

## **An Experiment on Children with Special Needs (CSWN) To Check the Effect of Exclusive Approach on Reading, Writing and Arithmetic Skills**

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### **ABSTRACT**

Everyone has a difficulty in one area or the other. Most of time, it does not interfere with day to day functioning. However, when the area of difficulty is in the cognitive region, it impedes academic learning, which is largely pegged on the 3R's (reading, writing and arithmetic) in the current educational system. Learning disabled are those children who have normal characteristics as their peer group but lack in their academic skills, and thus they are left aside as referring them as troublesome children. It is estimated that five to fifteen school-going children are affected by learning disorder. Diagnosis of learning disabled children can help parents and teachers to provide early intervention and support services. Studies have shown that learning disabled children are in alarming condition that needs help. Learning disability may continue life-long, if not cured early. Teachers, parents, school administrators, community members, resource persons and special educators with effective modules and strategies, taking into account strength and weakness of the children help in their identification and remediation programmes. The result proved that strategies used by the investigator can be helpful for teaching the learning disabled children of elementary stage to a certain extent so as to improve their reading, writing and arithmetic skill.

**Keywords:** CSWN, Exclusive Approach, Reading-Writing-Arithmetic Skills.

Disability is a multi-dimensional and complex construct and there is no single universally accepted, unproblematic definition of disability. Not only do definitions differ across countries but these also differ and change within a country with evolving legal, political and social discourses. It is very difficult to find reliable data about the prevalence of disability in India. In general, the search for a single prevalence rate is an illusion, and the range of estimates, and their varied origins, makes it difficult to say very much with assurance about

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**Received: June 10, 2017; Revision Received: June 18, 2017; Accepted: June 30, 2017**

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people with disabilities. The two main large data-sets are the 2001 Census (Registrar General of India, 2001) and the 2002 National Sample Survey 58th Round (NSSO, 2003). Unfortunately, as Mitra and Sambamoorthi (2006) point out, the definitions of disability used by these two enquiries differ in some fundamental ways. The 2001 Census, covering five types of disabilities, recorded a prevalence rate of 2.13 percent, or 21.91 million people with disabilities out of a total population of 1028 million. The National Sample Survey Organisation (NSSO) 58th round (July-December 2002) survey reported that 1.8 percent of the population (18.5 million) had a disability. While 18-22 million people with disabilities is a large number, this is still arguably a gross underestimation, especially when one considers that World Health Organisation estimates a global prevalence rate of 10 percent. A leading Indian disability NGO, the National Centre for Promotion of Employment for Disabled People (NCPEDP), argues that 5 to 6 percent of the population has a disability. World Bank (2007: 12) notes that “the real prevalence of disability in India could easily be around 40 million people, and perhaps as high as 80-90 million if more inclusive definitions of both mental illness and mental retardation in particular were used”.

The Registrar General of India (2001) agrees that the Indian data on disability are unreliable, due to few well-trained field investigators, and issues of social stigma. Underreporting due to stigma and a range of other socio-cultural variables has also been noted by the World Bank (2007); Kuruvilla and Joseph (1999); Erb and Harriss-White (2002). Current survey methods are unable to minimise and/or account for these factors. They are not only unsuccessful in providing a reliable picture of prevalence rates of disability, but there is also a greater likelihood of the identification and reporting of some easily identifiable impairments, while others remain hidden.

Thus, it is difficult to state if differences in estimates provided by various data-sets are ‘real’ differences in impairments or due to other factors. Moreover, societies where extended kin groups retain significant rights and obligations (as in much of Indian society) the impact of disability will be broader than where kinship groups are smaller and more individuated. This is likely to impact on people’s willingness to disclose disability within a family. More importantly, this lack of reliable estimates has an impact on the kind of policies and provisions that are framed for people with disabilities and indeed those for their families. Even though current disability figures are not the most reliable, it is noteworthy that national prevalence rates suggest that about 35 percent of people with disabilities are in the 10-29 years age group. By comparison with 1991, incidence rates amongst the 0-9 age group have shown a decline, but there has been an increase in the incidence rates among the age groups of 10-29. The decreasing trends could be attributed to immunization coverage for polio eradication, especially since the figures for movement disabilities among the 0-4 age group in 2001 are well below those for the 5-9 and 10-19 age groups.

