

LEARNING DISABILITY IGNORED BY THE LEARNED SOCIETY (ISSUES, IDENTIFICATION & FUTURE VISION)

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Abstract

In this study, an attempt was made to analyze the effectiveness of an educational aid. In this process how disabled children are ignored by the educated society and how many difficulties disabled children face. This has been studied. In this study, we assessed the support provided by teachers, children and parents in government and private schools in and around Amritsar district. The survey method was used for the study and random sampling technique was adopted in 20 schools to select the sample and the school students, teachers and parents were all facing different difficulties. Important facts to note are that private and government teachers and parents should be aware of children with disabilities and solve their problems and provide additional support to students to use the cooperative learning method. Should remain so that they do not consider themselves extraordinary.

Keywords: Learning Disability, Learned Society, Issues, Identification & Future Vision.



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Introduction

India adopted a new Education Policy in the year 2020. India's National Education Policy 2020 (NEP) has been hailed as a new era in educational reform. However, it exists within a framework of pervasive policy gaps in the education of children with disabilities. Inclusive education in India has been described as exclusive of children disabilities. We have to remember that India adopted its first Education Policy in 1968. The second one was adopted in 1986. The national policy for person with Disabilities, 2006 recognizing that the person disabilities constitute a valuable human resource for the country and that a majority of such persons can lead a better quality of life if they have equal opportunity and effective access to

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rehabilitation measures, the government, with a view to create an environment that provides such persons equal opportunities for protection of their rights and full participation in society. None of this mentioned Disability at all. So, when in 2020, India adopted a new Education Policy and recognised and included Disability, many from the sector became elated. The fact that Right of Person With Disabilities Act was mentioned in this policy was appreciated by many disability activists and scholars.

Inclusion is a term which can be defined as an attitude or a commitment of appreciating diversities and accepting that all children can be educated in a common school to their Maximum potential. It requires increasing the capacity of regular schools so that they can respond creatively to greater diversities. It also involves building the capacities of teachers to deal with diverse population of students and to acquire pedagogical competencies that facilitate the Learning of all students in their classroom. Inclusive school is a school where everyone belongs, is accepted and is supported by his/ her peers and other members in mainstreaming . Once inclusive schooling is achieved integration and mainstreaming is no longer be necessary since no one is left out to be integrated.

Disability is any condition of the body or mind that makes it more difficult for the person with the condition to perform certain activities (activity limitation) and interact with the world around them. There are many types of disabilities such as vision, movement, thinking, remembering, learning, communicating, hearing, mental health, social relationships disability.

Learning Disability

Learning Disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities ,brain injury , minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantages.

Types of Learning Disabilities

Learning disabilities are often grouped by school – area skill set. If your child is in school, the types of learning disorders that are most pronounced usually revolve around reading, writing, or math. The different types of learning disabilities are:

Dyslexia- Area of difficulty – Processing language

- Symptoms include trouble with- Reading, Writing, and Spelling.
- Example-Confusing letter names and sounds, difficulties combining sounds into words, slow reading speed, reading text trouble remembering later.

Dyscalculia - Area of Difficulty- Math skills

- Symptoms include trouble with - Computing, Remembering math facts, Conceptualizing time and money.
- Example - Difficulty learning counting by 2s, 3s, 4s, poor mental math skills, Problems with spatial directions.

Dysgraphia - Area of Difficulty – Trouble with Written expression

- Symptoms include trouble with - Handwriting, Spelling, and Composition;
- Example - Fuzzy handwriting, difficulty in organizing ideas for writing.

Dyspraxia - Area of Difficulty - Fine motor skills

- Symptoms include trouble with - Coordination, Manual dexterity
- Example - Trouble with scissors, buttons and drawing

Symptoms of Learning Disability

- Short attention span
- Poor memory
- Difficulty following directions
- Inability to discriminate between/among letters, numerals, or sounds
- Poor reading and writing ability
- Eye-hand coordination problems; poorly coordinated
- Difficulties with sequencing
- Disorganization and other sensory difficulties.

Identification of Learning Disability

- Normal intelligence performance or verbal IQ equal or greater than normal range.
- Normal sensory functioning (After correction).
- Retardation in learning areas such as reading, writing and Arithmetic. Minimum of two years of retardation when compared to relative chronological age.
- Average or above average in socio-economic status.
- Not suffering from serious emotional disturbances.

