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## A COMPARATIVE STUDY OF COGNITIVE DISTORTION AND BEHAVIOURAL PROFILE OF MALE AND FEMALE CHILDREN WITH SPECIFIC LEARNING DISABILITY vs. NORMAL CHILDREN

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### **ABSTRACT**

*The thesis is based on the comparative study of cognitive distortion and behavioural profile of male and female children. This study shows the difference in thinking of specific learning disabled students with the normal children. How their thinking works and their behavioural profile as compared to normal children. Sample of 400 students were collected, out of which 200 were males and 200 were female. Different tests were applied and two way anova was applied as research design. The results showed behavioural issues in specific learning disabled children and female children in specific learning disabled showed more behavioural issues than males. Some suggestions shows how to deal with students with learning disability and how to motivate them.*

**KEYWORDS:** *Cognitive distortion; Specific Learning Disability; Dyslexia; Dysgraphia; Dyscalculia.*

### **1. INTRODUCTION**

Cognition includes the ability to think reason and remember therefore a cognitive function is an intellectual process that would enable these abilities. It is a method that results in the understanding and perception of data available to the individual. It is a function by which information is processed.

Learning disabilities can manifest themselves in several different ways, impacting different areas of the life of a learner. The maximum concern is over those areas that involve basic academic skills.

In cognition and cognitive processes, four steps are addressed:-

1. Input

2. Integration

3. Output

4. Feedback

### **COGNITIVE / LEARNING DISABILITIES**

"Cognition" refers to "understanding" – the ability to comprehend what you see and hear, and to infer information from social cues and body language. People with these impairments may have trouble learning new things, making generalizations from one situation to another, and expressing themselves through spoken or written language.

**Specific Learning Disability** – “a disorder in one or more of the basic psychological processes

involved in understanding or in using spoken or written language.

**Dyslexia** - a language and reading disability

**Dysgraphia** - a disorder that causes difficulty with forming letters or writing

**Dyscalculia** – a difficulty with maths

**Dyspraxia** – difficulty in motor skills



**STRESSING KEY POINTS REGARDING DYSLEXIA**

These are the key points of dyslexia –

- Dyslexia is believed to be a learning style that people are born with.
- If a person has dyslexia, there is nothing wrong with the brain. needs to learn something like reading and spelling with a different method.
- Dyslexia is not contagious.
- Dyslexia affects each person differently.

- Refusing to communicate to avoid confrontation: “What is happening on these math tests?” “I don’t want to talk about it.”
- Skipping class.
- Bullying peers.

**BEHAVIOURAL PROFILE OF SPECIFIC LEARNING DISABLED**

Warning signs of learning disabilities include:

- Not wanting to go to school.
- Saying derogatory comments about his/her own abilities such as, “I’m stupid. I give up. I can’t do it.”
- Avoiding doing homework assignments.
- Saying the work is too difficult.
- Blaming the teacher for bad grades.
- Not wanting to show parents homework.
- Refusing to do an in-class assignment or task.
- Exhibiting physical ailments (i.e. stomach aches, headaches, anxiety, and /or depression).
- Refusing to follow classroom rules in order to be removed from the classroom and avoid doing work.

**The impact of behaviour problems on the child’s self concept:**

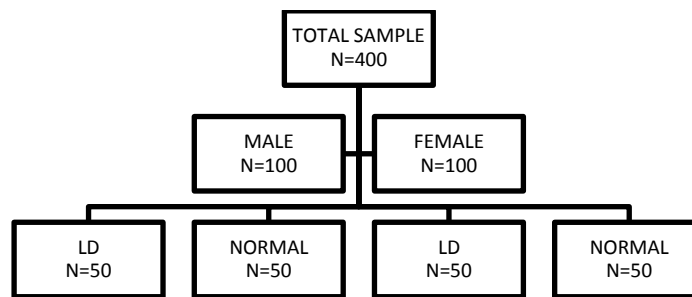
- Frustrations on the Rise
- The aggressive child
- Silly/Clowning
- Low self-esteem

**OBJECTIVE OF THE STUDY**

The objectives of the study are as under.

