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**LEARNING PROBLEMS AMONG CHILDREN WITH MILD
INTELLECTUAL DISABILITY**

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ABSTRACT

The purpose of this study is to study the status in their own classes of students with mild intellectual disability. 400 integrated youngsters with mild intellectual challenges participated. In general, children with a moderate intellectual handicap received far fewer choices as regards factor of skill, factor of sympathy and factor of competition than non-disabled kids. The aim of the research is to analyse specific pupils who have mild intellectual disabilities' learning challenges. We employed ACADIA for our research, which includes 13 tests to evaluate the general operation of the individuals. 140 students participated in the research. The sample was separated in two groups: intellectual disabled children (our target group) and the control group. We found that all intellectually disabled students usually have specific learning difficulties. According to individual sub-testing analyses, we found that these pupils had the ability to combine visually while achieving inferior results on the subtest of audio memory.

Introduction

The term "intellectual handicap" refers to the cognitive level shown by certain youngsters. The circumstances are that the cognitive function of a child is hindered, so that information from its surroundings can be significantly impaired, and then processed efficiently, problem-solved and adapted to this information. [1]

Undoubtedly, the reliable assessment of the individual characteristics of people with intellectual disability in cognitive and behavioral level is of great and critical impor-

tance, considering both competencies and limitations, in order to appropriately organize and adapt the support provided, as well as the content of the educational programs and interventions.[2]

ID is split into four tiers, depending on your child's IQ and social adjustment degree, as illustrated in Figure 1. [3]

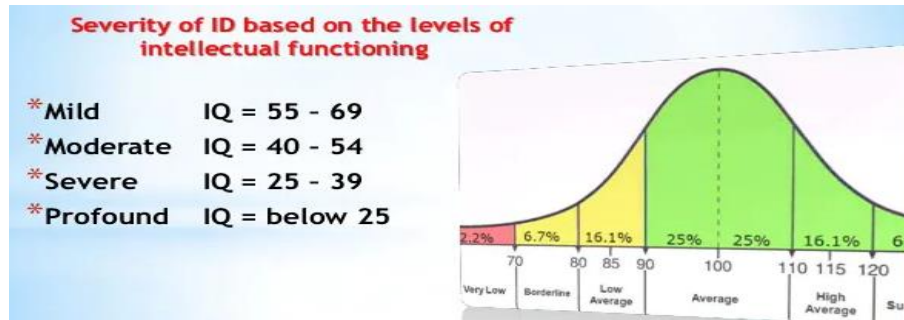


Figure 1. Levels of Intellectual Disability

The impairments of learning occur because of genetic or neurobiological variables affecting the functioning of the brain in a way that impacts one or more learning-related cognitive functions. These difficulties with processing may interfere with fundamental abilities such as reading, writing and/or mathematics. They may also interfere with higher level abilities including organisation, time scheduling, abstract thinking, memory and concentration for longer or short term. It is essential to understand that learning impairments may influence the lives of a person beyond the university and can influence connections with family, friends and at employment. [4]

Approximately 1% of the population is handicapped. The condition varies from moderate and deep. Around 85 percent of the afflicted individuals fall under the "mild" group and are diagnosed as MID (MID). Professionals consider two criteria when diagnosing this condition: the functioning of intelligence and adaptability. An IQ (Intelligence Quotient) score is assessed by the IQ. [5]

LITERATURE REVIEW

Casey Hord, Kathleen Koenig, Janet Mannheimer Zydney (2020) Researchers performed a qualitative case study which described the experience with mathematical word problems of 2 7th grade students with a minor intellectual impairment. The researchers analysed student performance in big groups and gained insight into student inclinations with difficult mathematical material with customised training. In the lessons, one of the participants first struggled with word problems, but when instructors linked fresh knowledge about their assignments with the long term memory of students and used gestures and diagrams to assist the information processing of students it was successful. [6]

Nina Klang, Kerstin Göransson, Gunilla Lindqvist, Claes Nilholm, Susanne Hansson & Karin Bengtsson (2020) In this research, a survey was done in order to examine variations in educational practise between students with an intellectual impairment (N=254) and special educational environments (N=392) in Sweden. The

findings indicate that the instructors spent roughly comparable amount of time in the two settings in the activities of learner-centered and teacher-centered, respectively. In contrast with instructors in special educational environments, the findings for the MannWhitney U-test showed that the performance of students was substantially greater but that the emphasis was lower on promoting social engagement of kids. [7] Susanne Schnepel & Helena Krähenmann & Rachel Sermier Dessemontet & Elisabeth Moser Opitz (2019) The mathematical growth of intellectually-disabled (ID) children in inclusive schools is little understood. Research-based knowledge of the topic is essential since inclusive education in many countries becomes a standard and more and more kids with an identity card are now attending regular schools. Four homogeneous groups showed a cluster analysis which differs substantially in their mathematical development. In the same cluster, students increased their abilities. Prior knowledge is an important predictor of development and more variation than IQ is explained. In addition, an essential element for mathematical growth appears to be the learning of the notion of quantity number, particularly the connection between quantities and numbers. [8]

Szekeres Ágota(2014) The objective of this research is to investigate the status in their own classes of students with minor intellectual impairments. In general, children with a minor intellectual impairment got much fewer choices as regards factor of skill, factor of sympathy and factor of competitiveness than non-disabled pupils. Children with a minor intellectual impairment have usually been substantially selected for all integration problems ($p < 0,001$) more frequently than pupils without integration. Our findings may serve as an essential complement to the success and efficiency of integration. [9]

