



## Emotional Intelligence of Children With Learning Disabilities

### KEYWORDS

Emotional intelligence, Learning disabilities, Comprehensive strategy

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**ABSTRACT** *This thematic paper focuses on the emotional intelligence of children with learning disabilities. The children with learning disability experience emotional problems. They have conflicts in their learning conditions. In certain conditions conflicts in the children made them struggled to answers for the questions raised by teachers. This condition makes the children as emotionally problematic. A learning disabled child already struggle in school on their learning conditions. This disability and emotional problems makes the child as an unbalanced low emotionally intelligent individual in later life. This paper emphasizes the need and importance of comprehensive strategy for specific learning disabilities and emotional problems of children with learning disabilities.*

### Introduction

Children observe everything from their family, since family is the first environment. Emotion's role in each and every child is as important as life itself. Life would be drab without emotions. Emotions are such as organizing process that enables children to think and behave adaptively with the environment. The term emotion refers to the feeling and its distinctive thoughts, psychological and biological states and range of propensities to act (Goleman 1995). On related to emotions a combination of cognitive, affective and conative or psychomotor domains opens a new area of intelligence called "emotional intelligence". This Emotional intelligence is important within inter-person relations and the individual development of children. It also related to the environment which children grow up in. On maturing, the same individual can adjust it to their own inquiries and needs. This article highlights the "emotional intelligence" of children with learning disabilities.

### Emotional intelligence

On discussing in the part of emotional intelligence the concept of emotions has been discussed somewhat and intelligence is the mental ability which helps the children to think about minute, complex and abstract matters, to adjust with changing situations by solving various problems as quickly as possible. Emotional intelligence is "the ability to identify one's own emotions and emotions of others". Emotional intelligence includes three primary skills, which are true for healthy emotionally intelligent children. They are Using emotions effectively, identifying emotions properly and regulating emotions skillfully. Using emotions effectively denotes emotionally intelligent child use their emotions to help them think and solve problems at school. Identifying emotions properly, indicates the children with emotional intelligent are able to accurately identify the feelings of themselves and others, which means they can read situations and relationships. Regulating emotions skillfully denotes how the emotionally intelligent child can harness their own emotions, and also use their empathetic response to others in helpful ways.

### Definition

The term "emotional intelligence" was first used by Leuner (1966). Then by Wayne Payne in 1985, often attributed to a study of emotion. Stanley Greenspan (1989) also put forward an emotional intelligence model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995)

"Being able to monitor our own and others feelings and emotions, to discriminate among them, and to use this to

guess our thinking and actions"

- Salovey and Mayer

"Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships."

- Daniel Goleman

Likewise emotional intelligence has been defined in many ways. In the journal "The science of Emotional Intelligence", Peter Salovey and Daisy Grewal discussed that the term emotional intelligence was refined and broken down into four dimensions and these are most distinct from each other. The four dimensions are perceiving emotion, using or reasoning with emotion, understanding & analyzing of emotion and managing emotion.

### Dimensions of Emotional Intelligence

Perceiving emotion is the ability to detect and decipher emotion in faces, pictures, voices (Para language) and cultural artifacts. It includes the art of observing gesture and posture. It also includes the ability to identify one's own emotions. Ultimately, perceiving emotion may represent the most basic aspect of emotional intelligence. All other processing of emotional intelligence is done successfully by only perceiving emotion.

Using or Reasoning with emotion is the second dimension. It is ability to harness emotion to facilitate various cognitive activities such as thinking in multi aspects and problem solving. Here the nature of thinking indicates the problem that children faced. Is that problem is important or not? If it is important, spontaneously thinks to find solution for the problem immediately on the spot. Otherwise, there is no need to find solution immediately. Spontaneous thinking also depends upon crucial problem. On perceiving crucial problems, such as completely difficult and tedious assignment, the child require deductive reasoning and attention to detail in a short span of time.

Understanding emotion is ability to comprehend emotional languages. It involves emotional expression and deal to understand how the behavior change takes place within and others. Furthermore it includes the ability to recognize and describe how emotions evolve over time, such as a shocking instant or information can turn into grief.

Managing emotion is the key part of the emotional intelli-

gence. Managing emotions by children consist of the ability to regulate emotion and respond appropriately in their emotion status. It also includes managing the emotion of others. Therefore the emotionally intelligent individual can harness emotions, even negative ones, and manage them to achieve intended targeted goals.

### Emotional Intelligence of children

High emotional intelligent children hone these four dimensions and these dimensions operate the children to starting best at the time successfully and induce the capacity to self-regulate, manage relationships and control impulses as well as become more socially confident. Children with high emotional intelligent have more direction, motivation and emotional competency that others who are not.

