**HOW AWARE ARE THE TEACHERS OF THE CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES?**

**Abstract**

Specific learning disability is a psychological and mental disorder that prevents students from learning like normal students, especially in the primary school period. While other people often see this condition of students as a mental problem, it is treatable. They generally do not have any problems with their intelligence, and it is possible to educate them so as to be normal individuals because they are normal indeed. The application of the curriculum suitable for these students is very important to overcome the problem. Although they may exhibit some behaviour that is not compatible with their age because of slow improvement of emotional quotient, they may change into normal individuals in time. It is very common for the teachers to behave these students as if they are mentally retarded. In fact, the case is quite different. In this study, we applied a questionnaire to detect how aware the teachers are of their situation and how they approach these students. The aim of the study is to show that many teachers have the false idea that these students as if they were mentally retarded and there is nothing to do for them. A Likert-scale questionnaire was applied, and the teachers’ opinions were taken through it. The questions are about how aware the teachers are of these students and if they think these students are mentally retarded. In total, 789 teachers participated in the questionnaire, and 69% of them think that these students have mental problems.

**Key Words: *Specific Learning Difficulty, Dyslexia, Intelligence***

**Introduction**

Specific learning disability is an academic failure seen in primary school students. The reason why it is usually noticed at these ages is that academic learning begins at these ages. In fact, these children may show signs of this problem during infancy. In addition to being academically unsuccessful, some social problems are also a big handicap for these children. First of all, the approach of their friends and teachers to these children as people with intelligence problems brings along prejudices that will have very important consequences. This study was conducted to detect the extent to which these attitudes are valid in the population of teachers we are handling.

1. **Literature Review**
   1. **Specific Learning Disability**

Specific learning disability is a problem seen in children with normal or above-normal intelligence level (Öğülmüş et al., 2021). Although children with this problem receive a normal education in the education system, they show lower success in literacy and math skills than their peers in relation to their intelligence (Geary, 2011). This problem is more common in boys than girls. However, the rates put forward have been expressed differently in different reports. For example, some sources show the proportion of children with specific learning difficulties in school-age children between 5% and 15% (Pennington, 1991). In addition, it has been reported in different sources that this problem is more common in boys than girls. Some studies have determined that this risk is high in children of parents who have a specific learning disability. It has been reported that 30-40% of boys and 17-18% of girls whose parents have this problem are at risk of experiencing this problem. The resulting Risk in this case is 5-12 times higher than the risks in the normal population (Aslan, 2015).

Where learning is defined as acquiring knowledge, a child's difficulty in acquiring this knowledge is defined as specific learning disability. It is possible to consider this problem as a learning problem, as the diagnosis of this problem can be made after children start to receive education (Balikci and Melekoglu, 2020). Children with normal intelligence and sometimes above normal intelligence with specific learning difficulties do not have any primary psychic disease. At the same time, there is no obvious brain pathology and sensory disability in these children (Lyon et al., 2021). However, these children have significant difficulties in acquiring listening, speaking, reading and writing, reasoning and math skills and using these skills (Pesova et al., 2014). While the problems mentioned here occur primarily in these children, they also cause some social problems secondarily. A child often has problems with self-management, social perception, or communication with others. It is seen that they experience some socialization problems due to the underdevelopment of their emotional aspects in accordance with their age and intelligence (Boucher, 1986).

Despite the education they receive, these children cannot show success in direct proportion to their age and intelligence, and they experience a neurological disorder (Muthusamy and Sahu, 2020).

* 1. **The Causes of Specific Learning Disability**

The causes of this problem are mostly sought on a genetic basis. Accordingly, it is defined as a biologically based disorder determined by environmental factors. This disorder, the most basic etiological factor of which is determined genetically, affects the normal development, maturation and functions of the brain. Although brain development is affected by environmental factors such as malnutrition and lack of education, genetic factors are thought to predominate (Karande et al., 2007).

In addition, it has been determined that some problems experienced by mothers before and during birth may cause brain damage in children and this is an important risk factor (Price et al., 1990).

The effect of neurological dysfunctions has been observed in the emergence of this problem. Some studies have shown that EEG and MRI images of children with this problem have less brain activation. In addition, in some cases, communication problems between the two lobes of the brain triggered this problem (Chabot et al., 2001).

Although these children's sensory organs and nervous systems are intact, it has been observed that they have difficulties in perceiving, identifying and reacting to external stimuli. Modern sciences of medicine cannot exactly detect the causes of specific learning disability but focuses on some serious causes that can be changeable from person to person. Nerve system functionality disorders seem to be one of the major causes. Some other causes can be counted as follows: disorders in information processing, perception disorders, marriage with close relatives, metabolic diseases, lack of care during pregnancy, drug, alcohol, cigarette and substance use, difficulties at birth, diseases after birth, nervous system infections, viral infections, poisoning, long-term nutritional deficiencies in early childhood (Miller et al., 2009).

