

Cognition And Learning In Teaching Children With Specific Learning Disorders

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Inclusion is a process that focuses on an attempt to address and tackle the diversity of needs related to all learners via increasing their involvement, in learning, communities, and cultures while reducing the educational exclusion (Booth, 1996). Inclusive education is related to the provision of responses associated with the broad spectrum of learning needs in the formal as well as informal settings of education. Inclusive education is more concerned with the transformation of education systems to deal with learners' diversity instead of trying to integrate some learners into the educational mainstream. Its purpose is to enable both the teacher and the learner to absorb and appreciate diversity and to see it as an enrichment challenge in the learning environment of educational institutes. Children learn new knowledge and experience a variety of things – engaging in the new environment by active learning, thinking creatively, and exploring new settings – thus supporting the child to be an active learner. Early Year Foundation Stage (EYFS) has some prime and specific areas of learning. The former develops through experiences and new relationships, whereas the latter gives importance to the context for learning knowledge and essential skills.

Personal, Social, And Emotional Development In Early Years

Personal, social, and emotional development in early years, specifically 22-36 months and 30 – 50 months, focuses on making relationships, developing self-confidence and self-awareness, and managing feelings and behaviors. During 22-36 months of life, a child is interested in watching others playing, showing concern to others, sharing their experience, making friendships with others, expressing their interests, seeking comfort from familiar people, and expressing their feelings. Show cooperation with rules and have an increased ability to distract themselves. On the other hand, during the 30-50 months of their lives, they have the potential to play with others in groups, show friendly behaviors, select and use resources with help, enjoy small responsibilities, show confidence in asking for help, be well-aware of their feelings, tolerate delays in needs, adapt behavior to the social situation.

Communication And Language

Communication and learning in early years, specifically 22-36 months and 30 – 50 months, focuses on listening and attention, understanding, and speaking. At the age of 22-36 months, the child can hear the noise that adults make while reading stories with interest, identify and respond to familiar sounds,

learn new words, hold the conversation, use simple sentences, and ask various questions. The child, at the age of 30-50 months, listens to interesting conversations and stories, focuses attention, follows directions, uses a range of tenses, talks to connect ideas, uses intonation and phrases, uses vocabulary, and uses hypothetical words for things.

Physical Development

According to EYFS, physical development at the age of 22-36 and 30-50 months involve moving and handling things, and self-care. The child at 22-36 months is involved in running safely on foot, climbing confidently, kicking balls, turning pages, and learning to start using three fingers. Children at this age can feed and drink well, communicate their needs freely, and become independent in self-care. However, the child at 30-50 months of age has the potential to move freely and confidently, mount stairs, run skillfully, run momentarily, and hold and catch things. In relevance to self-care, the child during these months can tell when tired and hungry, understand that items need to be handled carefully, manage washing hands, and dress with help.

Cognition And Learning

According to the SEN Code of Practice, 'cognition and learning' is one of the four major areas of need. This is not only related to those children who are having issues with general or specific learning but also to children who are having sensory and physical impairments and children with Autism Spectrum Disorder (ASD). To respond effectively to children having learning issues, it is important to consider a wide range of interacting and influencing factors that include physiology, psychology, society, and culture.

It is not easy to generalize the findings related to children in some specific educational context to other related circumstances. A variety of research in the field of cognition and learning is related to teaching children with some specific learning disorder or impairments, syndromes, and deficiencies related to learning. Selection criteria are considered as an important factor upon which some studies have been carried out (Swanson, 2000). In the UK, the categorization of researchers mainly depends on the policies related to inclusive education and the provision of students to local schools, as a wide range of studies are based on underachievement and a moderate level of learning impairment. On the other hand, in the USA, researchers related to 'cognitive impairment' most often are based upon the IQ score in categorizing children. A very small number of controlled single-subject experimental studies are available in this domain. One of the biggest challenges for a child with ASD is communication. Children, in their early years of development, start babbling and increase their vocabulary, but a child with ASD has delayed language skills. A study conducted by Mayo et al. (2013) findings have shown that children who start communicating before twenty-four months develop greater communicating and language skills than those who do not begin speaking before this age.