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### ***Current educational status of children with Special Needs :***

Differing combinations of structural factors (such as caste, gender, religion, poverty etc.) intersect with disability resulting in varied individual experiences, but the broad commonalities that shape the lives of people with disabilities in India transcend these divisions. Their lives are largely marked by poverty and marginalisation from mainstream social processes. A recent study by the World Bank (2007), for example, noted that children with disability are five times more likely to be out of school than children belonging to scheduled castes or scheduled tribes (SC or ST). Moreover, when children with disability do attend school they rarely progress beyond the primary level, leading ultimately to lower employment chances and long-term income poverty.

### ***Objective of Investigator :***

*The study was designed with the purpose to attain the following objectives :*

1. To identify **Children with special needs** in classes II & III level.
2. To identify **specific learning difficulties** among **Children with special needs**.
3. To develop **reading skills** of **Children with special needs** through the specific strategies.
4. To develop **writing skills** of **Children with special needs** through the specific strategies.
5. To develop arithmetic skills of **Children with special needs** through the specific strategies.
6. To measure the effect of these specific strategies on reading, writing and arithmetic skills of **Children with special needs**.

## **METHODOLOGY**

1. Researcher chose three district of West Bengal for research propose namely Howrah, Kolkata & North 24 Paraganas
2. Most of the reputed schools already identified CWSN with the help of Counselor of their school. However researcher collects the name of these CWSN students for research propose from the school authority.
3. A particular schedule was prepared to confirm the identification of CSWN students by the teachers of respective schools. , So the **schedule** which was prepared by researcher for confirmation of identification of CSWN students was given to the teachers for applying over CSWN to be confirm that the students was CSWN are named as **Schedule – I** .
4. Similarly researcher has prepared two more Schedules namely as **Schedule- PR** and **Schedule- PT**, former was applied before **pre-test** and later was used after **post test**.
5. Then researcher trained the teachers for application of **Schedule- PR** and **Schedule- PT** over the CSWN before and after test.
6. CWSN students from Class- II and Class – III were taken from three district of West Bengal for conducting the research. **10 Schools** under **CBSE board** have been short listed from each District so collectively **30 schools** were taken for conducting the research work. From each district **40 CWSN students** have been shorted so collectively **a total of**

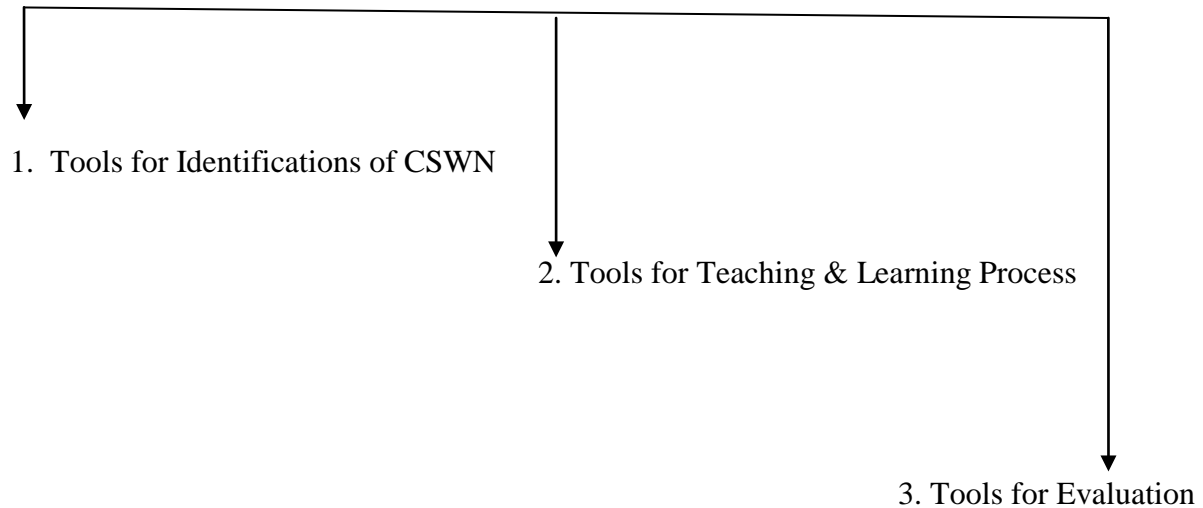
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120 CWSN students were taken for whole research , then this 120 CWSN students were be divided into two groups namely as **Control Group** and **Experimental Group** .

