



## IMPACT OF POVERTY ON LEARNING DISABILITIES

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Communicated :20.02.2022

Revision : 15.03.2022  
Accepted :25.03.2022

Published: 30.03.2022

### ABSTRACT:

Learning disabilities are neurological disorder and this neurological disorder affected on students performance. Now a days, parents are more aware about the learning disability problem of their children. The students who belong to high socioeconomic status is studying in good and getting more opportunities than the students belong to low socio economic status. The main aim of the study was to find out effect of socioeconomics status on learning disabilities on school going children. Objective of the study was to search effect of high and low socioeconomics status on learning disabilities on school children. Hypothesis of the study was high socio economic status students were significantly better performer than the low socio economics status students. Total sample of the study was 60 students and both male and female students were considered as participant. The data were treated by student's 't' test. For this study, diagnostic test of learning disabilities and it was developed by Swaroopa and Dharmista. The result of the study was student from high and low socio economics status differ significantly from each other. The conclusion of the study was students from high socio economic status were good performer than the students from low socio economic status.

**Key words:** - *learning disabilities, socio economic status, poverty and students.*

### INTRODUCTION:

Learning disabilities among the children is relatively a very old problem. However, not much attention was paid to the learning disabilities among the children even in the developed countries. Obviously, in a developing country like India only during the last two decades little awareness is seen about the learning disabilities among the children. The field of study involving learning disabilities is a relatively new and very lively area of great challenge and possibilities. In the developed country, this field has existed for the slightly over four decades and in that times, professionals, parents and individuals who themselves experience learning disabilities have tried desperately to develop new approaches to deal with the set of problems they had faced.

It is believed that, the first definition of learning disability was first proposed by Kirk (1988). By the early 1960s many professionals had begun to recognize as the common element among these perceptual and language problems seem to be inability to learn that was not caused by

low intelligence and environmental factors. The cause seems to be dysfunction in the brain or central nervous system that affected the way child process information. Consequently, a meeting was held in Chicago and Kirk as the kin of speaker recommended the term learning disability to include all children with perceptual and/or language problems. He defined this term as, "a retardation, disordered, or delayed development in one or more of the process of speech, language, reading, spelling, writing or arithmetic, resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation; sensory deprivation or cultural or instructional factors (Kirk, 1988). The proposed a definition differed from the earlier ones in several major aspects. "Learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the

individual pressure to be due to central nervous system dysfunction and may occur across the life span problems in self regulatory behavior, social perception and social interaction may exist with learning disability but do not by themselves constitute a learning disability. Although, learning disabilities may occur concomitantly with other handicapping conditions (for example; sensory impairments, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences insufficient and inappropriate instruction), they are not the result of those conditions or influences (Hammil, 1990).

#### **Current and future issues in learning disabilities:**

Definitions such as those proposed for learning disabilities are offered to specify a particular type of condition or individual. They are valid as long, there is at least one individual to whom they apply. Definitions of learning disabilities are frequently criticized because they almost universally state that neurological impairment is the presented cause of problem. However, even the most severe critics of the LD concept agree that, at least a few children may have specific neurological impairment that interference with school learning (cf. Coles, 1987). The important question for these critics is, how many of the school children identified as LD are adequately described by these definitions. Obviously, the definition of learning disabilities accepted by the majority of the person's in the field has changed in subtle ways since it was first formulated in 1967. The changes brought in the definition reflect addition to our knowledge. For example; the first formal definitions state, "specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to mathematical calculations. The

term includes such conditions as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual hearing and disturbance or motor handicaps of mental retarded environmental and economic disadvantage".

An interesting controversy was stimulated by the definition proposed in the interagency to committee to report the congress (1987), they proposed children with learning disabilities should be considered in the following perspectives, "learning disability is a general term that refers to a heterogeneous group of disorders, manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presume to be due to central nervous system dysfunctions and may occur across the life span. Problems in self regulatory behaviors, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability". Although, learning disabilities may occur concomitantly with other handicapping conditions or with extrinsic influences, they are not the result of those conditions or influences (NJCLD, Memorandum, 1988, page 1).

#### **Poverty and learning disabilities:**

Now a days, another challenge we face is the growing number of students who live at or below the poverty line. The children raised in poverty encounter more than their share of environmental hazards. Such children—who are more vulnerable to some kinds of brain injury and developmental problems due to inadequate nutrition and health care—are overrepresented in our special education population. Since even preschool intervention is too remedial all the effects of long term physical and intellectual deprivation, the best hope for many children may lie in making easy-to-obtain, quality

