Impactful Support Systems for the Academic Achievements of Learners with Specific Learning Disabilities

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Abstract: This analysis explores the impact of Student Support Services (SSS) on promoting student involvement and the expectations of learners with specific learning difficulties. By focusing on dyslexia, dyscalculia, and other disabilities, this paper aims to understand the efficacy of rehabilitation programs while addressing the challenges learners face, including stigma and disclosure reluctance. The role of SSS in supporting these students is critical, especially in regions like India, where these cases remain underdiagnosed.

1. Introduction

Learning difficulties or learning disorders are more cohesive terms that includes a variety of educational challenges. Learning difficulties is not related to academic or motivational issues, and children with specific learning disabilities are not characterized by lethargy or lack of motivation. The majority of them possess the same level of intelligence as the general population. Their cognitive processes have unique cognitive processes, which in turn impacts their perception, interpretation, and retention of information. In essence, children and individuals with intellectual disabilities possess divergent cognitive perceptions, auditory processing, and comprehension abilities. This results in challenges in comprehending and implementing novel knowledge and abilities. The primary categories of learning difficulties include difficulties in mathematics, writing, reasoning, reading, hearing, and speech. While it is common for children to have challenges in their schooling occasionally, persistent difficulties in a particular area of learning may suggest the presence of a learning disability. The National Education Policy (NEP) 2020 of India recognizes the importance of inclusive education and places significant emphasis on addressing the needs of learners with Specific Learning Disabilities (SLDs). NEP 2020 advocates for the creation of a supportive and inclusive learning environment that caters to the diverse needs of all students, including those with SLDs. The policy highlights the need for early identification and intervention, ensuring that students with SLDs receive timely and appropriate support through personalized learning plans and specialized teaching strategies. It underscores the importance of training teachers in inclusive education practices and the use of assistive technologies to facilitate learning for students with disabilities. Furthermore, NEP 2020 emphasizes the role of counseling and psychological support in addressing the emotional and social challenges faced by learners with SLDs. By promoting a holistic and inclusive approach to education, NEP 2020 aims to provide equitable learning opportunities and improve educational outcomes for students with SLDs, ensuring that they can achieve their full potential in an inclusive setting.

Signals and indicators of learning disability and disorders

It is advisable to assist promptly upon identifying a learning problem, as the longer the delay, the higher the likelihood of the child's disability hindering their full potential. Developmental learning difficultiess exhibit significant variation and differ among individual children. For example, one child with a disability may face difficulties in the areas of writing and reading, while another youngster may have a liking for books but struggle to understand mathematics. A learning disability can also impair a child's social skills, making it challenging for them to understand and interpret the actions and speech of others. Both academic issues and social issues can be classified as learning disorders (Cavioni et al., 2017).

Identifying learning difficulties can be challenging. There is no universally applicable alert symbol or profile that can be used as a definitive indication of a problem. At certain stages of life, certain indicator signals are more prevalent than others. Early recognition and awareness of learning difficultiess among parents can facilitate prompt

intervention to support children (Resch et al., 2010). The aforementioned enumerations comprise common indicators of learning difficulty. It is important to note that even children without specific learning disabilities may experience these difficulties at different times. The cause for concern arises when there is a consistent discrepancy in the child's ability to comprehend those skills.

The National Education Policy (NEP) 2020 of India represents a significant step towards creating an inclusive education system that caters to the needs of learners with Specific Learning Disabilities (SLDs). NEP 2020 acknowledges the unique challenges faced by students with SLDs and emphasizes the need for their early identification and intervention. It promotes the development and implementation of Individualized Education Plans (IEPs) tailored to the specific needs of these students, ensuring they receive the necessary support and accommodation. The policy also stresses the importance of equipping teachers with the skills and knowledge required to effectively support learners with SLDs through comprehensive teacher training programs focused on inclusive education practices. Additionally, NEP 2020 advocates for the integration of assistive technologies and adaptive learning tools to enhance the learning experiences of students with SLDs. The policy highlights the critical role of psychological and counseling support in addressing the emotional and social needs of these learners, fostering a nurturing and supportive educational environment. By promoting a multi-faceted approach to inclusive education, NEP 2020 aims to ensure that students with SLDs have access to quality education that enables them to thrive academically and socially.

