Chapter 5

CONCLUSION AND SUGGESTIONS

Learning disabilities affect a person’s ability to learn, to communicate and carry out everyday tasks. The learning disability can be as a combination of:

- a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence); along with
  - a reduced ability to cope independently (impaired social functioning)
  - an onset of disability which started before adulthood, with a lasting effect on development.

Many services across the world use more medical and psychologically based criteria to define learning disabilities; such definitions exist in classification systems such as ICD-10: Classification of Mental and Behavioural Disorders (WHO, 1992) and Diagnostic Statistical Manual-IV (APA, 1994). These definitions are mainly used when determining whether a person is eligible to use specialist learning disability services, and/or to deny access to mainstream services. Recent thinking has seen a shift towards access being based on need and not ability, though its cascade down to the front line of services has been slow.

To determine eligibility, an individual may be assessed on:

- level of intelligence, using an IQ (intelligence quotient) test. An IQ measured below a score of 70 is generally indicative of learning disabilities. IQ tests are generally administered by clinical psychologists in the health service
- level of social functioning, covering areas such as communication, personal hygiene or budgeting
- their history, to see if their disability occurred before the age of 18 years, so whether they meet the last of the Department of Health’s components.
Some people who experience other conditions, such as acquired brain injury or chronic schizophrenia, may meet the first two components of clinical definitions of learning disability, but if their condition was developed in adulthood, they would not be considered to have learning disabilities and would not be eligible to use specialist learning disability services.

**Degree of learning disability**

If any one working with people who have learning disabilities, one may come across references to the degree of learning disability – mild, moderate, severe or profound. These come originally from a medical perspective. Policy makers are now encouraging services to focus on individual needs rather than previous groupings of people with learning disabilities.

**5.1 Conclusions**

The conclusions obtained from analysis of results are given as under:

**5.1.1 Academic Achievement**

- There is significant difference between academic achievement of non-learning disabled and learning disabled students.
- There is significant difference between academic achievement of boy and girl students.
- There is significant difference between academic achievement of Non-Learning Disable Boy and Non-Learning Disable Girl students.
- There is significant difference between academic achievement of Learning Disable Boy and Learning Disable Girl students.
- There is significant difference between academic achievement of Non-Learning Disable Boy and Learning Disable Boy students.
- There is significant difference between academic achievement of Non-Learning Disable Girl and Learning Disable Girl students.

**5.1.2 Intelligence**

- There is significant difference between intelligence of non-learning disabled and learning disabled students.
- There is no significant difference between intelligence of boy and girl students.
There is no significant difference between intelligence of Non-Learning Disable Boy and Non-Learning Disable Girl students.
There is no significant difference between intelligence of Learning Disable Boy and Learning Disable Girl students.
There is significant difference between intelligence of Non-Learning Disable Boy and Learning Disable Boy students.
There is significant difference between intelligence of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.3 Creativity

5.1.3.1 Fluency dimension of Creativity
There is significant difference between Fluency dimension of Creativity of non-learning disabled and learning disabled students.
There is no significant difference between Fluency dimension of Creativity of boy and girl students.
There is significant difference between Fluency dimension of Creativity of Non-Learning Disable Boy and Non-Learning Disable Girl students.
There is no significant difference between Fluency dimension of Creativity of Learning Disable Boy and Learning Disable Girl students.
There is significant difference between Fluency dimension of Creativity of Non-Learning Disable Boy and Learning Disable Boy students.
There is significant difference between Fluency dimension of Creativity of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.3.2 Flexibility dimension of Creativity
There is significant difference between Flexibility dimension of Creativity of non-learning disabled and learning disabled students.
There is significant difference between Flexibility dimension of Creativity of boy and girl students.
There is significant difference between Flexibility dimension of Creativity of Non-Learning Disable Boy and Non-Learning Disable Girl students.
There is significant difference between Flexibility dimension of Creativity of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Flexibility dimension of Creativity of Non-Learning Disable Boy and Learning Disable Boy students.
• There is significant difference between Flexibility dimension of Creativity of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.3.3 Originality dimension of Creativity

• There is significant difference between Originality dimension of Creativity of non-learning disabled and learning disabled students.
• There is significant difference between Originality dimension of Creativity of boy and girl students.
• There is significant difference between Originality dimension of Creativity of Non-Learning Disable Boy and Non-Learning Disable Girl students.
• There is no significant difference between Originality dimension of Creativity of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Originality dimension of Creativity of Non-Learning Disable Boy and Learning Disable Boy students.
• There is significant difference between Originality dimension of Creativity of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.4 Mental Health