- Exhibits symptoms of perceptual deficits.
- Adequate educational opportunity.
- The child's special abilities should also be ascertained by means of other psychological tests.
- The scholastic history of the child should be properly studied and his day-to-day individual group behaviour should be carefully evaluated.

Review of Related Literature

Thakran (2015) studied the performance on learning disabilities- types and symptoms and published by international journal of applied research. The study states that students with their sense and processing those acquired knowledge properly to the brain. The study found out that learning disabilities may co-exist with behavioural disorders or brain injuries may become the cause of learning disabilities. The study learning disability is a life-long disability that may vary with individuals.

Nabanita and Koushik (2016) studied the performance the states that behaviour modification will be treatment approach related on the principles of working conditioning that changes un favourite behaviours with more requiring once through positive or non positive impose. The study states that teachers and parents must be aware on learning disabilities of their students or children. Attitude towards those students must be changed. Teacher must keep their patience while relating with those types of students.

Bird (2017) encourage the use of concrete material, manipulatives, practical problems and visual models in order to provide the best support. He also emphasizes that repetition is key. However, there should be varied ways of approaching topics to engage learners. That is today, proper differentiation needs to be applied through avoiding materials that are too easy because it could be insulting and avoiding materials that progress too fast. As a guide for educators, Mr. Bird's book has practical games/ puzzles that are aimed at "anyone trying to help pupils who struggle with basic numeracy skills.

Lahrichi (2019) conducted case study was in a small International American school in order to assess the effectiveness of a support session designed for dyscalculia students. He performed some research into the nature of the learning disability, it's causes and how to tackle it in an effective manner. The case methodology consisted of gathering both qualitative and quantitative data form different sources including observation development of learning. As a

result of data analysis, he concluded that the support session is helping the pupils to progress but in a slow rate. According to him, Allocating more than half an hour per week for the support, Designing support sessions, communicate to parents are used by teachers for supporting the dyscalculia students.

Narris et.al. (2020) studied on students specific learning disabilities experiences of pre-registration physiotherapy education. Research focused on groups including 15 students with Disabilities and peer debriefing were implemented. It was concluded that investigator explore major themes, this study indicates that having a specific learning disability or anxiety creates a number of hurdles to success in physiotherapy education.

Materials and Methods

A survey research design was used for the study. This study was done on private and government schools of Amritsar city. A survey was conducted by phone, mail, via the internet, and also at street corners. Surveys include descriptive studies. Self – made Questionnaire tool was used to collect data for the study. Her self spritely for teachers and parents and students designed to study learning disability in schools and society. 24 questions (in two part) have been prepared by the investigator. Based on these on these questions, the investigator assess the learning disability support in schools and society.

Sample

A sample 20 schools (10 private schools and 10 government schools) has been selected for the purpose of study.

Objective of the Study

- To study the observation of learned society towards the students with learning disability.
- To study the reasons given by learned society to ignored the learning disabilities among learned.
- To discuss the issues faced by learned society to identification learning disable children.
- To discuss the issues faced by teacher while learning disable students.

Analysis and Interpretation of Data

- 1. Questionnaire for teacher's and parent's observation on learning disabilities.**

1.Children with physical and multiple handicaps get more tired than children without disabilities

	Agree	Neutral	Disagree
Parents	100%	0%	0%
Govt./Private Teacher	13.95%	76.74%	9.3%

As shown in the table 1 above, all parents agreed that children with physical and multiple handicaps get more tired due to poor health condition and low self -esteem as compared to normal children. 100% all the parents agreed that children with physical and multiple handicaps get more tired than children without disabilities.

76.74% of teacher that the handicaps children neutral get more tired as comparison to children with disabilities. 13.95% of teacher agreed with the statement & 9.3% of teachers feels that children with physical and multiple handicaps get more tired comparison to children with disabilities.

2. To spend the entire day in school is very difficult for them.

	Agree	Neutral	Disagree
Parents	12%	87.5%	0%
Govt./Private Teacher	16.27%	74.41%	9.3%

It is clear from the above table 2 which are showing that 87.5% majority of parents agreed that neutral spend the entire they in school is difficult for children with disabilities because lack of social skills and 12% of parents agreed with is statement.