* 1. **Typical Indicators of Specific Learning Disability**

It is very difficult to diagnose children suffering from this problem at a very early age. It does not show symptoms like a normal disease. In addition, since this is a problem of getting education, the diagnosis is also done after the child starts his education life. Children in this situation have more difficulties in learning than their peers, and in some cases, they fail completely (Balikci and Melekoglu, 2020).

Although it is a problem that can be examined during the education period, specific learning difficulties can manifest themselves with some symptoms at an early age. It is an important indicator that children cannot acquire their mother tongue especially in the period required by their age. In this type of children, the acquisition of mother tongue is later than normal children (Ahmad, 2015).

Considering the clinical diagnosis of this problem, we can see that it concentrates on learning problems. In addition, other complications such as depression, low self-esteem, anxiety, behavioral disorders, and inability to socialize occur in children. However, the time when almost all of them are most clearly detected is the primary school years when they started to receive education. Therefore, it is very difficult to detect this problem before and there is very little data to diagnose it (ValÅs, 1999).

The typical symptoms that occur in children starting primary school play an important role in diagnosing this problem. The most obvious of these typical symptoms appear in reading and writing. Children in this situation write the direction of letters and numbers in reverse. Sometimes it is very typical to write words from the end to the beginning or write them like a reflection in a mirror. In addition, these children write by skipping some letters in the word, so do not write some letters. They confuse letters that look alike, such as “b” and “d”. When these children read a text, they cannot follow up correctly and lose where they stopped last time. Skipping lines while reading a book is quite typical. In addition, these children get tired quickly when writing. This typical problem of children with specific learning difficulties is technically called dyslexia (Lachmann and Geyer, 2003). It is very difficult for children suffering from dyslexia to realize that spoken and written language, or words, are made up of phonemes, so they can't associate the spoken words with written forms (Asfuroğlu and Fidan, 2016).

Another problem arising from specific learning difficulties in students is the math comprehension problem called dyscalculia. Although less common than dyslexia, this problem occurs most often in children with specific learning difficulties. These children have difficulties in matching numbers as digits and words. In addition, there are symptoms such as not sequentially counting numbers, using fingers while performing mathematical operations, difficulty in reading the clock, inability to solve multi-digit questions, inability to continue writing on a straight line, and difficulties in establishing mathematical relationships. They also have difficulties while learning multiplication table (Pandey and Agarwal, 2014).

Dysgraphia, which means a written expression disorder, is one of the important indicators of specific learning disability, which can be defined as a lack of academic skills in the most basic sense. The fact that these children do not show the skills expected from their age is also evident when writing. The handwriting of these children is irregular or illegible. In addition, letter skipping in words, word skipping in sentences, reverse writing, mixing letters together, mixing words together, adding words, misspelling the word and punctuation errors are typical symptoms (Asfuroğlu and Fidan, 2016).

Apart from these categories, there are other indicators of specific learning disabilities. These children have difficulty in learning directions such as right-left, east-west, north-south. They also confuse the times. For example, these children may express concepts such as yesterday, today, before and after, as the opposite. They also confuse the order of days and months. For example, when asked what month we are in, they can answer this question with a day of the week. In parallel with this, they can answer the question of which season are we in, with any month (Selikowitz, 2012).

Some psychomotor features of these children may develop later. Therefore, they are incompetent compared to their peers in tasks such as catching the ball, jumping rope, tying shoes and ties. These kids get pretty clumsy, so they often fall to the ground and injure themselves. Also, it is very commonly observed that they break something unintentionally.

These children have not developed the habit of studying on their own. There are problems with their study strategies, they do not know how to study.

Another issue to be considered here is that all of the above-mentioned symptoms should not be expected to occur simultaneously in a child with specific learning difficulties. Some of these may occur in one child, while others may occur in another child. Therefore, each child has a unique profile.

* 1. **Diagnosis Of Specific Learning Disability**

Parents and teachers have important duties in the diagnosis of this problem because they are the first to sense this problem. One of the important conditions of the treatment of specific learning disability is early diagnosis (Törö and Balázs, 2015). For this, parents and teachers can play critical roles (Yildiz, 2017). However, clinical determination of this should be made by a specialist psychiatrist. For this, first of all, it should be determined that there are no visual and hearing problems in children and an intelligence test should be applied to these children because these children often do not have intelligence problems. It is not possible to apply any diagnosis or treatment for specific learning disabilities to children with hearing and vision and mental retardation.

At this point, a detailed developmental history should be obtained from the parents of the children. In addition, it should be determined whether there is someone in the family who has had this problem before. That's why family history is also important. Then, with tests specially developed for learning disabilities, it can be determined at what points children have problems. There are the following tests for this:

Mangina test

Audio-visual Number Sequences Test

Number String Learning Test

Auditory Verbal Learning Test

Judgment of Line Orientation test

Specific Learning Disability Battery (Mangina and Beuzeron-Mangina, 1988).