5.1.4.1 Positive Self-evaluation dimension of Mental Health

• There is significant difference between Positive Self-evaluation dimension of Mental Health of non-learning disabled and learning disabled students.
• There is no significant difference between Positive Self-evaluation dimension of Mental Health of boy and girl students.
• There is no significant difference between Positive Self-evaluation dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.
• There is significant difference between Positive Self-evaluation dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Positive Self-evaluation dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.
• There is significant difference between Positive Self-evaluation dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.4.2 Perception of Reality dimension of Mental Health

• There is significant difference between Perception of Reality dimension of Mental Health of non-learning disabled and learning disabled students.
• There is no significant difference between Perception of Reality dimension of Mental Health of boy and girl students.
• There is significant difference between Perception of Reality dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.
• There is significant difference between Perception of Reality dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Perception of Reality dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.
• There is significant difference between Perception of Reality dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.4.1.3 Integration of Personality dimension of Mental Health

• There is significant difference between Integration of Personality dimension of Mental Health of non-learning disabled and learning disabled students.
• There is no significant difference between Integration of Personality dimension of Mental Health of boy and girl students.
• There is no significant difference between Integration of Personality dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.
• There is no significant difference between Integration of Personality dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Integration of Personality dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.

• There is significant difference between Integration of Personality dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.4.4 Autonomy dimension of Mental Health

• There is significant difference between Autonomy dimension of Mental Health of non-learning disabled and learning disabled students.

• There is significant difference between Autonomy dimension of Mental Health of boy and girl students.

• There is no significant difference between Autonomy dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.

• There is no significant difference between Autonomy dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.

• There is significant difference between Autonomy dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.

• There is significant difference between Autonomy dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.1.4.5 Group-oriented Attitudes dimension of Mental Health

• There is significant difference between Group-oriented Attitudes dimension of Mental Health of non-learning disabled and learning disabled students.

• There is significant difference between Group-oriented Attitudes dimension of Mental Health of boy and girl students.

• There is significant difference between Group-oriented Attitudes dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.

• There is significant difference between Group-oriented Attitudes dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Group-oriented Attitudes dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.

• There is significant difference between Group-oriented Attitudes dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.4.1.6 Environmental Mastery dimension of Mental Health

• There is significant difference between Environmental Mastery dimension of Mental Health of non-learning disabled and learning disabled students.

• There is no significant difference between Environmental Mastery dimension of Mental Health of boy and girl students.

• There is no significant difference between Environmental Mastery dimension of Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.

• There is significant difference between Environmental Mastery dimension of Mental Health of Learning Disable Boy and Learning Disable Girl students.

• There is significant difference between Environmental Mastery dimension of Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.

• There is significant difference between Environmental Mastery dimension of Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.4.1.7 Total Mental Health

• There is significant difference between Total Mental Health of non-learning disabled and learning disabled students.

• There is no significant difference between Total Mental Health of boy and girl students.

• There is significant difference between Total Mental Health of Non-Learning Disable Boy and Non-Learning Disable Girl students.

• There is no significant difference between Total Mental Health of Learning Disable Boy and Learning Disable Girl students.
• There is significant difference between Total Mental Health of Non-Learning Disable Boy and Learning Disable Boy students.
• There is significant difference between Total Mental Health of Non-Learning Disable Girl and Learning Disable Girl students.

5.2 Suggestions

The suggestions emerged from the present research work are as follows:

5.2.1 Suggestions for Parents

• Establish rules for following directions (e.g., listen carefully to the directions; ask questions if you do not understand; follow the directions without having to be reminded; etc.). These rules should be consistent and followed by everyone in the home. Talk about the rules often.

• Reward your child for not requiring reminders to do what he/she is told to do. Possible rewards include verbal praise (e.g., “Thank you for making your bed without having to be reminded.”), a kiss on the cheek, a hug, having a friend over to play, staying up late, watching a favorite TV show, or playing a game with a parent. (See Appendix for Reward Menu.)

• If there are other children or adolescents in the home, reward them for doing what they are told to do without requiring reminders.

• Carefully consider your child’s age and experience when giving your child a job to do or telling him/her to do something.

• Demonstrate for your child what he/she should do when given a chore (e.g., show your child how to take out the trash when told to do so).

• When your child requires a reminder(s) to do something, explain what he/she did wrong, what should have been done, and why. For example: You told your child to set the table before dinner. It is now five minutes until dinner time and the table is not set. Go to your child, tell him/her that this is a reminder to set the table and that it needs to be done immediately because dinner is ready.
- Make sure your child is paying attention to you when you tell him/her to do something. Have your child look directly at you to know he/she is listening and have your child repeat the direction to check for understanding.

