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The Reviewing of Different Opinions, Solutions and Suggestions of Specific Disorders in Dictate Notes

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ABSTRACT

Background: Children with disabilities in writing and less writing failure are one of the special groups in learning. Failure in dictated have this characteristics that students write words by moving letters, spelling errors, punctuation errors, and reversing letters and words, writing, writing mistakes. Defects of learn can affect grow, learn, education for children. In this article different opinion solutions and suggestions will be reviewed.

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INTRODUCTION

It is Appears that the one of the major factors that causes children to have difficulty in writing spelling, eye-hand coordination is lacking. Despite having normal intelligence that are very bad line, usually children or inverted mirror writing and writing essay writing usually have problems [1].

Dictated by the characteristics of the particular programming are defects that students write words by moving letters, spelling errors, punctuation errors, and reversing letters and words, writing, writing mistakes [1].

Where failure of the special students in normal schools due to having a look at the code dictated by the characteristics of the disability without a glance and are about education, a batch of these students for some reason (inherited Environment emotional, etc.) in a field of disability (writing, reading, dictation, writing, math or language interpreters) [2].

In fact, the most basic types of child responses or muscle movement. It helps children to understand themselves and the world around motor behavior is achieved and the experiences of mobility, provide the underpinning knowledge and learning. Fusion and integration of motor and cognitive activity in childhood and can be very high, largely rooted in evolved mental behavior and motor learning searched [3].

Learn defects can grow, learn, school children will be affected. For example, the accounts need to learn many skills such as efficiency, reasoning, analysis, coordination, and so are the eyes. Therefore, defects in the former alone or together skills in learning academic subjects are involved [4].

Research shows those students with specific learning impairment in physical activities that require motor skills are more difficult and a lot of gaps in gross and fine motor skills that are eye-hand coordination [5].

History Of Specific Deficits In Learning:

Historically, research and studies related to learning disorders can be divided into three distinct phases.

This stage of the systematic theories of learning deficits have often been based on clinical observations and no controlled scientific and scholarly methods were performed on adults who had a brain injury. The first systematic research in this area around the year 1800 by Gal⁴ on adults who had brain damage results in the ability to express their feelings and opinions of the speech of, were. Later he studied medical theories and tried to certain areas of the brain damage caused failure to specify particular language.

At this stage, great strides were achieved in the period prior to the application of theories of therapeutic transfer. A fundamental shift from the study of adults and children by psychologists and educators to adapt to the learning deficits showed great interest. In 1943, his most important books in the field of treatment for school subjects and published in 1947, Strauss and Laura Psychopathology and education of children with traumatic

brain injuries was published in. The results of these efforts was the creation of a large number of tests and training programs primarily in clinics, schools and private institutions, was used [3].

Furthermore Ltnyn in 1941 and also in 1955 education to children with brain damage who were backward in terms of perception, it makes a lot of effort. The formation of the Society of Children with specific deficits in learning begins. Expressed great interest in learning deficits and thus more experimental and educational programs and therapy arose. Theories obtained in other aspects such as learning theories (Piaget and Skinner) was combined with research and field studies were conducted. Some professionals play a critical role in motor learning process and make learning disorders, attention that some of their valuable research briefly referred to. Kpart believes that any behavioral response of muscle and movement is necessary to draw a circle for the removal of the motor and associated parts perception is virtually impossible. The learning process should be based on the overall perceptual - motor is placed. Motor processes play an important role in speaking, reading, writing, thinking, and transfer of training and motor learning effects on brain organization.

In terms of precipitation Patterns of motor learning have led to failure. It can be said that although the motor as a means for survival, life has a long history in all periods of life when a man had been considered, but the most important factor in motor skills as learning [6].

Factor in the lack of learning is important, not long ago. Similarly, learning difficulties and inefficiencies in the Persian dictation, only in recent decades, the educators, researchers, education specialists and psychologists have proposed an effective program is not yet complete. However, children with learning difficulties in dictating specific failure compared with other areas of learning such as math, dyslexia, little research has been taken [7].

Failure Rate, Especially In Learning:

Due to different definitions of the terminology and methods of assessment, diagnosis, particularly regurgitation of learning has no solid foundation. For example, you can count the individuals with low specific failure rate of between 4 to 5 percent of all people. Federal government statistics, children and adolescents covered by Public Law academic year 1986-1987 consisted of all statistics are high school students. In the academic year 097/626/1 people with specific learning disorders have been identified. Theory Gerber & Deli Wayne, the proportion of students.

