

# Learning Disabilities and their Effect on the Social Development of Children

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## ABSTRACT

A child's social development can be impacted by learning difficulties in a variety of ways, such as: Social skills: Children with learning difficulties may struggle to build deep connections with friends and family because of their weak social skills. Additionally, they could struggle to read social cues and misread other people's actions. Social interactions: Children with learning difficulties may find it challenging to fit in with their peers and may be more prone to experience rejection or social isolation. They might also struggle with more difficult social skills like negotiating, persuading, and bucking peer pressure. Self-esteem: Kids with learning difficulties could have low self-esteem and be more prone to people making disparaging remarks about them. Mental health: Psychological disorders including conduct disorder and depression may be more likely to affect kids with learning difficulties. They might also struggle to control their anger and experience significant levels of tension and worry. Depending on the type of cognitive disability and the child's disposition, different learning difficulties have different effects on social development.

**Key Words :** Learning disabilities, Social development, Children, Psychology

## INTRODUCTION

It is common knowledge that children with learning difficulties typically struggle academically. Other aspects of a child's development may also be affected, even though it is well recognized that children with learning disabilities process learning in different ways. The majority of parents and teachers are unaware of how social skills are impacted by learning difficulties. Depending on the type of learning disability and the kid's innate disposition, the impact and severity of social skills deficiencies vary from child to child. All children must develop effective social skills, often known as social competency.

### Importance of Social Skills among Children:

Children's social skills are essential to their overall development because they enable them to form bonds with others, speak clearly, and confidently handle social

situations. These abilities include problem-solving, cooperation, empathy, active listening, and verbal and nonverbal communication. Children pick up social skills from their early encounters with parents, classmates, and teachers, which helps them develop their capacity for friendship and teamwork. Strong social skills help youngsters manage conflict, express their emotions in healthy ways, and adjust to various social situations. They also promote emotional well-being, resilience, and self-esteem. On the other hand, kids who have trouble with social skills could experience issues like social anxiety, trouble forming friendships, or loneliness. Their capacity to connect with others can be greatly improved by promoting constructive social relationships through play, group activities, and supervised social experiences. Fostering these abilities requires the help of peers, parents, and teachers to give them the self-assurance and emotional intelligence they need to succeed.

## **Works done on Learning Disabilities among Children over the Years:**

The study of childhood learning disorders is a vast and dynamic area of research. Here is a summary of the main topics and where to go for pertinent research:

### **Important Research Topics:**

1. **Prevalence and Identification:** Research that establishes the frequency of learning problems across various demographic groups; investigation into efficient diagnostic and screening instruments, and studies on learning disorders' early indicators.
2. **Neurobiological Basis:** Studies use neuroimaging (fMRI, EEG) to determine the differences in the brains of kids with learning difficulties; Genetic research looking into possible genetic influences.
3. **Particular Learning Disabilities:** in-depth research on dysgraphia (writing), dyslexia (reading), and dyscalculia (math); studies on nonverbal learning impairments and other types of learning disabilities.
4. **Strategies for Intervention and Education:** studies assessing the efficacy of various interventions and instructional strategies; studies on the effects of assistive technology on education; research on the efficacy of various psychiatric treatments.

Gautam (2023) through her paper, 'Learning Disability among School Children: Role of Psychological Intervention' talks about how learning is the process of picking up new information, abilities, or attitudes. Early in their development, children initially learn to comprehend spoken language before learning to speak it. Children then acquire reading, writing, and math skills according to their age and cognitive ability during the school year. However, depending on their age and ability, some kids might not be able to pick up one or more of these talents. Even with sufficient learning chances, some children appear to be unable to acquire one or more age-appropriate language and/or math skills despite having normal cerebral ability as well as normal visual, auditory, or physical abilities. Miller *et al.* (2015) in their paper, 'Learning Disabilities Research Studies: Findings from NICHD funded Projects' emphasize that the educational, health, social, and civic lives of impacted children, adolescents, adults, and their families could be improved by developments in the prevention and treatment of

learning disorders. A sustained, coordinated effort is required to create and improve intervention strategies aimed at at-risk or struggling students as well as those with a specific learning disability to fulfill this promise. Practitioners from a variety of disciplines will administer these therapies in a variety of situations. Padhy *et al.* (2016) in their paper, 'Prevalence and Patterns of Learning Disabilities in School Children' laid the importance of early identification of students that show signs of disability can help in early institution of intervention and suitable modifications in teaching techniques, for the better understanding of the students in the long run.

## **The Role of parents, teachers, and the society in promoting social development among the learning-disabled Children:**

The social development of children with learning disabilities is greatly aided by parents, educators, and society at large. The first socializing environment is created by parents, who offer emotional support, motivation, and direction to help kids develop their social skills and self-esteem. Despite their difficulties, they foster a loving environment where kids feel appreciated and are able to cultivate a positive self-image. Children's social skills are further improved by teaching empathy, promoting peer connections, and including them in family activities. In order to ensure inclusive education and individualized teaching methods that meet each child's unique needs, teachers act as facilitators in the classroom. They foster a collaborative and interactive learning environment in the classroom. Teachers assist learning-disabled students in developing their interpersonal and communication skills through the use of social skills training, group activities, and positive reinforcement. Teachers' compassion and patience help these kids interact with their peers more successfully by lowering anxiety and increasing self-esteem. The acceptability and inclusion of children with learning disabilities in social situations is influenced by society at large. These kids are given equal chances to engage in a range of social activities thanks to community initiatives, awareness campaigns, and inclusive legislation. They are better able to integrate into society when kindness is promoted, stigma is lessened, and an accepting atmosphere is created. When society as a whole strives to comprehend and accept children with learning disabilities, it gives them the confidence they need to engage in meaningful social interactions.

**Conclusion:**

Children with learning issues are typically thought of as having trouble with reading or math, organizing themselves, paying attention in class, and maintaining focus. However, social and communication issues are also common among students with learning and attention impairments. They struggle with forming friendships, relating to other children, and comprehending social expectations. Some of them misread tone of voice and body language, and they fail to notice social cues. Children with learning impairments may speak excessively, inappropriately, or at unsuitable times. Some people struggle to express themselves, are stiff in conversation, and do not understand a lot of humor. They do not “get” things that other kids seem to have no trouble with. They could struggle to comprehend group dynamics and figure

out how to blend in.

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