



Attitudes of Schools and Parents toward Students with Learning Difficulties inside the Schools

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Abstract

We've been hearing a lot about students with learning difficulties in recent years. Some schools, as well as some parents, have refused to acknowledge this fact. Schools refused to allow students with learning difficulties in their classes, and parents refused to accept that their children had learning difficulties and needed assistance. Many students' hopes were lost as a result of such a mentality; they were lost and had no one to support and assist them. The aim of this Structured Literature Review is to investigate teachers' and social attitudes toward students with learning difficulties. This research adopted articles to gather reliable data in order to conduct a survey of teachers', parents', and society's attitudes toward students with learning difficulties. It goes through the importance of attitudes, as well as the position of teachers, teaching methods, and specialized curriculum for students with learning difficulties. The results of this research were consistent with previous researches, which concluded that it is essential to adapt the learning background to meet the needs of students with various learning difficulties. Following good interventions would therefore contribute to the maintenance of positive attitudes, the improvement of learners' levels, and the assistance of teachers in dealing with them in a way that benefits them. At the conclusion of this research, it was suggested that further research be done into the factors that lead to the growth of positive attitudes.

Keywords: Learning Difficulties, Students with Learning Difficulties, Schools, Parents, Attitudes

Introduction

“In the past, people with intellectual disabilities were seen as subjects of curiosity and terror, resulting in them being worshipped as well as vilified” (Atherton, 2003).

Throughout the history of learning disabilities in communities, community caregivers have gone to different types of institutions and returned to caring for the community (Atherton, 2003). Since the issue of students with learning difficulties is still not linked to a consistent policy that all schools must adhere to, as well as a special curriculum that is identical to the normal school curriculum, except in terms of explanation and detail. The researcher addressed concerns about school attitudes, teacher attitudes, and parent attitudes toward various components of schools and types of learning difficulties to

be included, with the belief that the more favorable the views of various groups, the readier they would be to accept the execution of a plan in educational settings.

David Barron (2000), suffered from a minor learning disability, he has grown up in an institution, and he explains his experience by saying: "The institution was clean and tidy, windows had bars on all, and doors were closed. These descriptive formulations indicate that, despite its cleanliness, the institution was a kind of incarceration for those who lived there.

The Mental Deficiency Act of 1913 did not abolish or threaten to revoke the designations of imbecile, idiot, or feeble-minded institutions and persons. After that, in 1927, the law was changed. While institutions have been renamed hospitals, medical models continue to rule them for the most part, with rigid schedules, psychology, psychiatry, and medicine still in place (Barber, 2012). The Education Act of 1944, which was passed between 1944 and 1959, ruled that children with learning disabilities are unable to read. The National Association of Parents of Backward Children (now known as Mencap) was established two years later in 1946 to help "uneducated" children (The Open University, 2018).

In several developing countries, there has been a rise in recognition of students with learning difficulties or disabilities over the last few years. About 1.5 million students in the United Kingdom deal with a learning disability, according to estimates, and about 15% of students in the United States are affected. "Learning disorder" and "learning impairment" are two words that are often interchanged and have different meanings in different countries. For example, in the United Kingdom, the term "learning impairment" is preferred, while in the United States, the terms "learning illness" and "learning disability" are preferred. The capacity to interpret what one sees and hears, as well as the capacity to connect information from various areas of the brain, are both impacted by learning impairments. These restrictions may be manifested in a variety of ways, such as specific issues with verbal and written communication, coordination, self-control, or focus. These issues extend to academics and can obstruct learning to read, write, or perform math.

Elizabeth Walcot-Gayda, former president of LDAC, Understanding Learning Disabilities, says that as learning disabilities can range in severity and present themselves in a variety of academic, social, and familial contexts, early intervention is necessary, whether the disability is discovered in kindergarten, late elementary school, or secondary school. Initial intervention should include pre-referral data from the student's existing instructor and a prompt, targeted assessment procedure. Referrals may be suggested when a student is struggling in any academic subject or when effort or consistency in performance is evident. What does such an evaluation imply for elementary, secondary, and postsecondary educators? It entails the explicit instruction of particular abilities, tactics, and techniques that are acknowledged in the most recent research literature as being the "best practices" for this population. The results of an evaluation may call for activities

involving the family, the school, the community, and the workplace depending on the needs of the individual. Special education is the most common form of treatment for learning difficulties. A diagnostic educational evaluation that determines the child's academic and intellectual capacity and level of academic achievement may be carried out by educators with specialized training. After the evaluation is finished, the fundamental teaching strategy is to build on the child's talents and strengths while addressing and making up for any inadequacies or limitations.

