



Understanding Learning Disabilities: Integrating Educational Strategies And Psychological Interventions

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ABSTRACT

Individuals with learning disabilities face substantial obstacles in academic environments, impacting their capacity to efficiently receive, process, and retain information. To effectively meet the different needs of individuals with learning difficulties and to promote their academic performance and overall well-being, it is imperative to integrate educational tactics with psychological interventions. An overview of evidence-based teaching practices is given in this study, covering structured and explicit instruction, individualised education plans (IEPs), multimodal instruction, and assistive technology. It also looks at psychological interventions such as executive functioning techniques, social-emotional support services, and positive behavioural interventions and supports (PBIS). Teachers and other support staff can design inclusive learning environments that are tailored to the specific requirements of children with learning difficulties by combining these approaches.

Keywords: Learning, Disabilities, Educational, Strategies, Psychological, etc.

Introduction

Individuals with learning disabilities face substantial challenges in educational environments, as they affect their capacity to effectively acquire, process, and retain information. These disabilities include dyslexia (reading impairment), dysgraphia (writing impairment), dyscalculia (mathematics impairment), and attention deficit disorder (ADHD) among other conditions that impair cognitive functions. Even though learning difficulties are common, the necessity of implementing comprehensive support techniques that incorporate psychological and educational interventions is becoming increasingly apparent. The purpose of this paper is to investigate how educational strategies and psychological interventions can be integrated to better understand and meet the needs of people who have learning disabilities. We can gain a better understanding of how to design inclusive learning environments that meet the various requirements of students with learning difficulties by looking at the junction of these methods.

Psychological And Educational Perspectives On Learning Disabilities

Joseph K. Torgesen, Bernice Y. L. Wong



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Research Issues in Learning Disabilities Sharon Vaughn, Candace S. Bos, 2012-12-06 In this chapter we described issues in conducting intervention research with students with learning disabilities on the secondary level We maintained that interventions should be well grounded in theories of learning as well as characterizations of learning disabilities Pressley Scruggs that they should first be conducted in a series of highly controlled laboratory like experiments to carefully assess the potential utility of the intervention and that if the intervention is successful in highly controlled settings it should then be evaluated in class room applications We maintained that research designs should evolve as the research questions become more applied and that the results of laboratory research should be used to support the findings of classroom applications Finally we described several research designs that we have found useful in conducting classroom intervention research There is a great deal more to conducting intervention research of course than experimental or quasi experimental design Intervention strategies likely to be effective must be identified relevant literature must be reviewed experimental materials must be developed and cooperative schools teachers parents and students must be located Nevertheless inadequate research designs can invalidate the best and most successful efforts in all of these areas while effective and practical research designs can do much to document the best practices and advance our knowledge of effective interventions with students with learning disabilities References Brigham F J Scruggs T E Mastropieri M A 1992

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On Learning Disabilities Robert Sternberg, Louise Spear-Swerling, 2018-02-12 This book discusses biological cognitive educational sociological and interactive to discuss the nature of learning disabilities its origins its diagnosis and effective remediation It emphasizes the development of ideas as the motor forces behind the economic policies **Cognitive and**

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child and adolescent psychiatrists general psychiatrists pediatricians general practitioners and all mental health professionals **Reading Disabilities** Alan G. Kamhi, Hugh William Catts, 1991 Learners with Mild Disabilities Eileen B. Raymond, 2004 The students you teach With a clear focus on the nature and characteristics of students with the four most prevalent disabilities this revision allows students and professors to concentrate on the issues that most commonly faced in a school setting The text explores the cognitive perceptual language academic learning and social emotional characteristics of students with Mild Mental Retardation Learning Disabilities ADHD and Emotional Behavioral Disorders With real stories and cases and additional resources on the web this book provides students and teachers with a clearer understanding of the ways children with these disabilities present themselves in the classroom provides strategies for use when teaching these individuals and emphasizes the complex nature of mild disabilities I am impressed by Learners with Mild Disabilities global view and the reality of dealing with a cluster of issues around individuals with mild disabilities This book begins with a realistic and promising premise that is useful from a functional educational perspective the case studies and initial descriptions were superb and resulted in excellent discussions in my class Bernard H Graney PhD CRC Springfield College both undergraduate and graduate students find the text very user friendly and written at an appropriate intellectual level Diane M Gut Ohio University I LOVED the BEST PRACTICES SECTIONS they are a very nice addition to the text Moniqueka E Gold Ed D Austin Peay State University *Methodological Issues in Human Psychopharmacology* Kenneth D. Gadow, Alan D. Poling, 1986 *Language Development, Differences, and Disorders* Kathleen R. Fahey, D. Kim Reid, 2000

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