7. Teachers has conducted pre-test using **Schedule- PR** on both experimental and control group.
8. Then the investigator trained the teachers to teach the **Experimental Group Students (CWSN)** with an exclusive strategy developed by researcher in all three areas ( 3 R ) .
8. Teachers were instructed to teach the **Control Group** with traditional method .
9. A **post test** was conducted by the teachers after teaching both the groups at the end of academic session.
10. Evaluation was based on the result of both post- test and Annual Terminal test (Summative Test ) .
11. No standardized test was used to collect data for academic achievement of the students; it was collected from the school records, while poor achievers were given the treatment, whereas control group was given routine method.

**Tools:**

The following tools was used for the purpose of data collection are shown in tabular form



**1. Tools for Identifications of Children with Special Needs ( CWSN )**

- Mainly the data were be provided by the school authority for CWSN on respective areas of difficulties in the learner of classes II and III .
- A **Schedule was prepared** to check the difficulties of the learner in three areas ( 3R ) , which was hand over to the teacher of certain school where they can not find out such CWSN .

**2. Tools for Teaching & Learning Process for Children with Special Needs ( CWSN )**

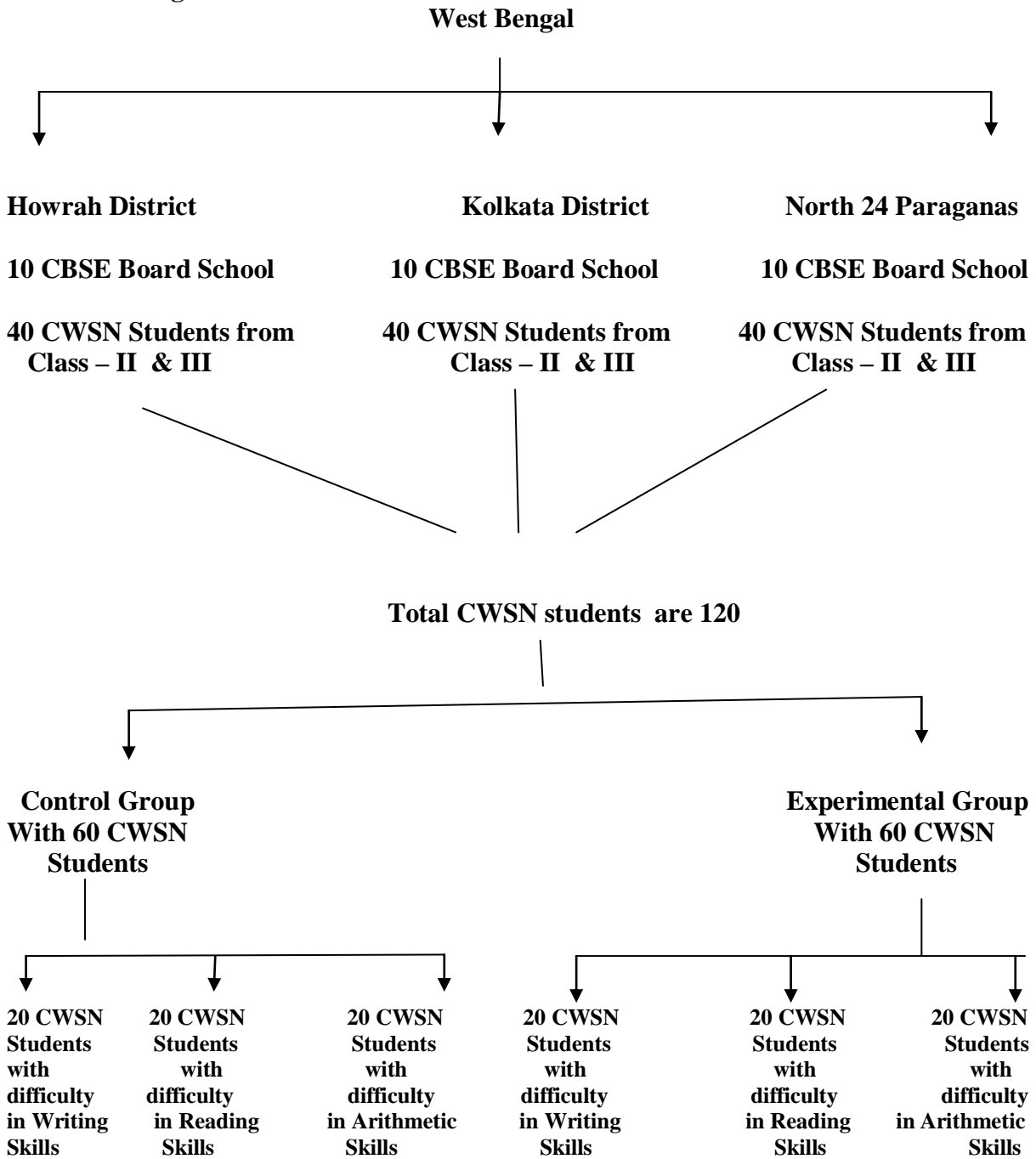
- \* Teachers were made acquainted with the exclusive strategy developed by us so they can apply the strategy on CWSN of Experimental Group .
- \* Fading strategy for word-recognition.
- \* Active-voice strategy for fluency.
- \* Cursive strategy for handwriting.
- \* Multi-sensory strategy for spelling.
- \* Computer- assisted strategy for recognition and use of mathematical symbols.