Also it is true to say that these emotionally intelligent children will go on to lead happier, healthier and more successful, productive adult lives as well. Healthy emotional intelligence will induce a strong and positive self-awareness in children. It builds empathy which is something that we have seen vanish in the internet age. They also have positive emotional thoughts and successful in perceiving the emotion of the peers, superiors and able to successful at every instant in life.

### Emotional Intelligence among Children with Learning Disabilities

All children are unique and hence special. Parents and teachers are often worried when their children have low scholastic achievement. But only very few children will perform exactly at the level expected by the parents and teachers. There are many reasons for this, but a common one is a specific learning disability. Definitely children with learning disabilities experiencing low emotional intelligence. The nature of low emotional intelligence is, it makes children as emotionally problematic. They experience lot of problems and emotional problems within themselves and also in expressing it outside.

The emotional problems of children with low emotional intelligence are anxiety, fear, shame, angry, emotional weakness, frustration, conflict and non-persistence etc., which is mainly depend upon the learning condition. These kinds of emotional problems experience a negative view in them. Also feeling and the response from the outside moulds a concept of insecure and threatening world and a view of themselves as inept. These emotional problems make the children as school failures.

The other problems are, they may face problems in expressing their feelings, calming themselves down and reading non verbal cues from others. They have also difficulty in the classroom and also with their peers. They show more aggressive behavior and they are frustrated with their disability and have low self esteem. Also they are lacking in their relationship skills and don't show motivation and so on. Finally the children with low emotional intelligence troubled with unbalanced condition and became nervousness. Obviously they struggled more to retrieve in their learning condition continuously. These situations lead children with learning disabilities to strive against to overcome their emotional problems.

Learning disability is a general term that describes specific kinds of learning problems. It is also termed as "learning differences", based on the fact that certain children learn differently as they are unable to learn, but respond best to ways of learning. Simply a learning disabilities means that it's harder for children to learn, understand and communicate than it is for other children. Learning disabilities refers to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. Most often certain learning skills are affected by their learning disabilities. These affected skills vary in the level of severity and interfere with learning acquisition in the children.

Also it varies in the level of severity and interferes with the

learning acquisition or use of one or more of the following important skills. They are reading, writing, listening, speaking, reasoning, and doing math. These skills are most often affected by learning disabilities. There are some specifications of learning disabilities; they are dyslexia, dyscalculia, dysgraphia and dyspraxia.

Dyslexia refers to one of the learning disabilities in reading. Reading problems consists of two types. They are basic reading problems and reading comprehension. Here difficulty in understanding between sounds, letters and words denotes basic reading problems. Inability to grasp the meaning of words, phrases and paragraphs denotes the problem of reading comprehension.

Dyscalculia refers to a wide range of lifelong learning abilities involving math. There is no single type of math disabilities. Children with dyscalculia have problems on doing math problems, understanding time and using money in calculations and so on. Dyscalculia can vary from children to children so that learning disability in math is not a prescription for failure. Some of the children with poor memory in numbers, unfamiliar in math vocabulary and poor problem solving skills.

Dysgraphia is a learning disability that affects writing. It can lead to problems with spelling, poor handwriting, putting thoughts on the paper and organizing letters and ideas. Dyspraxia is a disorder that affects motor skill development of children. Those children with dyspraxia have trouble in planning and completing motor skills. Some children move their eyes instead of moving their whole head. This can vary from simple motor skills to complex motor skills. Basically school going children with dyspraxia have trouble with poor pencil grip and letter formation also they have poor hand writing.

However, if learning disabilities is not detected and treated, they can have a snowballing effect. For instant, children who does not learn arithmetic operators in elementary school, they can't able to understand algebra in high school. Likewise they found very hard to learn various topics in elementary level. Hence they became frustrated and again it will lead to emotional problems such as low self esteem in the face of repeated failure.

On discussing the relation between emotional intelligence and learning disabilities, they have conflicts in their learning conditions. In certain conditions conflicts in the children made them struggled to answers for the questions raised by teachers. This condition makes the children as emotionally problematic. And this emotional problem reduces the emotional intelligence of children. Although in this case the learning disabled children stuck up in their learning condition. They may face more burdens and repeated failure in their learning conditions. Thus learning disabilities in the learning condition affect emotions and the same emotional imbalance makes the children as school failures. This emphasis there is a strong relation between emotional intelligence and learning disabilities.

