

INTRODUCED A NEW APPROACH IN THE TREATMENT OF CHILDREN WITH LEARNING DISABILITIES

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Abstract

The theory of limited time, attention, children with learning difficulties in concentration and attention and concentration problems, and growth in this field has been interrupted. No doubt a very serious and needs to be read is the ability of children with learning disabilities, vision or hearing problems are perceived.

Those clinical experts in the field of auditory skills of children with dyslexia work, believe that the basic problem is due to defects in the children of phonetic skills. Children with auditory perceptual problems may possess the ability to complete the hearing, but fail to analyze what you heard correctly Because these children are unable to understand and analyze what they have heard. It is not the word for them to read your mind to analyze. The training methods which have so far been used for learning disability have focused only on one aspect of the disease and have improved only sensory, perceptual or motor aspects. This study aims at providing a new restorative method in which all the three, i.e. sensory, perceptual and motor aspects, are taken into consideration. In this method that we introduced in this article, after evaluating children by means of mixed methods we try to develop the child's sensory perceptive physical skills. After the training sessions, the children can be re-tested and the results can be compared.

1. Introduction

Investigations in the field of learning disability began in the 1960s. Before that, the authority of doing such research was in the hands of physicians and psychologists. But their authority was taken away by federal law and this field was transferred from clinics into classes and schools. (Lerner, 1997).

1.1 Definition of learning disability:

Children with learning disabilities, children are among the most difficult aspect of reading about them in this issue.

So far, many definitions have been provided for learning disability. These definitions were mostly due to various types of problematizing the issue and basic factors which are dependent on different theories (Tabrizi, 2001). The most important definition is based on the definition of the Federal government and the fourth revision of diagnostic and statistical manual of mental disorder. Federal government has defined learning disability as a kind of disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest

itself in the form of an imperfect ability to speak, listen, write, read and spell or do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, emotional disturbance or of environmental, cultural or economic disadvantage (Lerner, 1997). This is to assist students in reading fluently and as Kpart said motor training on reading and education effects.

1.2 Definitions of sensory, perceptual – motor activities

Defining sensory perceptual and motor activities and determining their role in the learning process is of great importance. Firstly, stimulus or stimuli are provided to the senses (sight, hearing, smell, taste and touch) in order to stimulate them. This process is called message receiving or encoding process. After stimulation, the message is sent to the brain through afferent nerves. This process is called "input" process. When the message is received by the brain or cerebral cortex, an organizing or unifying process will occur. The received message will be combined with the previous information and experiences and the required decisions for action will be made. The decisions will be transferred into the operating organs and response mechanisms through the efferent nerves. This process is called "output". Finally, the response will be shown as a verbal expression (writing, saying) or motor reaction (running). Now, if the response is correct, the brain will store this information for the subsequent uses and if it is incorrect, a substitutional response will be created & provided for correcting the previous response (Verner, 1991).

Since sensory – perceptual and motor actions are interdependent, developing a sufficient system of sensory – perceptual a motor processing in children with learning disability, by using a restorative method, for successful performance of each task is of great importance.

(Some theories of learning disability have focused on the sensory – perceptual & motor development and concluded that, as each stage in different sensory – perceptual & motor phases is completed the child is also prepared for the next development stage (Rakhshan, 1990).

1.3 History of restorative approaches

Early in 19th century restorative education was developed in France by John, mouk Gasper Itard. He was a French physician who had attempted to teach a wild little boy found in Arirson jungle in 1799. He believed that by using restorative education it was possible to correct crippling and psychological effects resulted from the child's extraordinary deprivation. And he tried to make the child interested in social life and to awaken his nervous sensitivity and to develop his / her scope of thoughts and beliefs, and to develop his speech through imitation.

Edward Seguin, also, developed a sensory – motor restorative approach. His view was based on psychological and neurological theories. After him, Maria Monte Suri 1932

did some research in this respect. Her method was based on auto – education and self – teaching.

In early 1920s, a psychologist called Fernale, developed a sensory – muscular restorative method in which the child used touching and motion of his muscles to learn vocabulary and sentences.

This method was used for those students who had normal intelligence but suffered from some serious learning problems. The results were satisfactory (Krek, 1988).

In 1932 Maria Monte Suri introduced a restorative program for omitting the errors and mistakes of the children suffering from learning disability. This program was known as "Reading Restorative programs" (Rumsey; 1997). In 1973, Orton & Gelingham had used a multi – sensory approach, called" alphabetic method" for reading, writhing and spelling. The reason the method came to be called as such was that the training focus of this method was on acquiring proficiency in alphabetic units and consequently on putting these units together to form words and sentences (Lerner, 1977).

Anyway, learning disability has been the center of attention and it must be noted that those children who suffer from this disability lack some skills which are among the most important abilities in acquiring information and knowledge from the outside world. This may cause some problems in social, family and economic areas. On the other hand, these children have many other problems like low self – esteem, aggressiveness, sabotage and stress (Naderi & Naraghi; 2000).

Regarding these descriptions, using appropriate curative methods to help this group of society is an undeniably valuable arena to do research. Therefore, this research, by introducing a new mixed method, has attempted to take a step in that direction. Children suffering from learning disabilities have some specific disorders in perceptual – visual areas such as in reversing the letters (letter reversals) and words (word reversal) and in letter sequencing. They have also problems of word omission and word repetition. And also they have specific problems in auditory perception which include received sounds and slow information processing. Further, there are some disabilities like integrated sensory disability and perceptual-social problems. Integrated sensory disability includes touch sensitiveness, problems in keeping their balance, jumping, running, tying and zipping. And perceptual – social problems include wrong perception of social signs, etc. In this study, it has been attempted to provide a new restorative-educational method which is a mixture of sensory-perceptual and motor education this method deals with training learning disability.

2. Methodology

Most of the exercises in this way on this topic emphasizes that children learn the details of the notice shall also This is to assist students in reading fluently and as Kpart said motor training on reading and education affect

In this study, after evaluating the child by using sensory, perceptual motor methods including frastig method (motor- visual harmony, spatial connection, ...), Verner's & Reings method (direction finding, strengthening gross motor, and balance), Tabrize's method (Lip-reading, eye-following , letter recognition, ...), Veksler's number memory test, and some other methods adopted by the researcher like increasing social perception (social games, story telling, ...) and increasing sensory perception (and playing), we dealt with increasing sensory, perceptual and motor abilities in children with learning disability.

The duration of the training period lasts ten session with every session lasting one 1 hour. This method is applied to individual child, but, according to time, place and the condition, the number of children, the number of sessions and the duration of each session can increase.

The best age for this method to be applied to, is primary school age in which the flenibility of child is high and restoration and improvement is possible. But if the learning disability is diagnosed in child of less than school age or out of school, it is again possible to use this method.

At the beginning of each session the child is tested in order that his / her level be determined. This test can include inteligence test or any other test of standard progress evaluation.

Conclusion;

As a whole, most problems related to the lack of child care and focus on them. The children are not the problem, but only in a particular area with many problems in social, developmental, sensory, understanding, a movement which obscures the whole life . Strategies and measures should think of a way to treat these individuals to be used in all areas of their problems will improve Strategies and measures should think of a way to treat these individuals to be used in all areas of their problems will improve. As mentioned previously, past studies only one way to improve one part of the problem were discussed. But a combination of education, sensory - perceptual - motor development of children with dyslexia all aspects of sensory perception - and even social movement can improve

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