Children with learning difficulties enter school with high expectations for success and learning. Your child may learn differently from other children if she is struggling in school. The first people to realize that "something doesn't seem right" are frequently parents. But it can occasionally be challenging to know what to do and where to look for assistance. Learning difficulties are a lifelong problem that, regrettably, cannot be addressed or corrected as children grow into adults. Additionally, some people don't become aware of their learning difficulties until they are adults. However, kids and adults with learning difficulties can achieve in school and in life with the correct support and treatments. The first stages to success are realizing, embracing, and comprehending your learning difficulties.

According to what has been mentioned above, there are unique challenges for teachers, parents, and schools. This is due to the variety of students, as well as a wide shadow of learning disabilities that necessitates greater precision on the part of the instructor. A student with ADHD, for example, needs a different support structure than a student with dyslexia. The teacher has a duty in this case, which is to consider signs and instructional methods in order to be mindful of the needs of the students. And in order to do so, she or he must implement a set of five instructional techniques that are specifically intended to assist students with learning difficulties. So, whether you're a teacher or a parent looking for a smarter and more successful way to assist students with learning difficulties, the following list will come in handy:

Break learning down into tiny chunks, also known as "chunking." It means breaking down a big mission or duty into smaller chunks.

Visual aids: if you want to make learning much easier you can use pictures, images or videos. Students with learning difficulties need to observe visual aids, this will make it easy for them to link between words and their meanings.

Use a variety of reinforcement tools: This can help students with learning disabilities avoid boredom and remain engaged in the learning process. As a result, as an instructor, you should always begin with an attention-getting operation.

Build on previous lessons: this method is very straightforward and makes learning a new subject easier for students. When teaching something new, use a learning activity to connect it to a previously taught subject.

Memory strategies: Students must master memory techniques in order to

remember how one piece of knowledge connects to another. Simple graphs, Mnemonics, and mind maps, for example, can help students understand and remember knowledge more easily.

Method

A systematic literature review (SLR) is described by the researcher as a methodological system that allows for the extraction of the most important knowledge from the current literature in a given domain, which complements pre-specified requirements, addresses research questions, and is carried out through stages of assessment.

This study employs SLR to compile and formulate academic articles and research on school and parent attitudes toward students with learning difficulties, which the researcher performed in an impartial, repeatable manner in order to provide evidence for practice and recognize research gaps. We began by defining the research questions and inclusion criteria; then we searched for and selected appropriate studies; and finally, we evaluated and interpreted the findings. For mapping and SLR, two separate sets of questions were formulated in this case.

Research Questions

To determine the status research of students with learning difficulties, the researcher identified two broad questions. The researcher used Google Scholar as a trustworthy library to gather data and knowledge about the research problem in order to create a connection between the mapping questions and the research questions.

MQ1. How is the situation of children with LD in the classroom community?

MQ2. What is the major cause of learning difficulties and school failures?

To perform a more in-depth review of the papers, the researcher devised the following research questions:

RQ1. What is the attitude of teachers, parents and schools towards various aspects of students with learning difficulties?

RQ2. What are the factors that affected the results?

Selection Criteria

The researcher developed criteria for the article selection process based on the research questions (Table 1). We identified a set of six inclusion and five exclusion criteria to classify research that is important to answering our research questions once the questions and scope of the review were specified.

Table 1: Inclusion and exclusion criteria

Inclusion Criteria
IC1. Involved with schools', and parents' attitudes toward pupils with learning difficulties in the classroom.
IC2. Includes empirical studies that can be verified.
IC3. After many reviews, the paper was posted.
IC4. Written in English.
IC5. Posted with a high quality (and/or factor).
IC6. Qualitative and mixed methodologies approaches are used in the research paper.
Exclusion Criteria
EC1. Do not concern attitudes of schools and parents toward students with LD in schools.
EC2. Do not include imperial studies that can be verified.
EC3. There was no reviewing process.
EC4. We don't have any high quality (and/or factor).
EC5. There were no qualitative or mixed methodologies approaches used in this research.