### Some studies on emotional intelligence and learning disability are highlighted below:

Myklebust (1975) reported that children with dyscalculia had social withdrawal. Margalit and Zak (1984) cleared those children with learning disabilities in comparison with normal students experiencing a great deal of general anxiety. McGee et al (1988) noted that children with reading disability showed anxious withdrawal behavior. Stein and Hoover (1989) compared children with learning disability and without learning disability and concluded that learning disabled children showed higher total anxiety score. Gresham et al. was estimated that 25% of the children with learning disabilities show the criteria for anxiety disorders. Wojnilower and Gross (1998) stated that emotional intelligence is one of the factors which affect the anxiety level since children with lower emotional intelligence show worries and less effective and

determined conversational behaviors.

Judith Wiener and Christine Tardif (2004) Children with learning disabilities in four types of special education settings were compared in terms of social acceptance, number of friends, and quality of relationship with best friends, self-concept, loneliness, depression, social skills, and problem behaviors. Two of the placements (In-Class Support and Resource Room) were for children with mild to moderate learning disabilities and involved between 30 and 90 minutes of special education per school day. The other two placements (Inclusion Class and Self-Contained Special Education Class) were designated for children with severe learning disabilities and involved at least a half-day of special education. Children in the more inclusive placements had more positive social and emotional functioning. Children receiving In-Class Support were more accepted by peers, had higher self-perceptions of mathematics competence, and fewer problem behaviors than children receiving Resource Room Support. Children in Inclusion Classes had more satisfying relationships with their best school friends, were less lonely, and had fewer problem behaviors than children in Self-Contained Special Education Classes.

William, Bender (1993) studied that researches on self-concept, attributions, anxiety, depression, and suicide among adolescents with LD is examined for the purpose of detecting consistency of indicators concerning these emotional and developmental variables. The research indicates that the emotional development of many adolescents with LD is not notably positive, and these students appear to be at increased risk for severe depression and suicide.

Cheri (1997) reported that the adults with learning disabilities seeking services from state rehabilitation agencies and/or university/college support programs present a challenge to professionals attempting to identify effective academic, vocational, and social/emotional interventions that lead to long-term employment. Results showed that females with learning disabilities served in a rehabilitation setting were the only group that demonstrated significant signs of depression. College students with learning disabilities had increased anxiety-related symptoms. Implications for diagnosis and service are drawn from these findings.

Meirav Hen and Marina Goroshit (2014) in their results, they indicated that the indirect effect of EI on academic procrastination and GPA was stronger in LD students than in non-LD students. In addition, results indicated that LD students scored lower than non-LD students on both EI and academic self-efficacy and higher on academic procrastination. No difference was found in GPA.

#### Strategies for overcome emotional problems among children with learning disabilities

Learning disabilities happens when children's brain development is affected, either before birth or during their birth or in early childhood. Sometimes there is no known cause for learning disabilities. Likewise there is no "cure" for learning disabilities because the nature of brain is relative permanent.

This implied that learning disability seems to be life-long. But, the learning disabled children may overcome from their specific learning disability through some of the remedial measures such as extra time to finish their task, Instead of reading, practice to hear the question and answer through recorded tapes, frequent utilization of computers for drill and practice will help them a lot. Teaching children with learning disabilities has also been called remedial teaching. Samuel Kirk (1963) first described learning disabilities, he discussed remedial teaching as involving some steps:

- Discover the special needs of the child.
- Develop annual goals and short-term objectives.
- Analyze the tasks to be taught.
- Begin instruction at the child's level.
- Decide how to teach.
- Select appropriate awards for the child.
- Provide the opportunity for the student to experience success.
- Give time for extended practice.

To recapitulate the learned concepts, mnemonics should be trained to use and so on but as children with learning disabilities express emotional problems along with these kinds of trainings to overcome from their specified disabled area, strategies like, conflict management, coping skills and behaviour modification therapy can help them to overcome their emotional problems.. Emphasis should be made to incorporate to balance their emotional intelligence which makes him emotionally stable.

#### Conclusion

From this paper, "Emotional intelligence of Children with learning disabilities", we concluded that the emotional intelligence of children affects their learning disabilities and vice versa. The learning disabilities may be mild, moderate or severe, they are to understand expressing their own emotions. Even though they struggle in one or more areas of learning, they may excel in other area. But they experience emotional problems. With the integrated instructional procedures for learning and emotional problems children with learning disabilities can learn successfully. As especially in learning conditions emotional intelligence of children enlarges and enlightens the mind and to be effective and successful lead in scholastic achievement and in personal life. According to Goleman (1998) 80% of a person's success in life depends on emotional intelligence, and only about 20% depends on IQ. This will indicate how emotional intelligence is essential. In other words, emphasis on education and improving different aspects of emotional intelligence can be effective in achieving the goal of education faster of children with learning disabilities. \_

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