74.41% of teacher that neutral spending the entire day in school is difficulty for children with disabilities. 16.27% of teachers agreed with statement & 9.3% of teachers disagreed that spend the entire day in school is difficulty for them.

3. Children with physical disabilities get hurt more easily than other children.

	Agree	Neutral	Disagree
Parents	25%	75%	0%
Govt./Private Teacher	6.9%	32.55%	60.46%

As shown in the table 3 above, 75% of parents admit that children with disabilities hurt neutral in the society because sometimes their peer begin to bully them and sometimes they do not get equal opportunities like others society and 25% agreed with the statement.

60.46% teacher disagreed that children with physical disabilities hurt more easily than other children . 32.55% of teachers neutral with statement & 6.9% of teachers agreed that children with disabilities get more easily than other children.

4. Children with disabilities require special attention than other children.

	Agree	Neutral	Disagree
Parents	0%	87.5%	12.5%
Govt./Private Teacher	13%	65.11%	20.93%

From the above table 4 majority of the parents 87.5% admit that children with disabilities neutral need special attention. According to them they are in the condition of developmental delay that is way they need more attention. 12% of parents disagreed with the statement.

65.11% of teachers responses that neutral children with disabilities require special attention than other children. 20.93% of teachers disagreed with statement & 13.95% of teachers agreed that children with disabilities require special attention than other children.

5. Children with physical disabilities need more assistance to during their classroom work.

	Agree	Neutral	Disagree
Parents	0%	62.5%	37.5%
Govt./private Teacher	16.27%	65.11%	18.60%

It is clear from the above table 5 which showing that 62.5% of parents neutral that children with disabilities sometimes need assistant during their classroom. According to them, sometimes they are unable to understand the special needs of the children.

65.11% of teachers that neutral children with physical disabilities need more assistance to during their classroom work. 18.60% of teachers disagreed with statement & 16.27% of teachers agreed that children with physical disabilities need more assistance to during their classroom work.

6. Children with disabilities face difficulty while attending regular school due to lack of infrastructural facilities.

	Agree	Neutral	Disagree
Parents	0%	75%	25%
Govt./Private Teacher	16.27%	79.06%	4.65%

From the above table 6 representation, 75% of parents admit that children with disabilities neutral face difficulty is while attending regular class due to lack infrastructural facilities. According to them, school don't support the assistive devices band 25% parents never agreed educator.

79.06% of teachers responses that neutral children with disabilities face difficulty while attending regular school due to lack of infrastructural facilities. 16.27% of teachers responses that agreed with statement & 4.65% to teachers disagreed that children with disabilities face difficulty while attending regular school due to lack of infrastructural facilities.

7. Parents of children with disabilities have unrealistic expectations about what the school should do and provide for their children.

	Agree	Neutral	Disagree
Parents	0%	0%	0%
Govt./Private Teacher	16.27%	65.11%	18.60%

As shown in the table 7 above, 65.11% of teachers that neutral parents of children with disabilities have unrealistic expectations about what the school should do and provide for their children. 18.60% of teachers disagreed that never with statement & 16.27% to teachers agreed that parents of children with disabilities have unrealistic expectations about what the school should do and provide for their children.

8. Many of the children with multiple disabilities end up staying in the home with their parents.

	Agree	Neutral	Disagree
Parents	0%	62.5%	37.5%
Govt./Private Teacher	16%	67.44%	16.27%

It clears from the above table 8 which are showing that 62.5% of responses of parents state that many of the children with disabilities end up staying in the home with their parents. 37.5% of parents disagreed with the statement.

67.44% of teachers agreed that neutral many of the children with multiple disabilities end up staying in the home with their parents. 16.27% of teachers disagreed with the statement & 16% of teachers agreed that many of children with multiple disabilities end up staying in the home with their parents.

9. Children with disabilities don't find good jobs.

	Agree	Neutral	Disagree
Parents	0%	87.5%	12.5%
Govt./Private Teacher	16.27%	79.06%	4.65%

It is clear from the above table 9 which are showing that 87.5% majority of parents that children with disabilities don't find good jobs. 12.5% parents disagreed with statement.