Cognition And Meta Cognition

Research has a significant focus variably on the awareness of metacognition, the development of basic cognitive processes for handling the processing and memory-related information, and the control of learning strategies and thinking patterns, and also on the cognitive inter-relatedness. Child achievement is similar to his level of abstraction, familiarity, problem-solving skills and purpose of investigation. Advancement in the domain of neuroscience has focused on children with general and specific learning difficulties.

Social Constructivist Teaching

The majority of the researchers view the child as a curious and active learner who is always ready and motivated to learn new things, solve problems, contribute to the development of the learning community, and develop knowledge. Learners internalize new things from thoughtful attention, guided participation and scaffolding. Any problem for children having specific learning difficulties might arise related to social interaction, communication, and motivation. Even the teaching strategies are quite effective in explaining the teacher-student relationship, peer selection, reflection on learning, problem-solving, and classroom activities.

Learning Styles And Preferences

Individual differences in multiple intelligences and learning have strong implications in the learning domain. The use of mind mapping is quite useful for children having issues with learning difficulties. These mind-mapping techniques that help in understanding stories are now being added to the inclusion strategy of many schools as a part of the curriculum.

Combining Learning Approaches

It's a view of the number of researchers that one model explains only one model of teaching. So techniques of structured behavior will consist of just one set of the skills that are focused by teachers related to the assessment of child's needs (Farrell, 1997:59). So the findings of a meta-analysis that focuses on the findings that a combination of teaching skills are better and more effective for children with ASD as compared to other models related to teaching strategies (Swanson, 2000). A combination of guided problem-solving and explicit instruction provides evidence that it is an efficient and effective way of transferring and generalizing learning in ASD.

Inclusion, Participation, And Access To Learning

Professional guidelines, along with research evidence, promote the classroom's importance as a learning environment by focusing on distinguishing new expansions in ICT. Team planning based on collaboration is considered one of the significant predictors that enable the development of an inclusive and flexible class environment. The physical arrangement of the classroom can be very uncomfortable for some children as sometimes a few students with ASD need particular attention to the learning situations. Moreover, inclusive learning has a positive impact on students' performance (McMaster & Fuchs, 2002).

Inclusion Classrooms

Children with ASD succeed well in the inclusive classroom setting. Although not much research is available that focuses on behavioral intervention. However, according to the study conducted by Grindle et al. (2012), school children who spend more time in inclusive settings show better results than those who undergo one-on-one intervention.

Classroom Structure. A number of studies suggest a variety of strategies to enhance inclusion success through delayed contingencies, peer-mediated interventions, antecedent procedures, self-management skills, and standardized one-to-one interventions (Crosland & Dunlap, 2012). Delayed contingencies are important to help autistic children to be academically independent. Peer-mediated interventions are also important and are established by teachers in the classroom setting. These interventions are teachers' responsibilities and allow a child with ASD to form a pair with developing class fellows, which will help him in social learning. Antecedent procedures help in reducing the prevalence of specific behaviors. Self-management skills taught at schools allow the student to get involved in the classroom goals and further lead to increased independence. It also shifts their focus from the teacher to their peers. A standardized model for one-to-one interaction would only be used when the child showed any problem behavior.

Barton (2012) also emphasized that classroom settings, along with preventative measures, are important for children with ASD. Barton (2012) and Crosland and Dunlap (2012) both have suggested that when visual cues are used with ASD children, then they will have a significant effect. These cues are useful in providing a structured environment to be independent. The use of motivators would be helpful for the child. The motivators can be anything that influences the child to do what you are expecting (Barton, 2012). These strategies are quite helpful at the preschool level but can also be applied at the elementary level.