(Source: created by the author)

Table 2: Quality criteria

Questions
1. Is there a clear research objective regarding schools', and parents' attitudes toward pupils with LD in the research paper?
2. Was the study paper successful in achieving those aims and objectives?
3. Are the findings correct and clearly determined?
4. Are the research questions appropriately highlighted?
5. Did the research paper state and clarify the major cause of learning difficulties and failures?

(Source: created by the author)

Search Approach

We defined the following criteria for selecting databases after defining the article selection criteria:

Are these databases applicable to this field of study, and do they only contain high-quality research articles?

Does the search method in these databases allow for identical or equivalent search

strings and logical expressions?

Is it possible to perform searches through the whole article or only particular fields in the databases?

Based on these requirements, we selected Google Scholar for the SLR.

Table 3: Synonyms used for lecture resources. Source: created by the authors

Descriptor for Studies of Students with LD	Descriptor Definition	Synonyms
Learning difficulty	A learning difficulty is a problem that can make it difficult for a person to learn in a typical classroom setting.	LD
Learning Disability	Learning disabilities are conditions that impair one's ability to comprehend and use spoken or written language, perform mathematical calculations, organize movements, or focus attention. While learning disabilities may affect children as young as three years old, they are typically not noticed until they reach school age.	Learning deficit, learning impairment, LD
Learning Disorder	When the word "learning disorder" is used, it refers to a category of disabilities characterized by poor academic, language, and speech development. Reading (dyslexia), multiplication (dyscalculia), and writing (dysgraphia) are examples of learning disabilities (dysgraphia).	LD, intelligence, age, academic disorder

Search Strings Used

The search strings were generated using the search words, and the Boolean operators (AND/AND, OR) were used to bind different descriptors. The search engines' research strings were generated using the research questions and inclusion criteria to come out with key words and concepts, and to select the search blocks. We devised three different search string variations to compensate for the differences in how each search engine operates (Table 4). We limited the scope of our findings to journals, real case study, and articles. The engine "Google Scholar" was a trusted library to gather our data base.

Table 4: Search string variations

Source	Research Terms
Google Scholar	Combination 1 Attitudes of Schools and Parents toward Students with Learning Difficulties inside the Schools. ("LD" AND "Students" AND "Parents") Combination 2 ("LD" AND "Students" AND "Schools") Combination 3 ("Students with learning difficulties" OR "Students with learning disabilities" OR "Students with learning disorders" AND ("Attitudes of parents" OR "Attitudes of parents" OR Attitudes of society"))

Results

To answer the research questions, we looked at 33 articles and 1 case study (Table 5). To that end, the segment is organized according to the questions asked, with the mapping results coming first, followed by the SLR results.

Table 5: Articles and case studies explored for the study

Author	Year	Publication Type	Subject
Lenhard & Lenhard	2013	Article Oxford University Press. The text appeared in the form of a dictionary entry.”	Learning Difficulties Since we have multiple causes behind learning disabilities, there is no single, comprehensive approach to addressing these problems. It is an accepted view to preferentially recompense risk factors before the obvious difficulties arise.
Dr. Chandramuki		Article Department of Psychiatry, MIMS Hospital, Calicut - 673016, India, 7	Attitudes of Parents towards Children with Specific Learning Disabilities.
“Milsom, A.	2006	Article Professional School Counseling Journal, October 2006, 10(1), 66-72.	Creating Positive School Experiences for Students with Disabilities.
Pengfei Yin School of Electronic Information, Qingdao University, Qingdao 266071, China	May 2018	Article Atlantis Press (atlantis-press.com)	How Do Teachers Treat Students with Learning Difficulties? To deal with students with learning difficulties, we can use Rogers' "Non-directive teaching" approach, which has self-actualization as its guiding philosophy. Rogers gave the following concept of "self" in Advances in Social Science, Humanities Research, and Education.

Hanan Abo El-Gamelen Ebrahim Essa, and amaal Mohamed Ahmed El-Zetawy ,	Mar-Apr 2015	Article Community Health Nursing Department, Faculty of Nursing, Tanta University, Egypt.”	Teachers’ Knowledge, Attitudes and Reported Strategies to Assess and Support the Students with Learning Difficulties.
by Debra Kemp-Koo	November 2013	Article Department of Educational Psychology & Special Education, 245.	A Case Study Of The Learning Disabilities Association Of Saskatchewan (Ldas) Arrowsmith Program,
Science direct assets	Kowalik-Olubinska, 2012	Article sciencedirectassets.com)	Education of Children with Learning Disabilities from the Social and Cultural Perspective.