When making the necessary diagnosis, specialist psychiatrists evaluate the child's concentration, language, vocabulary, fluency in expressing himself, and listening and understanding skills. In addition, they evaluate the depression, anxiety, behavioral disorders, and lack of self-esteem, which are usually seen in these children, and make the necessary diagnosis.

* 1. **Treatment of Specific Learning Disability**

Specific learning disability is a lifelong problem. The treatment for this is psychological training. This education is different from the formal education given at school. While these children continue their normal school education, they are taken to special education individually or collectively.

Along with the education given, it is necessary to identify and correct the psychological processes that hinder the development of children. During this period, necessary trainings are given to develop children's visual, auditory, tactile, and kinesthetic perceptions, to increase their arithmetic abilities, and to develop psychomotor coordination. It is necessary to increase the phonetic awareness of children, to develop their language skills, and to support their concepts and thinking processes (Yildiz and Celik, 2020). This education aimed at developing children's perceptions should be provided together with academic development (Yildiz and Mustafa Yucedal, 2020). There is no drug treatment that can completely eliminate this problem. However, diseases such as hyperactivity, attention deficit, depression, anxiety disorder accompanying this problem can be treated with medication.

The treatment of this problem is possible with the application of an appropriate training program. Therefore, not all children diagnosed with a specific learning disability receive the same education. It is important to determine a separate program for each of them and to design them according to the needs of the children (Yildiz, 2019).

* 1. **Roles of Parents to Overcome This Problem**

Parents of children with specific learning difficulties have important roles in overcoming this problem (Celik et al., 2022). We can express these roles as follows:

1-) First of all, parents should accept this problem of their children. It is generally seen that parents cannot accept this issue as it is seen as an intelligence problem. In addition, parents may sometimes be inclined to blame the child for failure. This is an incorrect judgment based on false information (Abrams and Kaslow, 1976).

2-) One of the most important things that parents will do in this regard is to provide the child with the necessary education and psychiatric support.

3-) It should be ensured that the skills learned by the child during the special education are to be reinforced with various games and activities at home because using these environments attract and motivate them (Yildiz, 2021). These children learn by doing and experiencing something (Celik et al., 2022; Tosun and Yildiz, 2015a).

4-) Parents should inform the school and teachers about their children's situation and cooperate with them. In addition, it is not right to expect the education of this child from the teachers, because this problem can be solved with a specialist (Padeliadou and Chideridou, 2013).

5-) One of the most important problems of these children is their self-esteem. The encouragement and support of parents is very important for children to gain self-confidence. Children need this support to increase their self-confidence. Should they feel that they are criticized, they will not communicate (Daskan and Yildiz, 2020).

6-) It is necessary to instill the feeling of success in children by starting from simple tasks that they can do to gain self-esteem. Thus, a step will be taken for children to achieve more difficult tasks.

7-) Helping these children with their homework is one of the most important duties of parents. However, it is a wrong behavior for the parents to do the homework of the child (Bryan et al., 2001).

8-) Where the long-term relationships of the parents make the child tired, other alternatives should be tried. For example, someone else can be found to tutor the child.

9-) These children also need support in reading books (Yildiz, 2020). Parents should encourage the child in this regard. It is also necessary to ensure that children read aloud. While doing this, it is necessary to listen to the child.

10-) It is very important to discipline the child's behavior, so teachers have a great responsibility to develop character (Tosun and Yildiz, 2015b). Specific learning difficulties that the child suffers does not mean that he is not good at learning the rules.

11-) It is necessary to accept in advance that this treatment will continue for a very long time. The results of the treatment to be applied here can only be obtained in a very long time. That's why parents need to be patient. At this point, it is necessary to focus on what the child has accomplished rather than what the child could not do during the treatment.

12-) These children have many characteristics that are different from other children. Parents have important duties in their discovery and development. It should not be forgotten that important people, like Albert Einstein, who had a very important place in the history of humanity, suffered from this problem in their childhood (Madalyon Psikiatri Merkezi, 2017; Thomas, 2000).

1. **Methodology**
   1. **Research Model**

In order to detect teachers’ attitudes to the children with specific learning disabilities, we applied a questionnaire to them. This was a Likert-scale questionnaire, and we divided the questions so that we could detect several points about teachers’ attitudes. Firstly, to check any gender differences, we asked a question about their gender. Second, we asked about their experience in this profession to evaluate age differences and if that comes up with significant changes in their points of view. As for the questions, we firstly asked the questions to see if the teachers are aware of such students in their classes. Second, we checked if the teachers exactly know what kind of disabilities the students suffer when they have such a problem. Teachers may also develop some negative attitudes to these children in their classes and they do not want them there. It is very common for teachers to hold the idea that these students should be separated from ordinary students, and they come up with their reasons for this opinion. To see what these teachers think about this issue, we asked some questions about if they want to see them in their classes. Lastly, the teachers generally think that these students have intelligence problems and adjust their attitudes according to this opinion. In fact, this is a kind of prejudice and stereotyping that people resort to very often. We also asked a question to see the prevalence of this opinion among teachers. The questions in the questionnaire were in Kurdish and English.