Approaches To Inclusive Classroom Education

Applied Behavior Analysis (ABA)

Many of the schools offer inclusive classroom settings. Grindle et al. (2012) suggested the impact of Applied Behavior Analysis (ABA) that can be applied to students with ASD. ABA is a concept that is often presented in home-based programs. He suggested that the ABA technique applied in home-based settings involves the child with ASD spending most of the skills that are necessary to be applied in social situations. A home-based setting is more helpful and effective as parents are also supposed to learn the techniques to be used at home.

Social constructivist theory

This theory was presented by Vygotsky; he explained that social interaction helps a lot in cognitive functioning. According to this theory, experiences and knowledge are interlinked, and the former controls the effects of the latter.

This theory explains the importance of the role of sociocultural factors. He was in view that learning is highly affected by culture. The four fundamental capacities that Vygotsky considered newborn children were conceived with, however, required improvements through culture to form completely were attention, sensation, perception, and memory (McLeod, 2014). Despite the fact that those capacities could contend exclusively, social constructivists see the manners by which newborn children figure out how to focus or what to focus on. All these things are molded by one's culture. Mallory and New (1994) suggested the cases of children figuring out how to hold a pencil and the proper age one ought to peruse, both being socially particular and learning in a school setting.

Two of Vygotsky's primary rules that guide this exploration are the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The two standards are comparable in that other individuals are utilized to impact a student. The MKO is somebody who learns more than the student, for example, an instructor (McLeod, 2014). McLeod (2014) additionally brings up that an MKO could be an associate contingent upon the idea, i.e., a computer game. The ZPD refers to teaching children new points while enabling some level of self-revelation to happen. This strategy has appeared to be effective with teacher's cooperation and additionally, peer connection, meaning more able kids were helping their associates (McLeod, 2014). A study by Palincsar and Brown (1998) found that when children with various skills and aptitudes are gathered in an inclusive classroom setting, then the group working in an inclusive setting works more and more appropriately than the non-inclusive one. The result of this study can be explained and justified by the social constructivist theory. In an inclusive classroom setting, children with ASD and students having different aptitudes will probably have various and deep discussions, and the instructor will be asked for feedback. Subsequently, the children having divers capabilities will be more engaged with the experience of learning than the

children with similar skills. Along these lines, as indicated by Vygotsky's social constructivist theory, learning in a situation with individuals who have higher or diverse capacity levels is best for the optimal level of learning. Children with ASD are not subjected to being categorized as restricted or having a lower learning capacity. The idea of MKO and ZPD can, nevertheless, still apply to such children, especially in incisive settings.

Modeling is an approach that is normally utilized with children who have ASD. It is utilized to exhibit anything from eating to playing and should be possible by grown-ups or peers. MKO and ZPD are extraordinary kinds of demonstrating. Those ideas outline how classroom settings with peers who may have higher capacities, either subjectively or socially, can enable youngsters with ASD to grow, particularly with the help of an educator. Social constructivism would discover that children with ASD would pick up learning through their experiences in school. For this situation, social and intellectual improvement would be upgraded by this theory. Language also plays a key part in social constructivism. Vygotsky trusted that language is created through social communications (McLeod, 2014). Through language, individuals can verbalize thoughts. The point in time that considerations are exhibited verbally is around age three (McLeod, 2014). Vygotsky trusted in two various types of discourse, one with the end goal of correspondence and one for self-control, known as "private discourse." There is proof that children who take part in private discourse have more prominent psychological advancement than others. Private discourse is utilized to manage children who might have a troublesome time with an assignment, for example, homework (McLeod, 2014). Children with ASD frequently battle with communication and language. The level at which a youngster with ASD battles with communication shifts in degree from utilizing augmentative and alternative communication (AAC), for example, a discourse tool, to interchanges that may show up somewhat not the same as normal. There are other devices like clicker 7; dragon dictate are the important one that supports learning in children with ASD.

Conclusion

The inclusive setting is helpful for students who have ASD, and as greater work is spent at home, then it is more important to work more in that setting rather classroom. As of now, there is a need to explore the importance of inclusion at home for children with ASD.

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