- Do not give directions to your child from another room. Go to your child, get his/her undivided attention, and tell him/her what should be done.

- Write a contract with your child. For example: I, William, will make my bed without having to be reminded to do so for 5 days in a row. When I accomplish this, I can watch 30 extra minutes of TV. The contract should be written within the ability level of your child and should focus on only one behavior at a time. (See Appendix for an example of a Behavior Contract.)

- Allow natural consequences to occur as a result of your child’s failure to do what he/she is told (e.g., forgetting to put a bike in the garage may result in it being stolen, leaving a toy in the street may result in it being run over by a car, etc.).

- Make certain that your child sees the relationship between his/her behavior and the consequences which follow (e.g., failing to retrieve a toy from the street results in having a broken toy).

- Along with a directive, provide an incentive statement (e.g., “You may have a bowl of ice cream after you get ready for bed.”).

- Do not give your child more than two or three steps to follow in one direction. Directions that involve several steps can be confusing and cause your child to have difficulty following them. An example of a two-step direction is: “Please brush your teeth and go to bed.”

- Deliver directions in a supportive, rather than threatening, manner (e.g., “Please take out the trash.” rather than “You had better take out the trash or else!”)

5.2.2 General Suggestions for students with learning disabilities

- Make certain the student’s hearing has been checked recently.

- Have the student repeat or paraphrase what is said to him/her in order to determine what was heard.
• Give the student short directions, explanations, and instructions to follow. As the student demonstrates success, gradually increase the length of the directions, explanations, and instructions.

• Maintain a consistent verbal delivery of information.

• Make certain the student is attending to the source of information (e.g., making eye contact, hands free of writing materials, looking at assignment, etc.).

• Provide the student with written directions and instructions to supplement verbal directions and instructions.

• Emphasize or repeat word endings, key words, etc.

• Speak clearly and concisely when delivering directions, explanations, and instructions.

• Place the student near the source of the information.

• Reduce distracting stimuli (e.g., noise and motion in the classroom) in order to facilitate the student’s ability to listen successfully.

• Stop at key points when delivering directions, explanations, and instructions in order to determine student comprehension.

• Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.

• Deliver directions, explanations, and instructions at an appropriate pace.

• Identify a list of word endings, key words, etc., that the student will practice listening for when someone is speaking.

• Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting directions, explanations, and instructional content. Determine which modality is stronger and utilize the results.

• Stop at various points during the presentation of information to check the student’s comprehension.

• Teach the student listening skills (e.g., stop working, look at the person delivering directions, have necessary note-taking material, etc.).
Tell the student what to listen for when being given directions, receiving information, etc.

Play games to teach listening skills (e.g., Mother May I?, Simon Says, Red Light-Green Light).

Have the student silently repeat information just heard to help him/her remember the important facts.

Have the student question any directions, explanations, instructions he/she does not understand.

Evaluate the level of information presented to the student to determine if the information is presented at a level the student can understand.

Reinforce the student for listening carefully based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time he/she is required to listen.

5.2.3 Suggestions For Increasing Creativity

- Encourage pupils to find novel solutions/answers to a given problem
- Giving freedom to respond to and express ideas
- Asking students to prepare improvised apparatus/models
- Asking provocative questions
- Giving titles/statements to relate to day-to-day situations
- Encouraging experimentation
- Conducting literary competitions
- Giving examples of creative personalities
- Creating/encouraging students’ interests and zeal towards different fields
- Encouraging students to participate in open/group discussions
- Encouraging student presentations
- Organizing cultural activities
- Building self confidence
• Asking students to write a imaginative story
• Adopting a heuristic approach
• Creating a friendly environment
• Building self-confidence among the students
• A creative teacher
• Good teacher pupil relationships
• Encouraging experimentation
• Developing curiosity
• Treating students imaginative ideas with respect
• Supportive home environment
• Encourage pupils to ask questions
• Treating students questions with respect 10. Setting interesting tasks
• Teaching self-initiation to the students
• Teachers asking provocative questions
• Providing exciting and adventurous school atmosphere
• Teaching self-evaluation to the students
• Teachers asking open-ended questions
• Informal teaching

Obstacles to creative development in schools

• Inadequate resources at school
• Inadequate instructional material
• Conflicting curriculum demands
• Inadequate funds
• Unsuitable accommodation
• Inadequate support from the parents
• Over-large classes
• Inadequate freedom for teachers to pursue creative activities
- Inadequate support from society
- Inadequate freedom for students to pursue creative activities
- Inadequate support from the Head teacher