* 1. **Sampling**

The people who participated in our survey were all teachers in different cities in Kurdistan. Most of them were teachers in public schools while some of them were the teachers in private schools. The gender distribution is shown below.

Figure 1-Gender Distribution

In total, 741 teachers answered this questionnaire, and 400 of them were males, and 341 of them were females. In fact, 789 teachers answered this questionnaire, but 48 of them just answered the demographic questions at the beginning and left, so we eliminated these people from the evaluation.

As for years of experience distribution, the figures came out like this:

Figure 2-Years of experience distribution

31% of the teachers had the experience in this profession between 1 and 3 years. 21% of them had the experience between 4 and 7 years. 14% of them had the experience between 8 and 11 years. 30% of them had the experience of 11 years and above. Among these 741 teachers, 29 of them (4%) did not answer this question.

These teachers were mostly from public schools, and there were some of them who were working in private schools. The distribution is as follows:

Figure 3-distribution of school type

695 teachers (94%) were from public schools in Kurdistan, and 46 of them (6%) were from private schools.

We also detected the country of origin of these teachers, and the results are as follows:

Figure 4-Country of origin distribution

721 teachers (97%) were from Iraq and 20 of them (3%) were from Turkey.

* 1. **Data Collection**

We collected data by administering Likert-scale questionnaire and got demographic data from them firstly. Then we asked questions to check how aware the teachers were of these students in their classes. Moreover, we asked questions to check if they exactly know these students’ weak points. Later, we tried to get their attitudes to these children and if they think that these students have intelligence problems. We brought all data together and put them in statistics to evaluate and come to a conclusion.

* 1. **Validity and Reliability**

While we were preparing the questionnaire, we resorted to different sources for similar questionnaires to get an idea from them. Then, we put the questions into a classification in accordance with our aims to reach. We checked teachers’ awareness, what they know about the disability and what attitudes they developed towards these children in the questionnaire, so we prepared questions accordingly. We also gave them to some academicians being experts in this field and got their opinions. As a result of their recommendations, we made some amendments in our questionnaire.

We also made reliability check in SPSS program, and the result of Cronbach alpha was .812, so it is in excellent range.

Table 1-Cronbach Alpha results

|  |  |  |
| --- | --- | --- |
| **Reliability Statistics** | | |
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .812 | .813 | 14 |

1. **Findings**

In this study, we gathered the questions under different headings. First of all, we asked questions to determine whether teachers were aware of the existence of students with specific learning difficulties. Children suffering from this problem may not be labeled with this problem, but by other names. Although they are aware of the problem, teachers may give this problem other names. Therefore, the survey started by determining how much the teachers were aware of the existence of these students. In the next section, the common problems caused by the specific learning difficulties of these students were asked. These children generally have problems such as reading and writing, solving mathematical problems, and establishing social relations. In order to determine how aware the teachers were of this, questions were asked in the second group. Afterwards, the teachers were asked whether they knew the methods to deal with these children's problems, and the teachers' approach to this issue was determined. In the next section, teachers' attitudes towards these children were investigated. Finally, it was revealed how they diagnosed the problem.

* 1. **Awareness of the Existence of These Students**

The most basic point to be clarified is if these teachers are aware of the existence of these students in their classes. These students reveal themselves with some extraordinary qualities, but teachers may interpret these revelations wrongly.

The Numbers in the statistics denote:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

The first thing we enquired in this questionnaire was if they are aware of these students in the classes. These are the statistics about the issue.

Figure 5-Do you think there are students in your classes who need special education?

736 teachers answered this question, and 622 of them (85%) are aware of these students in their classes. 52 of them remained neutral while 62 of them disagreed. These two groups make 15% of the whole population, and it should be considered as high number of them who are not aware of these students.

* 1. **Awareness of Their Problems**

As it was mentioned above, these students have certain outstanding problems, and it is generally very easy to detect them among others. Since they are in an academic setting in the class, their existence is clearly detected because of their academic performance. We asked these clear signs of the students having specific learning disability to the teachers and the answers are shown in statistics below.

One of the main problems of these students is being forgetful very often. When we asked the first question about this topic, they gave answers as follows:

Figure 6-These students are very forgetful.

731 teachers answered this item and 611 of them (%84) are aware of such a problem of these students. 70 teachers do not have any idea about it while 50 them do not think that they have such a problem.

Their social relations are very poor, and they have difficulty in forming friendship with others, which could be because of their different and outstanding personality or the others’ attitudes towards them. Since they are generally academically poor achievers, the others may develop some prejudices to them, which even has the potential to worsen the situation. That is a crucial issue that teachers should be aware and interfere when necessary. To check how aware the teachers are, we asked the next question.

Figure 7-They have problems with social interaction.

498 of 731 teachers (68%) think that they have social interaction problems. 92 of them (12%) do not think they have such a problem. For teachers, it is quite high proportion that such a percentage of them did not notice such a problem.