- To measure the cognitive symptoms or distortion between male & female children.
- To differentiate between normal & learning disabled children with regards to their self-criticism, self blame helplessness, hopelessness & pre occupation with danger.
- To compare between specific learning disability and normal children with regards to their Internalizing and Externalizing behavior problems.
- To search the differences between Specific Learning Disability and normal children on competency scale.
- To differentiate between Specific Learning Disability & normal children on syndrome scale.

## 2. Research Method



## RESEARCH DESIGN

This is an ex-post facto non-experimental type of research. Considering the levels of both the independent variables to execute the actual research plan, 2x2 Factorial Design was used.

## 3. RESULTS AND ANALYSIS

Present study was designed to investigate the difference between normal and learning disabled male and female individuals with respect to their five domain of cognitive distortion namely Self-Criticism, Self-Blame, Helplessness, Hopelessness and Preoccupation with Danger. and eight factors of behaviour competency namely anxious/depressed, withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behaviour and aggressive behaviour. also to find the effect of gender and types of individual (Normal/LD) on cognitive distortion of children.

This study is undertaken to investigate the effect of gender and types of disability on five domain of cognitive distortion namely self-criticism, self-blame, helplessness, hopelessness, preoccupation with danger and eight factors of behaviour competency namely anxious/depressed, withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behaviour and aggressive behaviour. This study also conducted to differentiate between normal and learning disabled male and female individuals with respect to their five domain of cognitive distortion and eight factors of behaviour competency. The sample of the study comprises 400 subjects categorised as 200 normal subjects (100 male and 100 female) and 200 learning disabled subjects (100 male and 100 female). With the permutation and combination of two independent variables, four subgroups (with 100 respondents in each cell) are formed and the data was analysed as per the factorial design. The analysis of variance is based on 2x2 factorial experiments.

## 4. CONCLUSION

From the findings of the study following conclusions have been drawn.

- Predominance of self criticism observed more among female learning disabled children.

- On self criticism, significant interaction observed between gender and types of children.
- The tendency of self blame observed more among learning disabled female subjects.
- A significant interaction between gender and normal and LD subjects exist on self blame.
- Tendency of helplessness observed more among female learning disabled children.
- On helplessness, significant interaction appeared between gender and types of children.
- Predominance of hopelessness exists greater among female learning disabled children.
- On hopelessness, significant interaction observed between gender and types of children.
- On preoccupation with danger, female learning disabled children revealed greater tendency than male LD and normal children.
- On preoccupation with danger, no significant interaction observed between two independent variables.
- On anxious/depressed no significant variation exist between male and female subjects. However, learning disabled participants found more anxious and depressed than normal participants.
- No significant interaction found between gender and types of children on anxious/depressed behaviour.
- Predominance of withdrawn/depressed behaviour found more among learning disabled subjects. However no sex difference exists on this factor.
- Non significant interaction exists between sex and types of children on withdrawn/depressed behaviour.
- On somatic complaints male and female children found differ, where predominance of somatic complaints found more among learning disabled female subjects.
- Significant interaction observed between sex and types of children on somatic complaints.
- On social problem, learning disabled male participant exhibited more social problem than female.

- Predominance of thought problems found more among learning disabled children, however no significant sex difference exists.
- Significant interaction appears between sex and types of children on thought problem.
- Than normal male subjects, female learning disabled subjects had comparatively more attention problem. However no significant interaction observed between gender and types of children.
- The predominance of rule-breaking behaviour found more among male subjects than females. However this tendency appears more frequent among learning disabled children than normal.
- On aggressive behaviour, normal female children found more aggressive than rest of the comparison groups.

### **SUGGESTIONS**

1. Highlight strengths, underplay weaknesses
2. Avoid being judgemental
3. Make your child feel special and appreciated.
4. Allow the child to develop a sense of control
5. Do not talk down to a child

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