Mapping Results

MQ1. How is the situation of children with LD in the classroom community?

We examined the following part from the article “249, P. -S. (2021). Education of Children with Learning Disabilities from the Social and Cultural Perspective (sciencedirectassets.com). Elsevier Ltd, 7.” to answer the question (MQ1). The above title reflects one of the key concepts in the socio-cultural viewpoint on the schooling of children with learning disabilities. For example, creating a positive social environment in the classroom that will enable all students to learn effectively from the start. It is possible to fulfill the needs of students who work at various levels of efficiency when the teacher differentiates assignments, while the common purpose unites all students and encourages them to work in small groups and as a whole community (Tomlinson, 1991).

Moving away from the conventional view of the classroom as a space where one teacher teaches all students at the same time is preferable. The whole class needs to be transformed into a learning community (Herrenkhol, Palincsar, DeWater, & Kawasaki, 1999).

What distinguishes a group of learners is that all students engage in solving a problem and attempting to acquire in-depth information, which makes a significant

contribution to the students' shared understanding of the problem, despite the fact that they have varying levels of expertise and knowledge (Paloncsar et al., 1993).

In order for students to practice with oral and written words, the teacher creates an authentic social meaning in the classroom. Additionally, construct and turn it using various senses allocated to various texts. The teacher's job is to bring this context to life in such a way that children can learn about the roles and meanings of language. This is the situation on the first side. On the other hand, to learn using various linguistic speech styles. The teacher supports children's activities and establishes linked zones of proximal growth, which is an important component of the transactional educational system.

MQ2. What is the major cause of learning difficulties and school failures?

To answer MQ2, we found that the emergence and formation of the learning disabilities area of expertise, which began in 19th century Europe (Wong, Graham, Hoskyn, & Berman, 2008), coincided with clinical research conducted by physicians and psychologists.

An Austrian neurologist Gall, who believed in the 1910s that language disorders are caused by brain injury, in a study resulted that brain injury caused some difficulties in writing but did not affect the patients' ability to use spoken language (Fletcher et al., 2004). As a result, the diseases that were diagnosed were diverse. Gall has chosen to rule out any factors that may be causing the patients' language problems, such as extreme hearing loss or mental retardation. With respect to pioneer researcher Spionek, fragmentary retardation or incomplete developmental disabilities, known as micro-defects, are the leading cause of learning problems and school failures (1965, 1973).

When children have difficulty in learning new skills in school, they are classified as "children with learning difficulties." This phase begins when an instructor notices a discrepancy between what is planned and a student's actual school achievements. The teacher then poses a series of questions, such as: What is the problem with this student? What are the learner's basic characteristics that are causing the diagnosed issues? (Dudley-Marling, 2004).

The more unpleasant encounters the student has with the particular case of an individual with learning disabilities, the more the educators can concentrate on his issue. This was verified in a report for Barga (1996) in one of his articles about how learning-disabled students deal with their disabilities in the classroom. When such students feel hated and rejected by their peers or teachers, they spend a lot of time recalling painful circumstances and events. This is in the context of "medical debate." Learning disabilities are viewed in a variety of ways in sociocultural discourse. In terms of this discourse, it's explained as a result of society's social construction. Vygotsky started a condition close to this category of disabilities in the early twentieth century. Vygotsky's interpretation of disability is in line with his theory's conclusion, which holds that the social environment has a significant impact on the growth of the human mind. As a result, Vygotsky viewed

disability as a social and cultural phenomenon, rather than a biological one. Since disability is a social interaction project, it cannot be seen or clarified outside of its social and cultural context (McDermott & Varenne, 2010). Learning disabilities can only be understood within the context of a school setting (Dudley-Marling; 2004). Without schooling, there will be no learning difficulties (Dudley-Marling, 2004). When the teacher says, "What's going on here?" What is the learner's psychosocial situation? This indicates that she or he is aware that the learner is unable to meet school requirements. The instructor then examines the various components that make up the social framework for learning in a particular class in order to eliminate learning issues and change the current setup (Dudley-Marling, 2004). The teacher must know that even a small change in the way he or she communicates with the learner can play a considerable role in the adjustment of the self-image.