Another problem they clearly exhibit is that they have very short attention span, and their concentration on anything lasts very short. To check how aware the teachers are, we asked the next item.

Figure 8-They have poor attention span.

342 of 736 teachers (46%) see that they have poor attention span. 219 teachers (30%) think that these students do not have such a problem, and 175 of them (24%) remained undecided. Although this is very clear sign for these children to have concentration problems, there are really a lot of people who did not detect it in their classes.

One of the distinguishing features of these students is that their handwriting is very poor and full of spelling errors. In fact, it is possible to say that the most striking aspect among these items that show the problem aspects of children is their handwriting. Teachers may have detected students' other problems on more limited occasions. However, the handwritings of these children should be the most visible aspect for the teachers. In this case, the answers of the teachers to this question can clearly reveal their approach and knowledge on this subject.

Figure 9-Their handwriting is poor and full of mistakes.

487 (66%) of 733 teachers seem to have discovered this problem of their students. On the other hand, 139 teachers (18%) expressed a negative opinion on this issue. According to these teachers, students do not have such a problem. In addition, 107 teachers (16%) remained neutral on this issue. In fact, the fact that such an obvious problem has not been seen by so many teachers leads us to consider different alternatives. Either these teachers do not know the specific learning disability and the problems it brings, or they may have given a cursory response when answering this questionnaire.

One of the weak points of these students is that they make too many spelling mistakes. The extent to which teachers examine the problem in this regard is shown below.

Figure 10-They have many spelling mistakes.

533 (73%) of 734 teachers examined these weaknesses of their students. On the other hand, 110 teachers (15%) think that children do not have such an aspect. 91 teachers (12%) are undecided on this issue.

As stated above, the biggest academic problem of these children usually arises in their success in mathematics. In fact, their mathematical problem is more outstanding than reading and writing. Mathematics lessons are the subjects that these children are most worried about. Since their failures in this subject are very evident, the feeling that they will not succeed after a point turns into anxiety. To see how much teachers discovered this situation, we asked the next question.

Figure 11-They are very anxious while doing math problems.

461 of 731 (63%) teachers expressed a positive opinion on this issue. According to these teachers, students experience anxiety problems in mathematics lessons. On the other hand, 89 teachers (12%) claim that these children do not have such a problem. 181 teachers (25%) remained neutral on this issue. In fact, it is understandable for teachers to express negative opinions on this issue, because even if these students fail in mathematics, some of them may not show any signs of anxiety.