Table 1. List of some frequent warning signs for learning disability
Source: (Adams & Jarrold, 2012; Hagberg et al., 2010; Handler & Fierson, 2011; Simmons & Watson, 2018; Wong et al., 2011)

	Signals and warning signs of Specific learning disabilities: Preschool age
1	Difficulties with pronunciation phrases.
2	Problem locating the proper term.
3	Rhyming challenges.
4	Problems in understanding the alphabet, digits, colors, forms, or weekdays.
5	Difficulty following instructions or routines in learning.
6	Difficulty handling or painting the pencils, scissors, and crayons within the lines.
	Signs and symptoms of Specific learning disabilities in children ages 5 to 9
1	Problem with understanding the relation among sounds and letters.
2	Incapable to combine sounds to create sentences.
3	Obscures foundational terms while reading and to master new things painfully.
4	Misspell terms consistently and make numerous mistakes.
5	Difficulty understanding simple principles of Math.

6	Difficulty saying sequences of time and recalling
Signs and symptoms of Learning Impairments in children aged 10 to 13 years.	
1	The Trouble with understanding or math skills in reading.
2	The Trouble with open-ended exam queries, and difficulties with terms.
3	Loathes reading and writing; prevents aloud reading.
4	Bad handwriting.
5	Bad skills in organization (Study desks are messy and chaotic bedroom and homework).
6	Trouble after conversations in the classroom and sharing ideas aloud.
7	Spell the same word in a single text in a particular manner

2. Problem Statement

Indeed, individuals with learning difficulties should be afforded the same educational opportunities as their neurotypical peers. It has been observed on numerous occasions that, regrettably, this does not occur. The disparity between kids with learning difficulties and their peers can be attributed to factors such as insufficient awareness among educational institutions and parents, as well as inadequate infrastructure for accommodating these pupils. Several previous studies have attempted to provide several models targeting the needs of children with learning difficulties. However, no thorough research has been conducted to review and provide a full overview of these models. Therefore, it is necessary to conduct a thorough investigation that may subsequently offer a centralized source of information regarding efficient assistance services for enhancing the academic achievements of students with specific learning disabilities, which can be accessed by parents and other individuals involved in the education process. This would not only assist parents in determining the optimal support service but also enable educational institutions to establish a suitable atmosphere for children with learning difficulties.

3. Methods

The current study involved searching databases from several search engines for the keyword "effective support services for improving the learning outcomes of students with specific learning disabilities." A total of 1100 papers were discovered that specifically addressed the topic of "specific learning disabilities among pupils." Only studies about the learning outcomes of students with specified specific learning disabilities were included for literature filtering.

4. Results

Table 2: Number of studies related to support services for learning outcomes of learning- disability students.

Year	No. of Studies	%
1977	1	2.32
1983	1	2.32
1986	1	2.32
1990	2	4.65
1993	1	2.32
1995	1	2.32
1999	1	2.32
2000	1	2.32
2003	1	2.32
2004	2	4.65
2006	1	2.32
2007	1	2.32
2009	1	2.32
2010	2	4.65
2011	2	4.65
2012	2	4.65
2013	2	4.65
2014	4	9.3
2015	5	11.62
2016	4	9.3
2017	1	2.32
2018	2	4.65
2019	1	2.32
2020	3	6.97
Total	43	

Table 2 presents a compilation of studies that were published starting in 1977 and are still being reported up until 2020, focusing on the learning outcomes of specific studies involving individuals with specific learning disabilities. Olivier et al. (2020) found that students with intellectual learning difficultiess (ID) are more prone to developing depression symptoms when they are exposed to negative social interactions. The benefits of fostering teacher-student relationships (TSR) were of lesser importance to these children compared to the risks associated with conflict. In that same year, a study discovered that gender did not influence peer victimization. This suggests that both boys and females are equally subjected to victimization by their peers. The empirical study examining gambling circumstances among individuals with learning difficultiess should be altered to emphasize the significance of gambling in empirical intervention studies, as suggested by Lamsa (2018).

Zhang et al. (2020) did a study investigating mathematics learning disability (MLD) and poor accomplishment (LA) in youngsters. The study was carried out on pupils ranging from kindergarten to fourth grade.

The study discovered the presence of a homogeneous set of cognitive abilities, such as language and numerical skills, among students with disabilities. The study emphasized the importance of constantly monitoring the progress of mathematics skills in the early grades to implement appropriate intervention strategies.

In their study, Soares et al. (2018) conducted a research review focused on special learning disability (SLD) within the domain of mathematics. The study aimed to analyze the effects of aging, coaching, and various models in the fields of medicine and education. The study examined recent advancements in educational, behavioral, and innovative approaches.