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**3. Tools for Evaluation**

Evaluation was based on Post-test and Summative test report .

**Research Design:**



**Collection of Data:**

Data was collected from 30 CBSE Board Schools from three dist. of West Bengal

**Analysis of Data:**

Data was analyzed statistically with the help of software SPSS.

**Timing:**

Whole academic session was involved in conducting the present research work

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### CONCLUSION

Everyone has a difficulty in one area or the other. Most of time, it does not interfere with day to day functioning. However, when the area of difficulty is in the cognitive region, it impedes academic learning, which is largely pegged on the 3R's (reading, writing and arithmetic) in the current educational system. Learning disabled are those children who have normal characteristics as their peer group but lack in their academic skills, and thus they are left aside as referring them as troublesome children. It is estimated that five to fifteen school-going children are affected by learning disorder. Diagnosis of learning disabled children can help parents and teachers to provide early intervention and support services. Arhebamen (2011) study indicated that reading scores were significant predictor in determine learning disabled in reading at third grade level. Swanson and Hoskyn (1998) suggested that learning disabled children improves in their academic skill through strategically instruction.

Learning disability is been recognised as new developing area in the field of special education. Among the recognised disabled categories by IDEA (2004) learning disability is one of it. Studies have shown that learning disabled children are in alarming condition that needs help. Learning disability may continue life-long, if not cured early. Teachers, parents, school administrators, community members, resource persons and special educators with effective modules and strategies, taking into account strength and weakness of the children help in their identification and remediation programmes. The result proved that strategies used by the investigator can be helpful for teaching the learning disabled children of elementary stage to a certain extent so as to improve their reading, writing and arithmetic skill.

### *Acknowledgments*

The author appreciates all those who participated in the study and helped to facilitate the research process.

*Conflict of Interests:* The author declared no conflict of interests.

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**How to cite this article:** Nisa M U, Chell M M, Ahmad S R (2017), An Experiment on Children with Special Needs (CSWN) To Check the Effect of Exclusive Approach on Reading, Writing and Arithmetic Skills, *International Journal of Indian Psychology*, Volume 4, (3), DIP:18.01.146/20170403, DOI:10.25215/0403.146