There are different years of experience in the profession of these teachers. We applied ANOVA in SPSS, and the results are shown below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Dependent Variable | | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| Lower Bound | Upper Bound |
| These students are very forgetful. | 1-3 | 4-7 | -.064 | .082 | .896 | -.29 | .17 |
| 8-11 | -.016 | .093 | .999 | -.28 | .25 |
| 11 and above | -.081 | .075 | .760 | -.29 | .13 |
| 4-7 | 1-3 | .064 | .082 | .896 | -.17 | .29 |
| 8-11 | .048 | .099 | .972 | -.23 | .33 |
| 11 and above | -.017 | .083 | .998 | -.25 | .21 |
| 8-11 | 1-3 | .016 | .093 | .999 | -.25 | .28 |
| 4-7 | -.048 | .099 | .972 | -.33 | .23 |
| 11 and above | -.065 | .094 | .922 | -.33 | .20 |
| 11 and above | 1-3 | .081 | .075 | .760 | -.13 | .29 |
| 4-7 | .017 | .083 | .998 | -.21 | .25 |
| 8-11 | .065 | .094 | .922 | -.20 | .33 |
| They have problems with social interaction. | 1-3 | 4-7 | -.126 | .093 | .605 | -.39 | .13 |
| 8-11 | -.132 | .104 | .660 | -.42 | .16 |
| 11 and above | .013 | .084 | .999 | -.22 | .25 |
| 4-7 | 1-3 | .126 | .093 | .605 | -.13 | .39 |
| 8-11 | -.006 | .112 | 1.000 | -.32 | .31 |
| 11 and above | .138 | .093 | .532 | -.12 | .40 |
| 8-11 | 1-3 | .132 | .104 | .660 | -.16 | .42 |
| 4-7 | .006 | .112 | 1.000 | -.31 | .32 |
| 11 and above | .144 | .105 | .595 | -.15 | .44 |
| 11 and above | 1-3 | -.013 | .084 | .999 | -.25 | .22 |
| 4-7 | -.138 | .093 | .532 | -.40 | .12 |
| 8-11 | -.144 | .105 | .595 | -.44 | .15 |
| They have poor attention span. | 1-3 | 4-7 | -.194 | .111 | .381 | -.50 | .12 |
| 8-11 | -.115 | .125 | .837 | -.47 | .23 |
| 11 and above | .027 | .100 | .995 | -.25 | .31 |
| 4-7 | 1-3 | .194 | .111 | .381 | -.12 | .50 |
| 8-11 | .079 | .134 | .951 | -.30 | .45 |
| 11 and above | .221 | .112 | .269 | -.09 | .53 |
| 8-11 | 1-3 | .115 | .125 | .837 | -.23 | .47 |
| 4-7 | -.079 | .134 | .951 | -.45 | .30 |
| 11 and above | .142 | .126 | .732 | -.21 | .49 |
| 11 and above | 1-3 | -.027 | .100 | .995 | -.31 | .25 |
| 4-7 | -.221 | .112 | .269 | -.53 | .09 |
| 8-11 | -.142 | .126 | .732 | -.49 | .21 |
| Their handwriting is poor and full of mistakes. | 1-3 | 4-7 | -.143 | .110 | .637 | -.45 | .16 |
| 8-11 | -.030 | .124 | .996 | -.38 | .32 |
| 11 and above | .002 | .099 | 1.000 | -.28 | .28 |
| 4-7 | 1-3 | .143 | .110 | .637 | -.16 | .45 |
| 8-11 | .114 | .133 | .867 | -.26 | .49 |
| 11 and above | .146 | .111 | .630 | -.16 | .46 |
| 8-11 | 1-3 | .030 | .124 | .996 | -.32 | .38 |
| 4-7 | -.114 | .133 | .867 | -.49 | .26 |
| 11 and above | .032 | .125 | .996 | -.32 | .38 |
| 11 and above | 1-3 | -.002 | .099 | 1.000 | -.28 | .28 |
| 4-7 | -.146 | .111 | .630 | -.46 | .16 |
| 8-11 | -.032 | .125 | .996 | -.38 | .32 |
| They have many spelling mistakes. | 1-3 | 4-7 | .015 | .103 | .999 | -.27 | .30 |
| 8-11 | .046 | .116 | .984 | -.28 | .37 |
| 11 and above | .149 | .093 | .468 | -.11 | .41 |
| 4-7 | 1-3 | -.015 | .103 | .999 | -.30 | .27 |
| 8-11 | .031 | .125 | .996 | -.32 | .38 |
| 11 and above | .134 | .104 | .642 | -.16 | .42 |
| 8-11 | 1-3 | -.046 | .116 | .984 | -.37 | .28 |
| 4-7 | -.031 | .125 | .996 | -.38 | .32 |
| 11 and above | .103 | .117 | .855 | -.22 | .43 |
| 11 and above | 1-3 | -.149 | .093 | .468 | -.41 | .11 |
| 4-7 | -.134 | .104 | .642 | -.42 | .16 |
| 8-11 | -.103 | .117 | .855 | -.43 | .22 |
| They are very anxious while doing math problems. | 1-3 | 4-7 | -.085 | .097 | .855 | -.36 | .19 |
| 8-11 | .140 | .109 | .653 | -.17 | .45 |
| 11 and above | .126 | .088 | .565 | -.12 | .37 |
| 4-7 | 1-3 | .085 | .097 | .855 | -.19 | .36 |
| 8-11 | .225 | .118 | .301 | -.10 | .55 |
| 11 and above | .211 | .098 | .201 | -.06 | .49 |
| 8-11 | 1-3 | -.140 | .109 | .653 | -.45 | .17 |
| 4-7 | -.225 | .118 | .301 | -.55 | .10 |
| 11 and above | -.014 | .110 | .999 | -.32 | .29 |
| 11 and above | 1-3 | -.126 | .088 | .565 | -.37 | .12 |
| 4-7 | -.211 | .098 | .201 | -.49 | .06 |
| 8-11 | .014 | .110 | .999 | -.29 | .32 |

*Table 2-ANOVA table according to years of experience*

According to these results, there is no significant difference by years of experience among these teachers.

When we look at the frequencies of the answers, they will give more ideas about the answers.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Do you think there are students in your classes who need special education? | These students are very forgetful. | They have intelligence problems. | They have problems with social interaction. | They have poor attention span. | Their handwriting is poor and full of mistakes. | They have problems with reading and writing. | They have many spelling mistakes. | They are very anxious while doing math problems. |
| N | Valid | 738 | 732 | 733 | 731 | 736 | 734 | 734 | 736 | 734 |
| Missing | 2 | 8 | 7 | 9 | 4 | 6 | 6 | 4 | 6 |
| Mean | | 1.95 | 2 | 2.32 | 2.32 | 2.75 | 2.32 | 2.08 | 2.2 | 2.33 |
| Median | | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Std. Deviation | | 0.89 | 0.79 | 0.912 | 0.887 | 1.058 | 1.057 | 0.964 | 0.988 | 0.934 |
| Range | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Minimum | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Maximum | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

*Table 3-Statistics of the answers about awareness of their problems*

The standard deviation of two answers stands out in the statistics. More teachers think that these students do not show any sign of poor attention span and that they do not have any bad handwriting. There are not so many teachers answering negatively in the other questions.

According to these statistics, the most outstanding characteristic of these students is their being forgetful. More teachers in this question than any other questions gave positive answers denoting that their most apparent side is being forgetful.