SLR Results

RQ1. What is the attitude of teachers, parents and schools towards various aspects of students with learning difficulties?

Special educators, teachers, and parents should all have a greater understanding when they have a child or student with a learning difficulty. Professionals must educate parents and school teachers in order to improve children's self-esteem and coping strategies. Professionals must understand how well parents accept their child's condition before they can be fully involved in recovery programs.

As claimed by Glascoe, 1997, mental health practitioners will make appropriate decisions on how to support and family based on their identified needs if parents' issues are properly considered and interpreted. Additionally, to deal with students with learning difficulties, we can use Rogers' "Non-directive teaching" approach, which has self-actualization as its guiding philosophy. Rogers gave the following concept of "self" in *Advances in Social Science, Humanities Research, and Education*. "The self" refers to an individual's perception of his entire body, including all of his sensations, as well as their relationship to other sensations in the atmosphere and the rest of the world. According to Rogers' humanistic theory, the secret to self-actualization is to establish a harmonious psychological environment in which genuine, trustworthy, and clear interpersonal relationships can be established, allowing an individual to reach his or her full potential. So, what can teachers do to create a peaceful environment for their students? Teachers, according to the author, should be sincere, accept great respect, and be compassionate.

Moreover, teachers in general education typically have no experience of learning disabilities in general. The following are some of the most common explanations for this: first, teacher education services devote little or no time in class to recognizing the difficulties that learners with specific disabilities face and how to assist them in learning. Second, general education teachers are unlikely to pursue further research into successful

teaching methods for students with learning disabilities. Finally, school authorities do not provide teachers with ongoing in-service instruction on how to teach students with special needs.

Also, because of the high number and prevalence of students with learning disabilities in schools, especially primary schools, it appears that primary school teachers should be more familiar with the learning disability phenomenon than other teachers and be able to classify these students in their classes using empirical criteria and in the most favorable way possible. Class teachers must create an atmosphere that integrates suggested approaches and strategies for teaching students with LD, select effective learning goals that challenge and benefit all students, manage access strategies and vary teaching styles to support each child's specific learning profile, and collaborate with parents to keep them aware of the strategies. The informed teachers provide significant changes in the students' performance and ability by recognizing students with learning disabilities and employing specific instructional strategies for teaching this group of students. The positive nature of teachers and their high level of knowledge about learning disorders allow for an early diagnosis of this condition. The actions and activities of students and teachers, as well as general school policies, may have a positive or negative impact on students with difficulties' school experiences. When it comes to evaluating the educational environment in relation to students with difficulties and implementing interventions or lobbying for reform, school counselors should take the lead.

In behaviors towards individuals with disabilities, Bias and prejudice have been related to negative attitudes (Millington, Strohmer, Reid, & Spengler, 1996). Indeed, educators who have a negative attitude toward students with disabilities are more likely to expect poor performance and inappropriate conduct from those students (Beattie, Anderson, & Antonak, 1997). Negative attitudes toward students with disabilities among school staff and students can appear in a number of ways.

On the authority of Praisner (2003), school principals' attitudes "could result in increased opportunities for students to be served in general education or restricted attempts to minimize the segregated existence of special education and related services." Students with disabilities can be discouraged from seeking more rigorous courses of study by school counselors whose actions are consistent with their negative attitudes, potentially restricting their possible career opportunities. Students with disabilities are often motivated to seek vocational education, with regard to Janiga and Costenbader (2002).

It's also important to look at student actions linked to negative attitudes toward their peers with disabilities. Students tend to interact with peers who do not have disabilities, as previously mentioned (Nowicki & Sandieson, 2002), and Heinrichs (2003) claims that students with disabilities face more peer rejection than peers without disabilities. As stated by Heinrichs, bullying of students with disabilities is common because of their cognitive, behavioral, and/or physical differences, which make them "easy

targets." Bullying can take many forms, and rejection can have long-term ramifications (Beale & Scott, 2001).