education available to parents in such key areas as nutrition, infant and toddler stimulation, and family health care. Social programs to designed to reduce the shocking number of children living in poverty (now nearly one in four in the United States) are also critical to improving children's learning potential. The cost of such programs needs to be evaluated in light of the gloomy prospects faced by students who begin school with cognitive deficits; they are less likely to graduate, less likely to find satisfactorily employment, and more likely to end up in jail or in need to public assistance than more advantaged youngsters. Poor children "are at the greatest risk of not getting enough education," according to a study released in 1993 by the National Anti-Poverty Organization (NAPO). The report, which links illiteracy and poverty, outlines various problems that poor children face: hungry children cannot concentrate at school, worry, stress, and tension also take their toll on concentration, crowded homes mean few quiet places to study, poor, undereducated parents lack the confidence to challenge the school system. This qualitative case study examined a rural school district where many of the students live in poverty. The purpose of the study was to develop a deeper understanding of the learning disability (LD) identification process as implemented in a high-poverty rural setting. Analysis of the data revealed the prevalence of some stereotypical beliefs regarding poverty. In addition, the findings revealed use of a traditional, Intelligence Quotient (IQ)-Achievement discrepancy model rather than Response to Intervention (RTI). Furthermore, participants conveyed that their deliberations do not typically include the legally required consideration that other factors (such as poverty) may be the primary reason that the student is struggling. Recommendations include providing educational activities to challenge stereotypical beliefs about people living in poverty, considering socioeconomic reform in

discussions about school improvement, supporting teachers in their efforts to meet the needs of all students in their classrooms, and implementing assessment methods designed to help students receive the assistance needed as early as possible (Chandler, 2014). The four papers that make up this document report on poverty issues as they pertain to adults with learning disabilities. "Programmatic Response to Welfare Clients with Learning Disabilities" (Glenn Young) describes steps in the Learning Disabilities Initiative that works with federal agencies, states, local governments, and nonprofit organizations to develop pilot projects and promotional events. "Empirical Relationships among Poverty, Literacy, and Self-Reported Learning Disabilities" (Stephen Reder) reports these findings of in depth secondary analyses of National Adult Literacy Survey data: adults with learning disabilities are highly overrepresented among the undereducated, nonparticipants in the labor force, the unemployed and underemployed, and the poor. "Attention Problems and Literacy Skills" (Richard Cooper) suggests steps to ameliorate adults' difficulties in employment, social, and life skills resulting from learning and attention problems as children: fully enforce the Americans with Disabilities Act; establish interagency diagnostic centers; and develop a new model for literacy and adult education programs. "Implications for Literacy Programs Serving Learning Disabled/Low Income Populations" (Paul J. Gerber) proposes help for the learning disabled beyond their school-age years through treatment of learning disability as a medical condition and literacy centers that diagnose, evaluate, and set attainable goals for individuals with learning disabilities (Young et al, 1996).

#### **AIM OF STUDY:**

Aim of the study is to find out the impact of socioeconomic status on learning disabilities on school going children.

**OBJECTIVE:**

- To study the impact of socioeconomic status on learning disabled students.

**HYPOTHESIS:**

- Students performance of the high socioeconomic status is better than the low socioeconomic status.

**MATERIAL AND METHOD:****SAMPLE:**

The total sample comprised of 60 Ss only. Their age range was 8 to 10 years, and their educational standard was either 3rd or 4th.

**TOOLS USED:****Diagnostic Test of Learning Disability:**

The scale was constructed and developed by Swaroopa and Dharmistha. It consisted of ten different types of learning disability and each sub test is measuring different areas. Cognitive abilities measure the ability to manipulate the stimuli in reversed order. The test of memory measure which is the necessary facilitator for almost all the learning. The reliability coefficient obtained by the test retest method is 0.79.

**PROCEDURE:**

For collecting data the Ss were called in a small group consisted of 5 to 10 each. Their seating arrangement was made in a classroom; sufficient distance between the two Ss was kept, so, that one cannot peep into the answers written by the other. Once the Ss had taken their seats rapport was formed through informal conversation. The important instructions were given to the Ss regarding the test and second data were used as online mode and telephonic call.

**RESEARCH DESIGN:**

Comparative design was used for the study.

Statistical Treatment:

The data were treated by student's 't' test.

**RESULTS AND DISCUSSION:**

't' test table

Group 1	X	9.55	t = 12.84**
	s	1.00	
Group 2	X	6.90	
	s	1.06	

From the above table it is shown that group 1 had mean value of 9.55 and standard deviation had 1.00 and group 2 had mean value of 6.90 (s= 1.06). It is clearly indicated that, both groups means group 1 and group 2 are differ significantly from each other.

In the present study the difference between the two groups are observed and the computed 't' valued obtained 12.84 is significant at 0.01 level. Hence, the group 1 performance is significantly better than group 2.

Suggestion: on the basis of results following suggestions were drawn

- School should appoint the psychologist and special educator for betterment of the students.
- Those who belong to low socio-economic background for them they can conduct extra classes like remedial classes.
- Special educator should take follow up of every week.

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