To guide future training methods, Regan (2017) conducted a study to assess the effectiveness of instructional sessions created and executed by teachers utilizing a computer-based graphic organizer (CBGO). The objective was to enhance the writing proficiency of challenging students in grades 6 and grade 7. Upon evaluating the pupils' performance, it was determined that the majority of them had improved writing abilities. The correlation between student academic outcomes, teaching climate, and professional development is also addressed.

In their study, Yilmaz et al. (2017) examined the impact of certain learning disorders on the physical fitness of children. The study subjected youngsters with specific learning disabilities to a structured program of physical exercise. The study documented a notable rise in many physical performance measures (such as standing jumping paw force, push-up, converse shuttle, standing leap, squat, straight shuttle, and elasticity) when comparing the results of the same children from the beginning of the study. Consequently, the study concluded that consistent physical activity had a beneficial impact on enhancing the physical fitness of children with specific learning difficulties.

In their study, Cavioni et al. (2017) highlighted the primary significance of social and emotional learning programs for children diagnosed with Learning Disability (SLD). The study examined the social and emotional challenges experienced by students with specific learning disabilities during their education, such as seeking acceptance and approval from their peers, forming friendships and facing social exclusion, lacking self-confidence and belief in their abilities, and exhibiting both overt and hidden behavioral disorders. The correlation between social and emotional learning programs and specific learning disabilities (SLD) was further examined, highlighting the benefits of social and emotional learning for students with SLD. The study emphasized the necessity of implementing a comprehensive social and emotional learning program that would support the academic and social integration of these children.

Russak (2016) did a study on English as a Foreign Language (EFL) teachers who instruct both typical students and those with special educational needs (SEN) in the same classroom, utilizing the same materials. These teachers lacked specialized training for instructing individuals with special educational needs (SEN). The study findings indicate that these educators believe that individuals with special educational needs should get instruction in specialized educational environments with tailored resources. This raises concerns about the efficacy of inclusive policies and language learning programs.

Graham et al. (2017) did a study to investigate if children with specific learning disabilities face challenges in writing. The author did a meta-analysis to more precisely identify the extent and depth of the obstacles that these students encounter in writing. In this study, we compared the writing performance of children with learning challenges to that of their typically achieving counterparts. The method employed was the average weighted effect size. It was discovered that kids with specific learning disabilities achieved worse ratings than their peers in terms of writing proficiency, organization, vocabulary usage, sentence clarity, spelling, grammar, and handwriting diversity, as well as motivation. Evmenova (2016) demonstrated that all participants exhibited enhanced written proficiency and achieved their highest level of performance.

The three studies have resulted in enhanced writing skills among the students. Student interviews are being used to discuss the social validity of this unique intervention that is based on technology. To enhance their effectiveness in working with children who have learning difficultiess, Walke (2016) determined that frequent professional development is necessary (SLD). Academic aid centers have shown that adopting an inclusive style leads to greater success and accommodation. This improves accessibility and caters to the requirements of students both within and outside the classroom. Boon (2015) asserts that story mapping training is a very effective and evidence-based intervention for enhancing the reading comprehension skills of secondary-level children with specific learning disabilities (SLD).

Ahmed Elhassan Hassan (2015) has identified several emotional and behavioral problems in children with
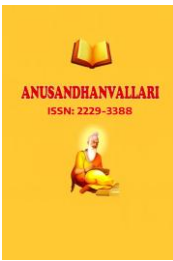
special needs, including cognitive difficulties, attention deficit, limited social interaction, impaired concentration, reduced activity levels, emotional instability, lack of self-confidence, sadness, diminished self-worth, emotional disturbances, aggression, restlessness, and excessive consumption. Sullivan's (2014) findings emphasize the efficacy of multilevel modeling in identifying factors that predict suspensions, as well as the necessity of investigating a wider array of teaching and school variables that may contribute to unfair disciplinary practices. In their study, Bryant, Rao, and Ok (2014) did a comprehensive evaluation to showcase the positive impact of Universal Design for Learning (UDL) on impaired students' academic and social results. The researchers found that UDL-based instruction enhances handicapped students' commitment to and accessibility to university education programs. The study revealed inconsistent findings that demonstrated a range of effectiveness for UDL-based treatments, varying from moderate to significant. Furthermore, it has been noted that although numerous writers claim that their therapies are based on the Universal Design for Learning (UDL), there has been a significant shift in the manner in which they articulate the connections between specific UDL principles and the components of their interventions. In a meta-analysis conducted by Swanson et. al. (2014), it was discovered that social study content-based reading treatment has a significantly positive effect on the academic performance of children with specific learning disabilities.