79.06% majority of teachers that neutral children with disabilities don't find good jobs. 16.27% majority of teachers that agreed with statement & 4.65% majority of teachers disagree that children that children with disabilities don't find good jobs.

2. Questionnaire for students observation on Learning Disabilities

Analysis of government / private schools students.

2.1 I spell a word how I hear it.

	Agree	Neutral	Disagree
Govt. Students	76%	17.6%	6.4%
Private students	13.6%	71.2%	15.2%
Total	44.8%	44.4%	10.8%

It can be seen from above table 2.1 that 44.8% of students response agreed that spelling a word how I hear it. 44.4% of students responses neutral that spelling a word how I hear it & 10.08% students of responses disagreed that spelling a word how I hear it. 76% of government school students were able to spell the word exactly like what they heard while 6.4% were not able to do so. But the scenario was totally different Here, only 13.6% were able to spell the exact word and 71.2% were sometimes were able to spell the collect word .

2.2 I found difficulty in listening.

	Agree	Neutral	Disagree
Govt. Students	5.6%	66.4%	28%
Private students	78.4%	10.4%	11.2%
Total	42%	38.4%	19.6%

From above table 2.2, That 42% of students responses agreed that they feel difficulty in listening. 38.4% of student responses that neutral they feel difficulty in listening & 19% of students responses they disagree feel difficulty in listening. it is evident that 5.6% government school students found difficulty in listening and 28% new were able to listen the teachers and others effectively. On the other hand, 78.4% of put school students found difficulty in listening due to some distractions

2.3 I Found Difficulty In Reading.

	Agree	Neutral	Disagree
Govt. Students	15.2%	13.6%	71.2%
Private students	17.6%	76%	6.4%
Total	16.4%	44.8%	38.8%

From the above table 2.3 representation, 44.8% of students neutral that feel difficulty in reading. 38.8% of students disagree that difficult in reading & 16.4% of students agreed feel difficulty in reading. that I found that 71.2% of government school students disagree found difficulty in reading while 13.6% of students said that they found difficulty in reading neutral. On the contrary put school students have difficulty scenario. 76% of them said they were normal while reading . They neutral found difficulty in reading.

2.4 I found difficulty in persistent hand-writing.

	Agree	Neutral	Disagree
Govt. Students	18.4%	71.2%	10.4%
Private students	24%	44%	25.6%
Total	21.2%	57.6%	21.2%

It can be observed that 57.6% majority of students that neutral feel difficulty in persistent hand-writing. 21.2% of students disagree that feel difficulty persistent hand-writing & 21.2% of students agreed that with the statement. 18.4% of government school students found difficulty in persistent hand-writing and 10.4% said that they disagreed found such difficulty. On the contrary 24% of the put school students agreed found difficulty in persistent hand-writing.

2.5 I feel difficulty in interacting with peers.

	Agree	Neutral	Disagree
Govt. Students	10.4%	78.4%	11.2%
Private students	66.4%	28%	5.6%
Total	38.4%	53.2%	8.4%

It is clear from the above table 2.5 which are showing that 53.2% of students neutral that feel difficulty in interacting with peers.38.4% of students agreed to with the statement & 8.4% of students disagreed that feel difficulty in interacting with peers. From the above finding, we found that 10.4% of the government school students agreed while 78.4% said that they neutral feel difficulty in interacting with peers. On the other hand, 66.4% of the put school students were not happy while interacting with peers and 28% were somewhat or for interaction with peers and 5.6% of the students disagree found any difficulty in it.

2.6 I feel difficulty in understanding the information.

	Agree	Neutral	Disagree
Govt. Students	16.8%	72%	11.2%
Private students	8.8%	71.2%	20%
Total	12.8%	71.6%	15.6%

It is clear from the above table 2.6 Which are showing that 71.6% majority of students that neutral feel difficulty in understanding the information. 15.6% majority of students disagree to with statement & 12.8% majority of Students agreed feel difficulty in understanding the information. 72% of government school students sometimes find it difficult to understand information and 16.8% of students have no difficulty finding information. 11.2% of students had difficulty understanding information. In private school, on the other hand, 71.2% of the students had occasional difficulty in understanding information and 20% of the students had difficulty. 8.8% of students had difficulty understanding information.

