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Teaching Students with Learning Disabilities

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Teaching Students with Learning Disabilities

The phrase "learning disabilities" is a general concept that refers to a variety of cognitively based learning abnormalities with varying severity. Minimal brain action and minimal neurological disorders are predecessor terms. These abnormalities, in general, involve difficulties in one or more of the following fundamental psychological factors: Feedback (audio and visual interpretation), assimilation (processing, abstract thought, and organization), recollection (ability to work, short to medium term, and more extended recollection), yield (expressionistic dialect), and motor skills (Fletcher et al., 2018; Jeremy, 2018). Intellectual disabilities differ between individuals and can manifest in a multitude of ways. According to Fletcher et al. (2018), learning disabilities can manifest as trouble processing information, affecting reading, pronunciation, composition, and ability to understand or use dialect. Setting priorities, arranging, performing mathematics, and following directions are all examples of skills. Information is stored or retrieved from short or long-term remembrance. Clumsiness or complexity with the writing style and using verbal dialect are other aspects of learning disability. According to Jeremy (2018), learning disabilities are not emotional or mental disorders, nor are they sensory abnormalities. They are not the result of insufficient parental involvement or a lack of educational opportunities. A cognitive assessment, including psycho-educational or neurological testing, is crucial in identifying a learning difficulty. Learning disabilities can be detected by the competent school or special educators, mental health professionals, and clinical psychiatrists who have received knowledge and experience in evaluating learning disabilities. This paper explores the issues with teaching students with learning disabilities and concludes by addressing research-based practices that can assist young professionals in working with special needs learners.

Background

As per the National Center for Education Statistics (2021) learning disabilities' state of learning disabilities survey, one out of every five children has an educational or attention impairment that affects the ability to gain knowledge in a school environment. An estimated 33% of instructors believe that what people call an educational disorder can be conflicted with ignorance, indicating that some segments of the teaching profession require more information about the realms of learning difficulties and how to encourage students with identifiable problems. Despite increased research on the state of learning difficulties in K-12 children, many parents and teachers continue to be dismally disadvantaged in terms of the experience of the learning difficulties and how to manage them better. Nearly 35% of caregivers have voiced serious doubts about their capacity to adapt to and support disabled children. 70% of educators believe learning disabilities are linked to cognitive disabilities (National Center for Education Statistics, 2021). While most instructional reactions to special needs concentrate exclusively on accommodations, it is essential to realize that disorders cannot be classified purely as a health problem or a difficulty that needs to be fixed. To truly assist a learner, their entire well-being should be taken into account.

Woolfolk (2015) argues that the magnitude of learning difficulties is determined by the disparities between people's learning abilities and cultural pressures in a social context. Individuals who are construed to have learning disabilities have IQs ranging from 50 to 70. In addition, scholars contend that there is no single known cause of intellectual disability in people with learning disabilities (Fletcher et al., 2018). It is widely accepted that all people with disabilities have deficits in social performance and face difficulties with adaptive functioning. When it comes to cognitive functioning difficulties, education is a lengthy process since these

people struggle to recollect, extrapolate activities and abilities, and are less inspired. Adaptive complications, on the other hand, involve difficulties in social skills, creativity, and technical knowledge. As a result, people with learning disabilities struggle to interact and master theories in the classroom.

Furthermore, people with learning disabilities frequently exhibit inconsistencies in identity expertise and difficulties in skill areas like judgment, setting goals, and solving problems. Woolfolk (2015) demonstrated in classical theories that students with cognitive disabilities in a classroom environment can achieve a high standard of living in different spheres of life with adequate support. According to Fletcher (2018), the syllabus and teaching practices for such learners should be adjusted to assist them in reaching their full educational and functional capability, including living independently. The classical research also formed that, while such students display adaptive characteristics, they also have weaknesses in other aspects of life (Baker et al., 2016). As a result, teaching strategies for students with learning disabilities should emphasize independence and freedom. Educators must provide projects into manageable bits since learning for educationally students with special needs is difficult due to their challenges in extrapolating ideas, making choices, finding solutions, and goal setting. According to Woolfolk (2015), this will allow students to understand the theory before shifting on to the next quickly.

Constructivist Theory

There are numerous theories on how students learn. Teachers use these philosophies in schools to help learners have the best experience possible. Instructors can support learners in mastering valuable information by implementing a relevant concept that is familiar to them. This is true for how theoretical approaches and special education can complement each other.