**Obstacles to creativity development at student level**

- Students are not well motivated
- Students participate passively
- Students tend to rote learn
- Students lack of experience
- Students perform poorly
- Students lack confidence
- Students have too much home-work

**Obstacles to creativity development at Teacher level**

- Teachers' stress on completing the syllabus
- Teachers' over emphasis on preparing students for examinations
- Heavy teaching work-load
- Lack of recognition of teachers' creative work
- Lack of recognition of teachers' work in promoting students' creativity
- Inadequate preparation time for teachers
- Lack of knowledge about creativity among teachers
- Lack of understanding about creativity among teachers
- Lack of experience among teachers
- Lack of confidence among teachers

**5.2.4 Suggestions made by the special education teachers for the development of creativity among the students**

- Freedom of expression for the students.
- The syllabus must be flexible and according to the need of the students' present day world.
• Class-size must be reduced.
• The syllabus must be reduced.
• No shift system of schooling.
• Asking students to do different types of things with material and manipulation of objects and ideas.
• Applying new creative techniques in the class room e.g. brain storming.
• Academic freedom for the teachers
• A fixed percentage of the portion in the textbook should be allotted to a lesson.
• Some marks should be allotted in all subjects.
• Rote learning should be discouraged.
• Organizing educational and science fairs.
• Providing congenial atmosphere in the class.
• Organizing outings for children.
• Teaching self evaluation
• Encouraging group discussions.
• Teacher-student relations should be strengthen
• Teachers themselves should be made creative through different refresher courses.

5.2.5 Suggestions For Improving Mental Health

5.2.5.1 Assessing capacity of learning disables

The assessment of capacity should be specific to making a particular decision, and should be made at the time that decision needs to be made. Capacity can change over time; because a person was previously unable to make a decision does not mean you should assume that they still cannot. Some people may be able to make some decisions, but have difficulty with others so, again, it is important that you treat each decision independently.

The assessment of capacity should be based on whether the person can:

• understand the information relevant to the decision
• retain the information long enough to make the decision
• weigh and balance the information to make a choice
• communicate that choice through whatever means of communication they use (verbal, sign language, written).

Individuals can only be assessed as having or lacking capacity once they have been given the appropriate support and information to help them make the decision. People with learning disabilities might have difficulty understanding information, and should be supported as much as possible in the decision-making process. This involves providing them with all the relevant information in a format they will understand (such as pictures, symbols or audio) and giving them enough time to process and understand the information. Speech and language therapists can advise on how to give the information to individuals. Clinical psychologists can assess cognitive functioning (although this is not indicative of a person’s capacity), test for suggestibility and assess the individual’s knowledge about the decision to be made.

5.2.5.2 Psychological factors

**Self-insight and self-worth:** Our society values certain accomplishments, such as achieving high social status, independence, employment, relationships and a family. People with learning disabilities may have difficulty achieving these things, which may affect their self esteem.

**Self-image:** People with learning disabilities may feel they are different to other people. Some may have physical disabilities that set them apart from others, or may feel that they are inferior because they are more reliant on the support of others. A poor self-image can be a catalyst for a mental health problem.

**Poor coping mechanisms:** Although many people with learning disabilities cope under very difficult conditions, some do not have the same capacity to handle their circumstances. Cognitive deficits might make it more difficult for people to plan ahead or consider the consequences of their actions. A lowered tolerance of frustration can lead to anger management problems – and thus greater discrimination by other people.

**Bereavement and loss:** People with learning disabilities will encounter bereavements, but may not receive the support they need to cope with what has happened. They might be excluded from any customs associated with the bereavement, be suffering feelings others don’t recognize, or given no
opportunities to discuss these feelings. Sometimes, they may not even be told about what’s happened. They may be similarly affected by their experience of other losses – for example, siblings leaving the family home, staff leaving supported housing, or other service-users moving on.

**Difficulty expressing emotions:** People with learning disabilities may have trouble in articulating their inner thoughts and feelings, perhaps because speech and language difficulties prevent them putting subtle and abstract emotions into words.

**History and expectation of failing:** People with learning disabilities often encounter discrimination by not being given opportunities, so they develop low expectations of themselves. Frequent exposure to failure may lead some people with learning disabilities to develop learned helplessness, which can in turn lead to a lack of motivation and poor goal setting.

**Dependence on others:** Social conditioning can lead people with learning disabilities to rely on others for support, which can create over-dependency, a lack of self-determination and poor problem solving skills.

*Looking above the psychological influences of learning disabilities it is rather suggested to take counselling and professional help for learning disable children. If the above suggestions are taken into consideration certainly it will not only help the learning disable children but also pave a path for the progressive nation.*