Elif Tekin-Iftar Onur Kurt and Gazi Acar(2008) The aim of this study was to analyse (a) the acquisition and maintenance effects on education of two participants with mental retardation of the simultaneous prompting (SP) procedure, (b) the effects of multiple examples to generalize acquired qualifications over three untrained examples (sample), and (c) the effects of the introduction of informative feedback impulses on acquiring the The research utilised and reproduced a multi-sample design across compartments throughout a topic. Results indicated that the SP study participants were successful at acquiring and maintaining the goal behaviours. [10]

RESEARCH METHODOLOGY

Research instruments - ACADIA test was utilised (Atkinson, Johnston and Lindsaz, 1972). The exam itself comprised of 13 subtests to evaluate the general functioning of individuals and we utilised just 6 of them in our study. Each exam has a maximum of 20 points.

We utilised the test itself to analyse and interpret the findings, while comparing the points acquired and calculating the standard deviation (SD). In addition, we utilised the value of mode. Data analysis was carried out utilising the β^2 test to link two independent variables at 0.01 meaning level with percentages.

Sample – Total 140 students participated in the study. The sample has been split into 2 groups.

In the first group, our target group, 60 students with a mild ID, and 80 students were in the control group.

ANALYSIS

Table 1. Overview of the participants

	Students with MID	Control Group
Total (n)	60	80
Male	40	30
Female	20	50
Male: female	2:1	3:5
Mean age (years)	12.6	12.9

The findings obtained from a study of MID students' and control groups' subtests are shown in Table 2. Subtests are ordered from the lowest SD, by the students performed with the ID, i.e. by SD of the results.

Table 2. Obtained results in the subtests in both groups of students

Subtest	Students With MID			Control Group		
	SD	Average Score	Mo of average scores	SD	Average scores	Mo of average scores
Visual Association	0.52	13.38	13.38	0.02	18.16	20
Sequence and Encryption	1.05	10.06	10.06	0.14	15.52	16
Language Development	1.25	13.17	13.17	0.1	18.49	19
Visual Discrimination	1.27	10.48	10.48	0.1	18.66	20
Shapes Drawing	1.4	7.76	7.76	0.24	14.67	18
Visual Motor Co-ordination	1.41	9.7	9.7	0.14	17.7	19

We anticipated that children with MID obtained poor scores on all tested skills with extremely significant SD. As we move down the table, we have greater SD and less success for the learner.

The best scores of both groups of students were obtained in the visual association subtest and in the auditory memory subtest.

On Table 3, we show the findings achieved, classified in the capacity of pupils for attention regardless of their access.

Table 2. Ability for attention in students with MID and the control group.

Subtest	Students with MID		Control Group	
	SD	Average Scores	SD	Average Scores
Visual Association	1.41	9.7	0.14	17.7
Sequence and Encryption	2.93	9.08	0.41	15.95
Language Development	2.98	3.23	0.66	10.26
Visual Discrimination	1.94	4.71	0.06	15.3
Total	2.31	6.68	0.32	14.8

The SD of the ID students is 2.31 and the average of 6.68 is lower. With 0.32 SD and an average total score of 14.80, the students obtained achievements in the control team.

By utilizing χ^2 we compared the results of students in all grades and discovered that the difference between the two variables is statistically significant, at the level of 0.05 and the significance of statistics.

We also examined the length of the growth process of the evaluated capacities within the control group. The data obtained is shown in Table 4, categorized according to two criteria: SD difference found and points reached among the students.

Table 4. Development skills of students in the control group sorted by the intensity of development during the school period

Subtest	Differences between SD	Differences between Achieved Score
Visual Association	0.09	1.55
Sequence and Encryption	0.1	1.35
Language Development	0.07	0.65
Visual Discrimination	0.35	1.98
Shapes Drawing	0.62	4.98
Visual Motor Co-ordination	0.25	2.41

At the beginning of the table are provided the skills which have shown a higher reliance on calendar age, which are more intense throughout that time. The intensity of developing skills diminishes as we go down the chart.

CONCLUSION

Generally, the choice of children with a minor intellectual impairment was much lower than that of kids without a disability. As to the disparities between the sexes: we find that gender has no meaningful impact on decisions of compassion. Taken into account the kind of integration: when fully integrated children with moderate intellectual disabilities were much sympathetic to chooses, compared to children with part-time integration.

The following findings may be stressed according to the study objectives:

- All ID kids have unique learning difficulties, extremely strong visual association capability and a great deal of audible memory capability.
- Amongst ID students, integrative skills which are extremely essential to synthesise and transfer information into new contexts are best developed among all evaluated abilities.
- During the early school time, all the evaluated abilities continue to grow. This implies that simulative programmes should be used to improve our skills during this development phase.

We have demonstrated that both groups have developed difficulties based on our study findings and comparisons with other relevant studies. There is also a variation in function restriction. We believe it essential to adopt the following actions in order to enhance the educational possibilities of people with ID:

- The use of a functional diagnostic, including an evaluation of all personal capabilities, for people with ID. This evaluation should be performed every six months, and if required even sooner.
- Of all developmental capabilities which are less developed, we feel that the capacity for auditory memory should be stimulated in the future regardless if the person is an ID student.
- All students have highly developed visual association skills, therefore our suggestion is that these well-developed skills be used much more often throughout the teaching process.

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