When it comes to interventions to improve attitudes, school counselors are in a unique position to advocate for students with disabilities in their schools, ensuring that these students have meaningful school experiences, improve skills for potential academic and job success, develop social skills, and maintain mental wellbeing. However, self-awareness is crucial, and school counselors will profit from objectively evaluating their own views and behaviors about students with disabilities before agreeing or volunteering to work on school-based strategies. School counselors with negative views should consider taking part in professional development programs to overcome their prejudices. Comfort with and optimistic attitudes toward dealing with students with disabilities can be regarded as essential attributes of a knowledgeable, ethical, and multicultural competent school counselor because school counselors are in charge of meeting the needs of all students.

Targeting School Personnel

How can school counselors, who may also have limited knowledge of this form of material, play a role in the process as a leader? First, they would bring the need for training and resources in this subject field to the attention of administrators, recommending that in-service time be dedicated to discussing best strategies for dealing with students with disabilities. School counselors will then act as coordinators and collaborators, finding people who can provide this form of training. School counselors who have no experience with students with disabilities will most likely learn a lot in the process as well.

School-Wide Considerations

Administrator support and cooperative efforts from school staff are needed for successful implementation of any form of programming. Schools should take time to evaluate their environments (i.e., views and values towards students with disabilities) as well as current policies and procedures, according to Vaughan (2002). Administrator support and cooperative efforts from school staff are needed for successful implementation of any form of programming. Schools should take time to evaluate their environments (i.e., views and values towards students with disabilities) as well as current policies and procedures, as claimed by Vaughan (2002). School counselors may help students with disabilities realize that their disabilities do not limit their goals by communicating high expectations and offering resources.

Response to Intervention (RTI)

Dissatisfaction with the paradoxical approach has resulted in identifying learning

difficulties for an alternative approach that asserts curriculum-based assessment as a basis for making decisions to meet students' educational needs. The shift to response to intervention was one of the most important outcomes of the 2001 Learning Disabilities Summit America.

RTI gives students the opportunity to show their learning following clear and appropriate directions and is a way to assess the right opportunity for learning to occur (Fletcher et al., 2004). Many researchers and educators believe that RTI should properly precede the use of standardized ability assessments as a way to exclude weak or ineffective instruction as a possible case of poor academic skills (Flanagan, Ortiz, Alfonso, & Dynda, 2006; Fuchs & Fuchs, 2006).

Another advantage of RTI is its focus on fast intervention and catering to all students who struggle academically regardless of their disability status. Pupils get help right away and don't need to wait for the assessment to be done by someone outside the classroom. RTI reduces withdrawal instruction, segregation, and labeling when not needed as claimed by (Hale et al., 2006).

Attitudes of parents toward their children with unique learning difficulties:

There is proof that a family's mindset affects a child's prognosis when they have learning disabilities. The family system risk factors that may lead to a poor prognosis include limited financial resources, a shortage of available care, and inadequate support networks (Singer & Powers, 1993). Lack of services and negative behaviors in the environment may also have a negative impact on the prognosis of a child with a learning difficulty.

Parents of disabled children, according to Wikler, experience "chronic sorrow," which is described as recurring feelings of sadness, guilt, shock, and pain (Wikler et al., 1981). Pessimism, rage, and guilt, as per Rangaswamy (1989) are their daily companions. Some common parental reactions include denial, projection of responsibility, shame, sadness, withdrawal, rejection, and acceptance (Drew et al., 1984). Others go through periods of disbelief, depression, and self-blame, while others experience helplessness, feelings of inadequacy, rage, shock, and guilt. Guilt, humiliation, and embarrassment are also felt by the siblings.

In the opinion of Perosa and Minuchin, parental attitudes toward children with learning disabilities include overprotection (Perosa & Perosa, 1982) and rejection (Minuchin et al., 1978; Nabuzoka & Smith, 1993). The extent of the disruptions in their child is initially unknown to the parents. They later express anxiety, remorse, vulnerability, mental instability, self-pity, and a sense of hopelessness. Every parent wishes for his or her child to be "perfect" in every way. When a child has a learning disability, frustrated parents develop negative attitudes about their child. Some of them become too protective of the child and refuse to make reasonable demands.

The family requires psycho-educational support in order to reduce the child's high

academic standards and assist in recognizing the child's strengths. This will minimize the amount of negative emotion directed at the child with a learning disability. Many of these kids will excel in a variety of artistic activities, including music, dance, drama, sports, drawing, painting, and so on. Parents, on the other hand, refuse to recognize and support these abilities until their children excel academically. This type of environment can be harmful to children's mental health.

