

A QUASI-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF SUPER BRAIN YOGA AMONG CHILDREN WITH LEARNING DISABILITIES AT SELECTED SCHOOLS OF TIRUVALLUR DISTRICT IN SOUTH INDIA

Ms. Amudha Pattabi* | Dr. Diana**

*Research Scholar, Himalayan University, Itanagar, Arunachal Pradesh, India.

**Head of the Nursing Research Unit in King Fahad Medical City, Riyadh, Saudi Arabia.

ABSTRACT

A learning disability is a neurological disorder. In simple term, a learning disability is the results of dissimilarity in the tactics of a person's brain are "wired." Children with learning disabilities are as smart as or smarter than their colleagues. But they may have struggle reading, writing, spelling, reasoning, recalling and organizing information if they are overlooked and left untreated in their childhood. A learning disability can't be alleviated or fixed; it is a permanent issue. With the systematic provisions and intervention, however, children with learning disabilities can flourish in school and go on to greater heights, often attain standard careers in their life well ahead. Parents can help children with learning disabilities accomplish such success by boosting their strengths, acknowledging their weaknesses, understanding the educational system, working with psychological professionals and learning about strategies for dealing with specific difficulties. It is vital to know that learning disabilities can suppress an individual's life further than academics in school and can affect the child's social life outside the school too, majorly the relationships with family and friends. When the child with learning disabilities is in the school, the child encounters trouble in reading, writing and math which could be discerned only by an educational system that focuses on individual students not as a group.

Key words: Learning disabilities, knowledge, neurological disorder, children.

ABOUT AUTHORS



Author Ms. Amudha Pattabi is Ph. D Scholar at Himalayan University at Itanagar in the Indian state of Arunachal Pradesh. She has attended various National and International conferences and workshops.



Author Dr. Diana is a Ph.D. degree holder in Nursing with a reputable academic career track and outstanding research knowledge and skills. She is much admired as a teacher and has received various appreciations. She is actively involved in research and has done various publications. At present, she is the Head of the Nursing Research unit in King Fahad Medical City, Riyadh, KSA, where she works with Research and Evidence-based practice.

INTRODUCTION

The term specific learning disabilities mean those children who have an ailment in one or more of the elementary psychological processes comprises in understanding or in using language, spoken or written, which condition may be evident itself in poor competency to listen, think, speak, read, write, spell, or do mathematical calculations. The term embraces such condition as perceptual handicaps, brain injury, minor brain dysfunction, dyslexia, and developmental aphasia. The term does not comprise of a learning problem which is chiefly the outcome of visual, hearing, or motor handicaps, of mental retardation, of emotional disruption, or of environmental, cultural, or economic shortcoming. Individuals with disabilities education act 1997 (IDEA-1997) explains that a school child is said to have a fixed learning disability if (1) the child does not accomplish at the proper chronological age and aptitude levels in one or more defined areas even after providing with suitable learning experiences and (2) the child has a more variance between accomplishment and intellectual ability in one or more of these seven areas : (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematical calculations, and (g) mathematical reasoning. Some individuals are overlooked or ignored until they are in college education or the workplace. Other individuals with learning disabilities may never get estimation and go through life, without knowing why they have difficulties with academics and in their jobs or relationships with family and friends. Learning problems are often mistaken with learning disabilities which are principally the result of visual, hearing, or kinetic handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages.

Students are habitually asked what their desire to become once they mature up is. Some have an instant reply as they were forced to tell by parents as to be "Doctors" or "Engineers" and some just nod their shoulders by having confusion between what they were forced to tell to be in future. But one thing is very clear in Indian culture as they are as child itself they learn none other than having an aim of being someone in future. But for most children with learning disabilities, this question is often not asked by the teachers or discouraged by their immediate environment itself. Some move from special or regular schools into specialized courses or advanced education, where they are expected nothing but completion of the education with many blind provisions but not necessary skills and knowledge. Those who continue the educational journey are often supported by parents and teachers in contrast to this, some other kids of this nature become hopeless that they will certainly not be able to be employed in 'normal' jobs. Parents also often worried about their children's incompetency in the extremely competitive employment circumstances. As the number of graduates from these special institutions is in a hype and increased competition in jobs today even among themselves. The fear is that graduates with learning disabilities (a traditionally "invisible" group), are just not in the visual field of mainstream employees either private or governmental organizations. It's quietly reasonable to name them as an invisible group because even the physically challenged graduates are in the spectrum of probability to be employed but not they are.