In 2013, Slate and Allman conducted a study on the repercussions of disciplinary measures imposed on students with special needs, namely those with learning and emotional problems. The study revealed a detrimental effect on the reading and math abilities following punishment, indicating the necessity to reevaluate disciplinary approaches that exclude pupils with disabilities from educational prospects. In 2012, Pingry O'Neill, French, and Markward did an exploratory research study utilizing hierarchical logistic regression. They discovered that the presence of classroom aides and note-taking services reduces the likelihood of students with learning difficultiess graduating successfully. In a study conducted by King et al. (2011) on the multisensory adaptation of spatial-to-motor transformations in children with developmental disorder, it was found that the number of visual effects in typically developing (TD) children and children with developmental coordination disorder (DCD) was equal. This indicates that both groups of children responded similarly to the visual motor disturbance. Furthermore, the impact of visuomotor adaptation on auditory-motor performance was identical for both groups of children. This suggests that the multimodal mechanisms that support the flexibility of spatial-to-motor transition are similar in children with Developmental Coordination Disorder (DCD) and typically developing (TD) children. Sanford, Cameto, and Knokey (2011) conducted a study on young adults and found that nearly all young adults with specific learning disabilities benefit from receiving accommodations during secondary school. Additionally, almost all of them enroll in postsecondary education at a similar rate as students in the general population. However, students with learning difficulties have lower rates of graduation in post-secondary education compared to their peers in the general population. The study also recognized that a significant number of these young individuals lacked the same quality of housing they had in secondary school. It emphasized that self-advocacy is crucial in improving graduation rates during this transitional period.

Trachtenberg, Troiano, and Liefeld (2010) found that kids who attended school more frequently had higher average grade points and graduation rates overall. Students who utilized learning assistance centers had superior academic performance and a higher likelihood of university graduation compared to those who did not. Kirby, Edwards, Sugden, and Rosenblum (2010) published the inaugural screening approach for developmental coordination disorder (DCD) in adults. This tool was designed and tested in two countries—Israel and the United Kingdom—to assess the outcomes of its implementation in further training and higher education.

4. Discussion of Findings

The current study, titled "Effective Support Services for Learning Outcomes of Specific Learning-Disabled Students," is a comprehensive assessment of previous research on this topic. It is crucial to have a developmental perspective on learning difficulties in students. The investigation encountered numerous research studies that specifically examined programs designed for kids with learning difficulties. These studies proposed various approaches to address the educational requirements of these children. Numerous studies have concentrated on making comparative comparisons between typical students and students with learning difficulties to evaluate the true effectiveness of programs or methodologies created for students with specific learning disabilities. The investigations determined the presence of a significant disparity in the learning aptitude between typical kids and pupils with any form of learning difficulty.

Therefore, it is crucial to provide students with learning difficulties with highly effective support services to enhance their learning results.
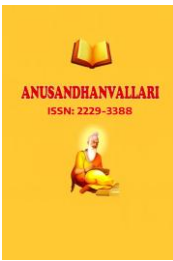
5. Conclusion

There is a lack of comprehensive and detailed research on support services that effectively improve the learning outcomes of specific kids with specific learning disabilities. Further research is required to explore the philosophies, policies, practices, and models that effectively support and engage students with specific learning disabilities in their education and self-learning. The extent to which students with specific learning disabilities are deprived of educational opportunities or are granted or denied effective support services, despite the numerous benefits and in contradiction to inclusive policies and government regulations, remains uncertain. However, research is currently being conducted to develop models and methods that might effectively support children with various learning difficulties. Research has advocated for the creation and application of appropriate professional development models and theories to assist students with specific learning disabilities in overcoming barriers and accessing education on par with their non-disabled peers. All students worldwide should have equal access to all aspects of education, including opportunities for advancement, skill development, and learning. Parents, teachers, and educational institutions must furnish students, educators, and other stakeholders with the necessary resources and assistance to create an inclusive learning environment that caters to all learners, including those with learning difficulties.

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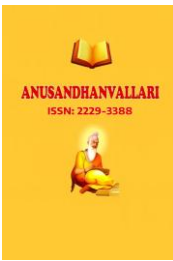
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