It should also be highlighted that 85% of the teachers think that there are students in their classes who are academically less successful than their friends. When they see this problem, it is expected that they should also see the other problems clearly. Since the teachers gave fewer positive answers to the other questions, it indicates that some teachers only see their academic problems, and they do not notice other points, or they are not aware of specific learning disability.

When we look at the gender differences in these questions, the following table gives the results.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| These students are very forgetful. | Equal variances assumed | 3.621 | .057 | -.759 | 694 | .448 | -.045 | .060 | -.163 | .072 |
| Equal variances not assumed |  |  | -.753 | 647.413 | .452 | -.045 | .060 | -.164 | .073 |
| They have intelligence problems. | Equal variances assumed | .442 | .506 | -1.042 | 694 | .298 | -.073 | .070 | -.210 | .064 |
| Equal variances not assumed |  |  | -1.042 | 671.976 | .298 | -.073 | .070 | -.210 | .064 |
| They have problems with social interaction. | Equal variances assumed | .001 | .973 | .663 | 694 | .508 | .045 | .067 | -.087 | .176 |
| Equal variances not assumed |  |  | .663 | 673.748 | .508 | .045 | .067 | -.087 | .176 |
| They have poor attention span. | Equal variances assumed | 4.612 | .032 | 1.016 | 694 | .310 | .082 | .081 | -.076 | .240 |
| Equal variances not assumed |  |  | 1.011 | 659.400 | .312 | .082 | .081 | -.077 | .241 |
| Their handwriting is poor and full of mistakes. | Equal variances assumed | 13.255 | .000 | -3.034 | 694 | .003 | -.240 | .079 | -.396 | -.085 |
| Equal variances not assumed |  |  | -3.009 | 647.250 | .003 | -.240 | .080 | -.397 | -.083 |
| They have many spelling mistakes. | Equal variances assumed | 1.982 | .160 | .522 | 694 | .602 | .039 | .074 | -.107 | .184 |
| Equal variances not assumed |  |  | .525 | 686.062 | .600 | .039 | .074 | -.106 | .183 |
| They are very anxious while doing math problems. | Equal variances assumed | 1.746 | .187 | -.951 | 694 | .342 | -.067 | .070 | -.205 | .071 |
| Equal variances not assumed |  |  | -.950 | 669.507 | .343 | -.067 | .071 | -.205 | .072 |

*Table 4-Gender differences in the answers*

There is no statistically significant difference between two gender types.

* 1. **Awareness to Deal with Them**

It requires expert assistance to fully deal with the problems of these students. In related literature, it is generally recommended that they should have normal education with other peers but also should be supported by an expert in this field. In other words, they should get special education to overcome the academic difficulties. Yet it is still crucial for the teachers to know the ways to deal with them from different perspectives. Teachers may not help them academically, but they can help them socialize with others, be ordinary members of society, and even encourage other students to have good relations with them. In this sense, we asked the next question to the teachers and the answers are as follows.

*Figure 12-I know the ways to cope with their problems.*

526 out of 730 teachers (72%) stated that they know how to deal with the problems of these students. On the other hand, 58 people (8%) stated that this issue is unsolvable for them. An important issue here is that it is necessary to take into account that these teachers may have become intolerant of these children in their classes. Therefore, while the majority of teachers said that they could cope with their problems, a small number of teachers expressed a negative opinion on this issue. In addition, 148 teachers (20%) were undecided on this issue. In fact, we can state that they also have negative opinions about these students. Therefore, it can be said that 28% of the teachers stated that they do not know the ways of coping with the problems of these students.

* 1. **Teacher Attitudes**

The failure in the academic success of the students is really tiring for the teachers, and the problems in social communication cause other problems in the classroom. Therefore, as in other students, some negative attitudes may develop in teachers towards these students. To see to what extent these attitudes were revealed by the teachers we surveyed, we asked them the following 3 questions.

First, we investigated the question of whether teachers want these students in their classrooms. The first reaction that teachers can develop when these children become problems is that they do not want them in their classes, or from another point of view, we can say that the teachers who try all the alternatives finally come to this idea.

*Figure 13-I don't want them in my classes.*

Considering the answers we received from the teachers, 171 (23%) of 734 teachers do not want to see these students in their classrooms. In fact, the answers given to this question are consistent with the previous question in which some teachers stated that they could not cope with the problems of these students. In the same way, the answers to this question have also emerged at a rate close to the previous question. Therefore, we can conclude that teachers who cannot cope with the problems of these students do not want these children in their classrooms.

On the other hand, 422 teachers (57%) stated that they had no problems with these students. Although this rate is high, it is remarkable that the other group of teachers do not want these children in their classrooms. The presence of so many teachers in this population can be considered as a high number.

In parallel with the same issue, we can say that the teachers are helpless at the point where they cannot find a solution to the problems of these children, and they develop an attitude accordingly. In context, we asked the teachers if there was a solution to these students' problems.