Constructivist theory-based teaching is presently supported by teaching staff and many education providers for general education classrooms (Lenjani, 2016). One of the central concepts of constructivism is that education should be valuable and significant to real-world situations. For instance, rather than repetitively having children perform math problems on currency exchange, the theory suggests that they should use real money. Rather than remembering processes and practices in social studies, learners could act as attorneys, judges, and jurors in a virtual court case or undertake a democratic primary for school representatives. Lenjani (2016) argues that because of their difficulties in making generalizations from the schoolroom to other environments, students with learning disabilities will benefit from this approach.

Learners have particular practice with generalization thanks to the good illustrations built into the teaching practice. Teachers who take a constructivist approach to teach ground their tutoring based on what the students know as a starting point. As a result, before introducing new concepts, educators should first explain some related ideas that the learners are acquainted with. Due to their low self-esteem and replicated failures, students with special needs benefit from this exercise. Lenjani (2016) contends that new learning does not appear as immense and stressful to them when it can begin with something recognizable. Algahtani (2017) suggests strategies like modeling and idea generation. Instructors could, for instance, incorporate a lecture on science and ask learners to come up with ideas and the statistics they already understand; they could have students create a blueprint, web, or other graphic also to include school ideas. Later, the learners can conduct extensive research and modify the plan. Educators could design the fabrication of a data flow diagram of suppliers and users in a primary school-level economics course to demonstrate how markets work.

A further assumption underlying the teaching method is prioritizing key concepts and their connections within or across academic subjects. Using this basic premise, teachers emphasize linkages between essential topics that are the core concepts for the lesson discipline instead of isolated insights. In arithmetic, for instance, teachers may emphasize the connection between fractions and decimal numbers, percentages, and ratios. Concepts like conflict and inclusivity could be used in social studies to educate components on armed conflict, investigation, and administration at various levels of education. Elevated reasoning abilities, like conflict resolution and interpretation, are frequently regarded as too conceptual and complicated for children with learning difficulties, despite their importance in constructivist teaching. Arsenault (2018) contends that it is feasible and even advantageous to underscore these skill sets with such learners with a bit of extra guidance and planning. Teachers help children with learning disabilities complete intricate written work, research programs, and other exam and research tasks.

Behaviorist Theory

The submission of behaviorist theory in the school environment is known as expressive or direct instruction. Even though these strategies have been critiqued for use in general education classrooms, research outcomes have been encouraging, especially for students with learning disabilities. As a result, it is worth considering the potential benefits of a behaviorally centered approach to merge them with a few of the far more common concepts in the general education environment. Collapsing work into smaller, manageable sections for learning is one method synonymous with behavioral theory to teaching (Algahtani, 2017). For instance, before a science lesson on hearing, the instructor can streamline a complex science assignment by incorporating and educating just one phase of the scientific approach, like research problem, so

that the processes and objectives are transparent before going over all of the activities listed. This approach is especially beneficial for students with special needs. They are quickly irritated and overburdened when content seems too complicated at first, and they frequently surrender before even beginning an activity (Lenjani, 2016). Another essential element of elaborate teaching practices is modeling.

An instructor, for instance, must present and discuss each stage of the writing process. It is usually inadequate to name and provide illustrations of pre-writing techniques or proofreading; the teacher should prove how each action is completed for the entire class and possibly independently. When writing a paper, for instance, on "The most important event that happened," the instructor could help students think creative ideas and create a subject matter concept map. Explicit instruction also necessitates a significant level of guidance and planning (Algahtani, 2017). Since many students with special needs have computation, awareness, and cognitive issues, this focus on teacher-directed and monitored learning is valuable. Students are motivated when they know what to expect; that is when learning is predictable. They can then concentrate on the new learning process instead of the distinctive and possibly perplexing characteristics of a learning experience. Fast-paced teachings with monitoring and reporting are yet another example of the primary input phase suitable for students with Learning disabilities. These learners can advance if the teaching involves reporting by both the students and the teachers, responses, and validation. These teaching components are said to be successful with students, particularly those with learning difficulties. For instance, during a scholarly class, learners may be instructed to write analyzing the concepts of a narrative (Woolfolk, 2015). Individuals learn from the instructor's reviews at each phase instead of completing the task. First, they may want to see if the topic they have chosen is appropriate. Then they may describe examples of the central idea,

making sure that they are related activities. The critical content of their writings could be inspected and amended even before starting to work on a template. This process provides assurance and creates a strategy to achieve professional growth and a higher-quality final result.