Learning with more than 120 percent increase from 1977 to 1988 [7].

The definitions of the various specialists in children with learning deficits can be offered to their properties outlined below:

1. The children with average or higher IQ.
2. The Children with healthy different senses (sight, hearing, etc).
3. The children have appropriate education and environmental facilities.
4. Children with severe behavioral abnormalities are present.
5. Educational achievement of children with significantly lower IQ, age and educational facilities [1].

Learning failure in children includes:

- A) Lack of motivation
- B) Lack of attention
- C) Excessive attention to detail of all
- D) Lack of coordination in movements
- E) Excessive effervescence
- F) Inheritance and genetic
- G) Biochemical problems.
- H) Hormonal imbalance.

Psychological And Behavioral Characteristics Of Children:

Many of the characteristics attributed to children with learning disabilities. About 69 of them have been featured in books, 10 of which the most important ones are mentioned below [5].

1. Vibrant excessive
2. Deficits in perceptual - motor
3. Emotional instability (emotional states they are constantly changing)
4. Impairment in physical coordination
5. Specific impairment in attention (short attention span, distraction, inattention)
6. Being emotional
7. Specific impairment in memory, thinking
8. Having regard to educational problems (in reading, arithmetic, writing, spelling)
9. Deficiencies in speech and hearing
10. Unspecified disorder of neurological symptoms, electrocardiographic graphics [5].

Failure of theories of learning includes:

1. Lateral brain dominance theory

2. Cognitive theory
3. Psychoanalytic theory
4. Theory of a short attention span
5. The theory awareness
6. Delayed Theory
7. Theory of mild brain injury
8. Multi-functional theory

Conclusion:

The left and right cerebral hemispheres and each hemisphere is divided into two lobes has been formed. Gyros of the cerebral cortex called the lateral surface, grooves and folds are formed. Cingulated cortex covered by the outer surface of the cerebrum and the inner surface is covered with a white layer on the first surface of the cerebrum were more limited and precise movements, the exact movements for the lower that any of the centers of brain can be controlled by.

The second movement is more a learned movement. The stereotyped movements and the majority of other muscle movement is done by the brain, is a conscious, not unconscious.

In terms of how movements are learned and controlled, there are two main approaches.

The first theory of motor learning with an emphasis on the importance of sensory information and motor manifestations are. Another theory is that sensory aspects of motor control, at least in the role. In both these theories tries to behave well learned by the movement or position of motor units similar to words are used.

Those theories motor are believed to play a role in learning and motor control and sensory data are given. When a person learns a new skill, his attention focused on the acquisition of basic motor skills necessary to perform it is. The early acquisition of motor skills due to the limitations of the small memory structure can be considered a skill, but the skill to be learned good aspects of the task automatically occurs. Increasing the automatic movement, is a step towards the implementation of more complex a person will be able to talk without his attention towards it, to apply it. The motion of a generalized motor program learning theory to consider how this motion, like running motor are stored in memory and the movement of ductile raises. The concept of a generalized motor program is how it is taught a new move, or are modified learned movements.

Learning should be stated that the children get older; they will be able to do better sensory information processing. This ability is the main cause of variation in the motor development of children who are in control of their aging process.

Thomas showed that 7-year-old children in the coding of motor memory recall and organize all actions are less fit than children 11 years old and 11-year-old children are less than competency of the children can adults of skill learn complicated achieved more efficiently.

The second view is open to motor control theory. The majority of them believe that perception and action cannot be examined separately and that movement cannot be controlled by the effects of memory on the central nervous system. Method developed by Michael Bassett Language (1967), for the education of children with learning disorders has been proposed. Michael Bassett argues that the efficiency of language for language development in the normal peripheral nervous system, central nervous and mental coordination is necessary.

Michael Bassett's theory of language acquisition is dependent growth levels are shown in the figure below.

Verbal symbolic behavior.
Visual expressive language and writing
Visual receptive language and reading
Expressive language, listening and speaking
Receptive language and auditory comprehension of language
Language and symbolic internalization and degradation of Listening
Analysis

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