

Effect of Combined Integrated Learning Programme (CILP) in children with Learning Disabilities

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Abstract

Learning disabilities are heterogeneous group of disorders characterized by the unexpected failure of an individual to acquire, retrieve, and use information competently. It is estimated that around 15 million children suffer from this 'invisible handicap', thus average class in schools has about five students with learning disabilities. In order to encounter the problem, education authorities have issued some guidelines which are compensatory in nature and they lack a curative approach to the problem, till date the proper intervention is missing. Present study tries to interpret all the academic, therapeutic and psychological aspect through formulation of structured protocol in the form of intervention technique called Combined Integrated Learning Programme (CILP) and also finds efficacy along with guidelines of Punjab School Education Board (PSEB) on 30 subjects. The mean, standard deviation, t- value, F-value and post hoc analysis for all the variables were calculated. It was concluded that CILP has significant effect on the learning outcomes of children with learning disabilities.

Keywords: Learning Disabilities, therapeutic interventions, IQ, video games, Fine motor Skills and Cognition

Introduction

Learning Disabilities (LDs) are heterogeneous group of disorders characterized by the unexpected failure of an individual to acquire, retrieve, and use information competently. They are the most severe, pervasive, and chronic form of learning difficulty in children with average or above-average intellectual abilities because the concept of learning disability has a brief and turbulent history both conceptually and operationally, making them victims of over expectation and social obligations of parents due to their ability to deal intelligently with some topics while having problem in others. The estimated figures show that about 15 million children suffer from this 'invisible handicap' thus average class in schools has about five students with learning disabilities (*Thacker, 2007*). Epidemiological studies of learning

disabilities in India are burdened by problems ranging from identification, assessment, to socio-cultural factors unique to India. The characteristics of LD child may range from motor disorders to emotional disorders, perceptual disorders, symbiotic disorders, memory disorders and attention disorders (*Panda, 1997*). In order to deal with the problem, disciples of both academic and medical sector have recommended the different management strategies according to their expertise. However, the existing dilemma about the conceptual and operational problems and the beliefs and practices of teachers, psychologists, neurophysiologists, psychiatrists and therapists directed our attention to the need of integrated approach in order to rectify the problem. This inspires the formation of Combine Integrated Learning Programme in the present study. Thus to formulate and