Guidelines for Working with Students with Special Needs Based on Research

According to Fletcher et al. (2018), education providers can do a lot to help students with learning disabilities succeed, but it can be hard to balance all of the commitments. This section of the paper offers a range of minor actions that educators should do to solve students with disabilities without getting affected by the amount of work that needs to be completed. For instance, students with autism spectrum disorder may gradually exhibit conduct like poor eye contact, and they struggle emotionally and mentally. They also find it difficult to remain seated for lengthy spells. As they get into elementary school, autistic learners will be placed in inclusive environments, special classes, or a combination of both. In this regard, teachers, parents, and guardians must collaborate for the sake of the learner. According to research, simple strategies like finding a suitable classmate to befriend an autistic child, creating a home-like environment, maintaining consistency in teaching, and using visual aids as part of the collaborative plan can help these learners prosper (National Center for Education Statistics, 2021). Also, since autistic children exhibit intense interests, their interests should be accommodated in the learning environment. For instance, in a writing lesson, a student fascinated by cars can write sentences about cars.

In addition to that, stuttering is another disorder common with children aged three and four. When working with stutter learners, teachers should often speak to them privately without hurrying or interrupting them. Tutors should not avoid completing the student's sentences. It is recommended to pause often and communicate to the learner that it is okay to reflect before

speaking. Such learners should not be pressured into speaking. During discussions, the learner ought to be called upon early enough to avoid the buildup of tension.

In mathematics, teachers are called upon to make use of explicit instructions regularly. Explicit instruction contains a functional mapping of a problem's solution, knowing the specific steps to an issue, conveying numerous facets of a challenge and their remedies, and provides learners with quick remedial reviews on their correctness. Direct teaching should not be the only method used with any student with a learning disability. However, it should be used on a regular schedule with students who have difficulties with mathematics. Instructors learn how to manage problem areas using heuristic strategies, a "basic" problem-solving approach, for instance, reading the challenge, showcasing necessary details, converting it to a math sentence, solving, and checking. Kribbs and Rogowsky (2016) suggest that it provides students with different methods or options for solving problems.

In addition to that, research suggests that creating a well-organized learning environment with few diversions can make students feel abler to focus without adding extra components (Woolfolk, 2015). Teachers can devise systems to assist students in organizing their workbooks while also giving room for them to take a physical break if they become overloaded. Suppose students have difficulty staying focused or taking in a great deal of information simultaneously. In that case, tutors should try breaking things down into manageable activities that feel more bearable and make everyone feel like they are achieving success throughout the day. According to Fletcher et al., (2018), it is necessary to keep in mind that each student learns in their unique way. Some people need graphics, while others need to get in and feel their way via classroom instruction. Teachers should provide students with learning disabilities with numerous tools to enhance the subject in various ways. More importantly, students with special needs may feel as if

they are struggling to excel; therefore, providing potential for them to acknowledge and rejoice in their achievements is essential. Constructing lessons that lead to positive outcomes and implementing incentives can make them stay productive.

In summation, teachers must assist students with intellectual disabilities since it is essential to use innovative methods in the learning environment due to their processing and intellectual inadequacies. Teachers should become acquainted with learners' strengths and limitations with learning frailties to achieve a complete conceptual understanding. In a broad sense, these students struggle with cognitive abilities and adaptive behavior. Constructivist and behaviorists concepts can enhance the quality of education for learners with learning disabilities. The two theories advocate that tutors should structure coursework and student-centered learning activities, specific topic, and learning process environment. To eradicate the struggles affiliated with the stereotype, the best way to improve maximum results is to split intricate components of the learning process into smaller pieces. In addition to moving away from the familiar, students can benefit more from the learning experience when educators connect the knowledge to real-life situations, as previously observed. Due to the limitations of students with learning disabilities, it is suggested that teachers concentrate on a few concepts for lessons involving advanced problems. They should also design the assignments that can be included in the teaching to motivate active involvement. Success in this approach can be accomplished, for instance, through the use of models or visuals that are extremely helpful in communicating simple concepts and complex ideas.

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