2.7 I feel difficulty in understanding the meaning of numbers.

	Agree	Neutral	Disagree
Govt. Students	16%	66.4%	17.6%
Private students	52%	10.4%	37.6%
Total	34%	38.4%	27.6%

It is clear from the above table 2.7 which are showing that 38.4% of Students that neutral feel difficulty in understanding the meaning of numbers. 34% of students that agreed that to with statement & 27.6% of students disagreed that feel difficulty in understanding the meaning of numbers. 66.4% of government school students find it difficult to understand the meaning of numbers. 17.6% students disagreed, 16% students find it difficult to understand the meaning of numbers. 52% of private school students were neutral in finding it difficult to understand numbers, and 37.6% of students disagreed with this statement. 10.4% of private school students found it difficult to understand the meaning of numbers.

2.8 I found difficulty in applying mathematical principles to solve.

	Agree	Neutral	Disagree
Govt. Students	20%	71.2%	8.8%
Private students	72%	11.2%	16.8%
Total	46%	41.2%	12.8%

From the above table 2.8 representation,46% of students agreed that feel difficulty in applying mathematical principles to solve. 41.2% of students that neutral to with statement & 12.8% of students disagreed that feel difficulty in applying mathematical principles to solve. 71.2% of government school students find it difficult to apply mathematical principles to solve problems. 20% of students disagreed with this statement.72% of private school students find it difficult to apply mathematical principles to solve problems. 16.8% of students disagreed with this statement and 11.2% of students found it difficult to apply mathematical principles to solve problems. Sometimes it is felt.

2.9 I found difficulty in retaining the information.

	Agree	Neutral	Disagree
Govt. Students	52%	37.6%	10.4%
Private students	66.4%	17.6%	16%
Total	59.2%	27.6%	13.2%

As shown in the table 2.9 above,59.2% of students responses that agreed they feel difficulty in retaining the information. 27.6% of students Reponses neutral to with statement & 13.2% of students responses disagree that feel difficulty in retaining the information. 52% of government school students agreed to retain information. 37.6% of students experienced this problem occasionally and 10.4% disagreed with this statement.66.4% of private school students did not face any difficulty in retaining information. 27.6% of students sometimes had difficulty retaining information and 16% of private school students had difficulty retaining information.

2.10 I feel difficulty in organising my idea/ thoughts.

	Agree	Neutral	Disagree
Govt. Students	11.2%	62.4%	26.4%
Private students	24%	20%	56%
Total	17.6%	41.2%	41.2%

It is clear from the above table 2.10 which are showing that 41.2% of students that neutral they feel difficulty in organising my ideas/ thoughts. 41.2% of students disagreed to with statement & 17.6% of student agreed that feel difficulty in organising my ideas/ thoughts.62.4% of government school students sometimes find it difficult to organize their ideas. 26.4% of students had no difficulty, and 11.2% of government school students had difficulty organizing their ideas. On the other hand, 56% of private school students did not find

it difficult to organize their ideas. 24% of students agreed with this statement, and 20% of private school students sometimes found it difficult to organize their views.

2.11 I feel difficulty to use verbal information.

	Agree	Neutral	Disagree
Govt. Students	11.2%	64.8%	24%
Private students	11.2%	78.4%	10.4%
Total	11.2%	71.6%	17.2%

From the above table 2.11 representation, 71.6% of students agreed that neutral they feel difficulty to use verbal information. 17.2% of students disagreed to with statement & 11.2% of students agreed that feel difficulty to use verbal information. 64.8% of government school students were neutral in finding it difficult to use verbal information. 24% of students disagreed with this statement and 11.2% of government school students found it difficult to use verbal information. Private school students, on the other hand, sometimes feel the need to use information. 11.2% agreed with this statement and 10.4% of private school students did not find it difficult to use verbal information.

2.12 I feel difficulty to use non-verbal information.

	Agree	Neutral	Disagree
Govt. Students	12%	63.2%	24.8%
Private students	64.8%	11.2%	24%
Total	38.4%	15.6%	24.4%

As shown in the table 2.12 above 38.4% of students Reponses agreed that they feel difficulty to use non- verbal information. 24.4% of students disagree Reponses to with statement & 15.6% of students responses neutral that feel difficulty to use non- verbal information. 63.2% of government school students were neutral in finding it difficult to use non-verbal information. 24.8% of students disagreed with this statement and 11.2% of students found it difficult to use non-verbal information.64.8% of private school students agreed that they find it difficult to use non-verbal information. 24% of students disagreed with this statement and 11.2% of students sometimes had difficulty accessing non-verbal information.