Special educators, teachers, and parents should all have a greater understanding of children's strengths and mental health in this regard. Professionals must educate parents and school teachers in order to improve children's self-esteem and coping strategies. Professionals must understand how well parents accept their child's condition before they can be fully involved in recovery programs. On the report of Glascoe, mental health practitioners will make appropriate decisions on how to support and family based on their identified needs if parents' issues are properly considered and interpreted (Glascoe, 1997).

RQ2. What are the factors that affected the results?

Since we have multiple causes behind learning difficulties, there is no single, comprehensive approach to addressing these problems. It is an accepted view to preferentially recompense risk factors before the obvious difficulties arise.

It is recommended that parents learn advocacy techniques that foster a team strategy for their child that involves them. Since teachers work with many children and are therefore familiar with normative conduct and academic functioning, it is important to understand what your child's teacher is seeing. At the same time, it's important to trust your instincts about your child's needs.

Furthermore, teachers should emphasize visual processing, imagination, and kinesthetic learning in students with learning difficulties through their teaching. Teachers may use differentiated training to play to the students' strengths. Consequently, prevention is also a fundamental support of the current intervention response approach. Torgesen 2004 emphasizes the advantages of early intervention. Poorly performing pupils generally need more guidance than talented ones. As a result, it's advisable to choose direct forms of educational guidance and provide frequent support and feedback (Grunke, 2006).

Conclusions and Future Research

This SLR is based on the problems of students with learning difficulties that are still not linked to a single policy that all schools must adhere to, as well as a special curriculum that is identical to the basic curriculum except in terms of clarification and detail, this research raised concerns about school attitudes, teacher attitudes, and parent attitudes toward various aspects of the policies and forms of learning difficulties to be included, with the belief that the more favorable the attitudes of various groups, the more likely they would be to support the introduction of a plan in educational settings.

We may suggest a thesis that the development assistance of children who

experience school failure should focus more on the classroom background because of the adaptation of the socio-cultural viewpoint for the study of education of children with learning disabilities. This isn't to say that coordinating specialized types of assistance for these children isn't essential. Even then, it appears that it is important to recognize and capitalize on the classroom community's developmental potential. Individuals (students and teachers) who make up such a group will pool their mental resources and share their expertise, experience, and competences with the rest of the class, which should be viewed not only as a valuable addition to the learning process but also as a means of encouragement for activities related to all children's zones of proximal growth.

The results taken from this study show that Parents of children with learning difficulties must be mindful of their vulnerability while their children are struggling in order to fully consider the options available to them. A thorough evaluation based on a thorough understanding of the related issues is a good place to start.

Thus, when a child is having academic difficulties, it can be difficult to strike a balance between schoolwork and other vital things that encourage well-being, such as having fun, spending time with family, and participating in extracurricular activities like sports and music. Finding out what your child is good at and loves doing will help them develop a sense of self-efficacy. When basic skills are the emphasis, vocabulary and knowledge levels may fall behind, so accommodations such as communicating information orally or in another way might be required to mitigate this risk. This is on the first hand.

On the second hand, teachers have a significant impact on the results of students with learning disabilities. Learn all you can about learning disabilities and how to assist students with them in achieving their full potential. A learning disorder may often seem to be an attention problem or a lack of ability. While it's critical to help students improve their academic skills, it's also critical to be aware of accommodations, scaffolding, and technology that can help students overcome their learning difficulties. If students are only given materials that are appropriate for their current academic level, they will fall further behind in vocabulary and general knowledge.

Moreover, Schools and school districts should seriously consider implementing cognitive training services for students with learning difficulties, programs that address key areas of functioning and are robust enough to benefit a large number of students with learning difficulties.

Therefore, it is recommending that the future research should focus more on the development of special curriculum regarding students with LD, and highlight the need for more research on establishing special departments inside schools for pupils with LD to receive all the support that they need.

Finally, the results of this research raise concerns about the efficacy, applicability, preparation, and acceptance of students with learning disabilities by teachers, parents, and schools. To demonstrate to the reader of this research that students with learning difficulties

are just like any other students; they simply need more focus, time, and a different approach to teaching.

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