(Vikram B, 2015) Indians hardly have instilled the value systems, culture and the science behind our practices into our education system in contrary to that it stands with the identity of Hinduism which is not taken into consideration by other religious population of India. Our achievements in brain science by yoga and meditation are fully devalued by Indians. Our education doesn't emphasize on such teachings for not just in this time span but the impairment factors of humanity in this so-called fast-paced world. Every Indian should pause and look towards inside and stay grounded and resort to being bred through the guided practices insisted in our traditions and enrich our lives with education systems which were so structured and not take pride in following the foundational teachings told us by ancestors. The modernized Indian society especially youths are massively influenced by the social factors that were coined by the British governance, and we have pervaded with the ideology of West is better, comfortable, rewarding and liberal right from lifestyle, religion, culture, education, monetary benefits and so on and so forth and in doing. So we have lost our true identity due to the attraction and charmless towards materialistic and liberal society. We have a weakness for satisfying these pleasures and in doing so have been sucked into the false world that prevails in front of us.

OBJECTIVES

1. To assess the "Learning Disabilities" among school children (pre-test).
2. To teach and demonstrate Super Brain yoga among the Children with Learning Disabilities in the Experimental group.
3. To Assess the effectiveness of Super Brain Yoga Exercise among Children with Learning Disabilities in the Experimental group (post-test).
4. To compare the improvement of Learning disabilities among children in experimental group and control group.
5. To find the association between Learning Disabilities and demographic variables of the Children.

MATERIALS AND METHODS

Research approach: Quantitative

Research Design: Quasi experimental pretest-posttest control group design

SAMPLING**Population**

The population in this study are all the children studying between 5th to 8th year of formal education in the selected schools of Tiruvallur district in Tamilnadu, South India.

Sample and sample size:

100 samples for control group and 100 samples for experimental group

Sampling technique

The sampling method used in this study was non-probability convenience sampling method.

Criteria for selection of the samples**A. Inclusive criteria**

Children who are,

- available at the time of data collection
- Between the age group of 10-12 years.
- Able to understand Tamil.

B. Exclusive criteria

Children who are,

- having other behavioural problems
- not willing to participate

DATA COLLECTION PROCEDURE

A formal permission was obtained from the concerned authority of Institution. A brief introduction about self and a detailed explanation regarding the nature and purpose of the study was provided to the study subjects. A total of 200 children were selected from the schools by purposive sampling technique, and written consent was obtained from the participants.

RESULTS AND CONCLUSIONS:

The study provided a base line data on the number of children affected by learning disability which helps in further research. The researcher, by doing the study is finding out the influence of simple remedies in tackling major problems, which can be recommended in schools as a daily practice. This study promoted interest and further research in the topics of going back to the old ways. The most effectively practised Yoga called "Super Brain Yoga" in the ancient period as a part of daily schedule without knowing its eminent purpose is adopted by western and

Chinese researchers and proved to be effective regarding psychological and physical benefits thus to improve the Mental well-being. The author found that there are numerous studies conducted on the effectiveness of Yoga and even super brain yoga on physical, physiological, psychological and even effect on pathological and mental conditions. This motivated the investigator to apply on children with learning disabilities. Further the author believes in the “word of God” from Bible in

Jeremiah 6:16 (Old Testament) “This is what the LORD says: “Stand at the crossroads and look; ask for the ancient paths, ask where the good way is, and walk in it, and you will find rest for your souls.” This is the word of God inspires me and gave me the hope that old practices of my culture and tradition will bring significant impact on children learning abilities.

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