

# SPECIFIC DEVELOPMENTAL DISORDERS OF SCHOLASTIC SKILLS

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## ABSTRACT:

Scholastic Skills disorders means a condition in one or further of the introductory cerebral processes involved in understanding or in using language, spoken or written, that may manifest in an imperfect ability to listen, think, speak, read, write, spell, or do fine computations including conditions similar as perceptual disabilities, brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia.

KEYWORDS: Scholastic Skills disorders, perceptual disabilities, dyslexia, developmental aphasia.

## INTRODUCTION:

Scholastic skills developmental disorders refers to delays in developmental domains such as language and speech development, motor coordination or the development of scholastic skills, in the absence of sensory deficits, subnormal intelligence or poor educational conditions.

## CAUSES:

- Neurological factors
- Genetic factors
- Environmental
- Perinatal
- Teratogenicity
- Medical causes

## OTHER CAUSES

- Head injuries, nutritional deprivation, poisonous substances, (e.g., lead), and child abuse can contribute to learning disabilities

## TYPES

### I. DYSLEXIA

A learning disability which hinders the person's ability to read, spells, write and speak.

-United States National Institute of Health

## SYMPTOMS

- Problems with reading even a single word.
- Regularly confuses with certain letters when writing, such as 'd' and 'b' or 'm' and 'w'.
- Used to write words backwards, such as writing 'dam' when the word 'mad' was intended.
- Difficulty with grammar includes learning prefixes or suffixes.
- Tries to avoid reading aloud in class.

- Doesn't like reading books.
- Reads below their expected level.

## II. DYSCALCULIA

Specific arithmetic disorder involves deficit in basic computational skills of addition, subtraction, multiplication and division.<sup>[1]</sup>

### SYMPTOMS IN SCHOOL CHILDREN

- Problem with the abstract concepts of time and direction. Not able to recall schedules, and sequences of past or future events. Unable to keep track of time. May be chronically late.
- Mistaken recollection of names. Poor name/face retrieval. Substitute names beginning with same letter.
- Inconsistent results in addition, subtraction, multiplication and division.
- Poor mental math ability. Poor with money and credit. Cannot do financial planning or budgeting. Afraid of money and cash transactions.
- Unable to mentally figure out change due back, the amount to pay for tips, taxes, etc.
- While writing, reading and recalling numbers, additions, subtraction, multiplication, divisions, mistakes are made
- Unable to grasp and remember math concepts, rules, formulas, sequence (order of operations), and basic addition, subtraction, multiplication and division facts. Poor long term memory (retention & retrieval) of concept mastery-
- Difficulty in remembering rapidly changing physical directions likes in aerobic, dance, and exercise classes. Problems in remembering dance step sequences, rules for playing sports.
- Difficulty keeping up scores during games or problem in remembering how to keep score in games, like bowling, etc. mostly loses track of whose turn it is during games, like cards and board games. difficulty in planning game strategies such as in chess game

## III. DYSGRAPHIA

Dysgraphia is deficiency in the ability to write by hand, regardless of the ability to read, not a result of intellectual impairment. people with dysgraphia usually can write on some level and often lack other fine motor skills, finding tasks such as typing shows difficulty.<sup>[2]</sup>

### SYMPTOMS IN SCHOOL CHILDREN

- Generally unreadable writing (despite proper time and attention given the task)
- Incompatible : combination of print and cursive, capital and small letters, or irregular sizes, shapes, or slant of letters
- Unfinished words or letters, omitted words
- Inappropriate position on page with respect to lines and margins.
- Inappropriate spaces between words and letters
- Cramped or unusual grip, especially:
  - ❖ keeping the pen very close to the paper, or
  - ❖ keeping thumb over two fingers and writing from the wrist
- Strange wrist, body, or paper position
- self talking while writing, or carefully watching the hand that is writing
- Slow or labored copying or writing – indeed if it is neat and incomprehensible.

### DIAGNOSIS:

These disorders can be diagnosed based on the observations made in the classroom, history collection in regard to the developmental milestones, performances in academics, educational tests to explore the level of functioning related to basic skills.<sup>[3]</sup>

### TEACHERS ROLE IN MANAGING SCHOLASTIC SKILLS DISORDER CHILDREN:

- Incorporate elements of Universal Design into instruction.
- Plan ahead. Students with reading disabilities may need materials in an alternate format. Prepare syllabus, handouts, and exams ahead of time.
- Encourage the student to read aloud. Provide additional time for reading and writing
- Use multi-sensory approach in class.
  - ❖ VAKT TECHNIQUE:
    - Visual
    - Auditory
    - Kinesthetic
- Tactile learning styles a multisensory learning in which the child learns through one or other channels of learning.
- Provide outlines of lectures.
- Provide positive reinforcements and rewards on successful completion of tasks
- Invite students with disabilities to privately meet with and discuss any special needs.
- Give respect the confidentiality and dignity of each student.

### SUMMARY:

Early identification and appropriate treatment of scholastic skill disorders in children can able them to increase their intellectual level. Teachers play an important role in identification of these disorders in children as they spend maximum academic period with children. Children with these disorders have to be trained with multisensory learning approach.

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