2.13 I struggle to learn sequences.

	Agree	Neutral	Disagree
Govt. Students	10.4%	78.4%	11.2%
Private students	8.8%	79.2%	12%
Total	9.6%	82.8%	11.6%

As shown in the table 2.13 above, 82.8% of students agreed that neutral they struggle to learn sequences. 11.6% of students disagreed to with statement & 9.6 % of students agreed that struggle to learn sequences. 78.4% of government school students sometimes struggle to learn order. 11.2% do not struggle and 10.4% of students agree with this statement. 79.2% of private school students are neutral in their struggle to learn order. 12% of students do not have to struggle, and 8.8% of school students have to struggle to learn order.

2.14 I usually make unexpected errors when reading loud.

	Agree	Neutral	Disagree
Govt. Students	8.8%	81.6%	9.6%
Private students	62.4%	25.6%	12%
Total	35.2%	53.6%	10.8%

It is clear from the above table 2.14 which are showing that 53.6% of students that neutral usually make unexpected errors when reading aloud. 35.2% of students agreed to with statement & 10.8% of students that disagree usually make unexpected errors when reading aloud. 81.6% of government school students said that when we read aloud, we sometimes make sudden errors. 9.6% of students agreed that we usually make errors when reading aloud. 62.4% of private school students agreed that we usually make sudden errors when reading aloud. 25% of students were neutral with this statement and 12% of students disagreed that we do not usually make sudden errors while reading aloud.

2.15 I put letters and numbers in wrong way. For Example:-“15” for “51”, “b” for “d” or “was” for “saw”.

	Agree	Neutral	Disagree
Govt. Students	0%	56.8%	43.2%
Private students	16.8%	63.2%	20%
Total	8.4%	60%	31.6%

As shown in the table 2.15 above, 60% of students that neutral they put letters and numbers in wrong way. For example :- “15” for “51”, “B” for “D” or “was” for “saw”. 31.6% of students disagreed to with statement & 8.4% of students agreed that put letters and numbers in wrong way. For example :- “15” for “51”, “B” for “D” or “was” for “saw”. 56.8% of government school students stated that we sometimes give letters and numbers incorrectly. For example: -"15" for "51", "B" for "D", "saw" for "was". 43.2% of students disagree with this statement. 63.2% of private school students said that we sometimes give letters and numbers incorrectly. For example: - "15" for "51", "B" for "D", "saw" for "was". 20% of students

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disagreed with this statement and 16.8% of private school students agreed that the letters and numbers are incorrect. For example: - "15" for "51", "B" for "D", "saw" for "was".

Result and Discussion

It is clear from the above explanation that parents and teachers believe that children with disabilities find it very difficult to learn anything. According to parents, it is difficult for children with disabilities to spend the whole day in school fairly. Government and private school teachers believe that due to lack of basic facilities, children with disabilities face a lot of difficulties in getting regular schooling. The majority of students find it difficult to understand information. And many students struggle to learn the order.

From the above results we have seen that parents, teachers and students show that disabled students face a lot of difficulties in their life. In order to solve the problems of the children, the teachers use the assistive devices and the resource room to get them to learn. Government and private school teachers help students solve problems by simplifying materials and using audio-visual aids.

Conclusion

In this study, children with disabilities face significant difficulties. Parents and teachers also say that they are facing a lot of difficulties due to lack of facilities. Attempts have been made by teachers and parents to analyze the effectiveness of the educational support process to help students with disabilities. In this study we evaluated the support provided by students, teachers and parents in Amritsar district by the private and government and the surrounding society. The survey method has been used for the study and random sampling technique has been adopted to select 300 samples from 20 schools (private and government) A self-made tool has been used for the ideas of and how the problems of disabled children arise and how they can be solved. The result is that children with disabilities face a lot of difficulties in their lives. And they should not allow disabled children to feel and arrange maximum job opportunities for these children so that they can bear their own expenses.

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