between a kid and others in his or her local environment make up the microsystem, which is the most superficial layer (family, peers, school, or neighbourhood). The child's mesosystem serves as the connector between the many structures that make up the child's microsystem (family–school, peers–family, neighbourhood–peers). he kid does not directly operate in the settings that make up the ecosystem, thus the connections and processes that occur between these settings make up the ecosystem. However, because it interacts with other structures in the microsystem, the structure of this layer has the potential to have an effect on the child's development. The child's culture, traditions, and the rules that govern their society make up the macrosystem, which is the outermost layer of their surroundings. Finally, the chronosystem is also connected to a child's environment, can be internal or external). The theory of child development proposed by Urie Bronfenbrenner has provided a comprehensive conceptual rationale of how the central social contexts in a child's life interact with one another and influence key outcomes, such as social and emotional adjustment as well as academic performance and engagement (Bronfenbrenner.

### **Growth And Development of Child**

The process by which a child or parts of a child gradually become larger is referred to as growth. The progressive acquisition of diverse talents (abilities) is what constitutes development. These skills include being able to support one's head, speaking, learning, expressing feelings, and relating to other people. The processes of growing and developing go hand in hand, although they do so at different rates.

### **Problems with Oral Reading and Comprehension**

Reading fluency is a challenge for a significant number of students who have learning challenges. Reading fluency, which is most usually described as the rate of accurate reading (correct words per minute), is more than just a status symbol for children; it is also an important sign of a child's ability to read. Students who struggle with their reading fluency may read aloud in a manner that is word-by-word, without the appropriate intonation or rhythm. These students are unable to match the patterns of spoken language to the patterns of the printed word. When asked to read in class, students who struggle in this subject area frequently experience anxiety.

### Changing Role of Special Schools

Unique schools have been set up before and arrangements have been made for incorporated training. In 1947, India had an aggregate of 32 such schools for the visually impaired, 30 for the hard of hearing, and three for the intellectually impeded (Disability in India: [www.ccdisabilities.nic.in](http://www.ccdisabilities.nic.in)). The quantity of such schools expanded to around 3000 continuously 2000 (NCERT-UNESCO Regional Workshop Report, 2000). Accordingly, India at present has what Pijl and Meijer (1991) allude to as "two tracks". At the end of the day, it has equal however separate strategies on isolation and reconciliation. Unique schools for children with visual impedance, hearing debilitation, and locomotor inabilities are smoothed out to follow an educational plan that is practically in accordance with the overall instruction educational program. The in addition to educational plan and the transformation of informative approaches are followed were vital. Children with mental impediment then again require a particular educational plan to meet their particular educational needs.

### OBJECTIVE

1. To Study on Inclusive Education Changing of Special Schools.
2. To study on Development of Special Children learning problem.

### RESEARCH METHODOLOGY

Research is a current investigation is an experimental piece of research that will be followed by testing of specialised methods for instructing reading, writing, and mathematics to youngsters with learning disabilities This approach was taken by the investigator so that they could determine whether or not the strategies used for teaching/teaching titles learning disabled children of class any effect, and whether or not these strategies would be applicable in classroom teaching in this region. The purpose of the class instructor evaluating the students' work on this answer sheet was to see how much the students had improved. During the last phase of the instructional process, cursive papers and books were collected.

**Table 1. Mean Academic Achievement of Normal and Disable Children of Three District in %**

District	No. of School	Academic Achievement	
		Learning disabled children %	Normal children %

Karnal	A	25%	75%
	B	30%	70%
	C	35%	65%
	D	33%	67%
Gurgaon	A	32%	68%
	B	28%	72%
	C	26%	74%
	D	38%	62%
Ambala	A	34%	66%
	B	25%	65%
	C	28%	52%
	D	34%	66%

Table 1. presents the district-specific mean academic achievements of children with learning disabilities and children with normal intellectual development. The percent of mean academic achievement in Karnal for children with learning disabilities ranges from 25 to 35, whereas for children with normal intellectual development, it ranges from 65 to 75. The range for children with learning disabilities in the Gurgaon area is from 28 to 38, while the range for typical children is from 62 to 74. According to the Ambala study, the ages of children with learning disabilities vary from 25 to 34, whereas the ages of normal children range from 52 to 65.

## CONCLUSION

The organisations Sarva Shiksha Abhijan has advocated for the expansion of basic education. "Education for all" refers to universal success for students who attend school, not only universal enrolment. Five to eight youngsters were found to be incapable of reading the alphabet at the time of the trial, and even those children

were unable to write their names correctly. A hidden impairment called a learning disability interferes with children's academic achievement. Children with learning disabilities need specialised instruction and educational facilities to flourish, yet frequently these children are misdiagnosed, which makes their emotional issues and academic failure worse. A child's academic growth is significantly influenced by their school performance.

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