*Figure 14-There is no cure for their problems.*

155 (21%) of 726 teachers think that these children's problems have no solutions. In addition, 107 teachers (15%) were undecided on this issue. 464 (64%) teachers think that these students' problems have a solution. Therefore, we can say that these teachers have developed more positive attitudes.

When we look at ANOVA table to see significant differences among years of experience groups, we will see the point.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Multiple Comparisons** | | | | | | | |
| Scheffe | | | | | | | |
| Dependent Variable | | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| Lower Bound | Upper Bound |
| I don't want them in my classes. | 1-3 | 4-7 | -.236 | .124 | .307 | -.58 | .11 |
| 8-11 | -.156 | .140 | .744 | -.55 | .24 |
| 11 and above | .211 | .112 | .313 | -.10 | .52 |
| 4-7 | 1-3 | .236 | .124 | .307 | -.11 | .58 |
| 8-11 | .080 | .151 | .964 | -.34 | .50 |
| 11 and above | .447\* | .124 | .005 | .10 | .80 |
| 8-11 | 1-3 | .156 | .140 | .744 | -.24 | .55 |
| 4-7 | -.080 | .151 | .964 | -.50 | .34 |
| 11 and above | .367 | .141 | .079 | -.03 | .76 |
| 11 and above | 1-3 | -.211 | .112 | .313 | -.52 | .10 |
| 4-7 | -.447\* | .124 | .005 | -.80 | -.10 |
| 8-11 | -.367 | .141 | .079 | -.76 | .03 |
| They distort the normal flow of the lesson. | 1-3 | 4-7 | -.152 | .113 | .614 | -.47 | .17 |
| 8-11 | -.347 | .128 | .063 | -.71 | .01 |
| 11 and above | .000 | .102 | 1.000 | -.29 | .29 |
| 4-7 | 1-3 | .152 | .113 | .614 | -.17 | .47 |
| 8-11 | -.195 | .137 | .572 | -.58 | .19 |
| 11 and above | .152 | .114 | .618 | -.17 | .47 |
| 8-11 | 1-3 | .347 | .128 | .063 | -.01 | .71 |
| 4-7 | .195 | .137 | .572 | -.19 | .58 |
| 11 and above | .346 | .129 | .065 | -.01 | .71 |
| 11 and above | 1-3 | .000 | .102 | 1.000 | -.29 | .29 |
| 4-7 | -.152 | .114 | .618 | -.47 | .17 |
| 8-11 | -.346 | .129 | .065 | -.71 | .01 |
| There is no cure for their problems. | 1-3 | 4-7 | -.142 | .127 | .745 | -.50 | .22 |
| 8-11 | -.043 | .144 | .993 | -.45 | .36 |
| 11 and above | .027 | .115 | .997 | -.30 | .35 |
| 4-7 | 1-3 | .142 | .127 | .745 | -.22 | .50 |
| 8-11 | .098 | .155 | .939 | -.34 | .53 |
| 11 and above | .168 | .128 | .630 | -.19 | .53 |
| 8-11 | 1-3 | .043 | .144 | .993 | -.36 | .45 |
| 4-7 | -.098 | .155 | .939 | -.53 | .34 |
| 11 and above | .070 | .145 | .972 | -.34 | .48 |
| 11 and above | 1-3 | -.027 | .115 | .997 | -.35 | .30 |
| 4-7 | -.168 | .128 | .630 | -.53 | .19 |
| 8-11 | -.070 | .145 | .972 | -.48 | .34 |
| \*. The mean difference is significant at the 0.05 level. | | | | | | | |

*Table 5- Teachers’ attitudes according to the years of experience*

In these three questions, there is no significance difference among the groups except one question between two groups. In the question if they want these students in their class or not, there is significant difference between 4-7 years of experience group and 11 and above group. The mean difference between them lower than 0.05 and it gives us the significant difference. After several years of experience, they may have developed negative feelings to these children, and after getting more experience, they may have developed more positive ideas to these children.

As for gender differences, we get these results.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| I don't want them in my classes. | Equal variances assumes | 2.964 | .086 | .136 | 711 | .892 | .012 | .089 | -.163 | .187 |
| Equal variances not assumed |  |  | .136 | 701.208 | .892 | .012 | .089 | -.162 | .187 |
| They distort the normal flow of the lesson. | Equal variances assumed | .027 | .869 | -.772 | 711 | .441 | -.062 | .081 | -.221 | .096 |
| Equal variances not assumed |  |  | -.773 | 696.528 | .440 | -.062 | .081 | -.221 | .096 |
| There is no cure for their problems. | Equal variances assumed | .469 | .493 | .783 | 711 | .434 | .071 | .091 | -.107 | .249 |
| Equal variances not assumed |  |  | .781 | 681.248 | .435 | .071 | .091 | -.108 | .250 |

*Table 6-Teachers' attitudes according to gender differences*

There is no statistically significant difference between two genders.

* 1. **Diagnosis of the Problem**

After the teachers' knowledge, attitudes, and experiences about these students, we asked the last and most important question of this study to see how they diagnosed this problem. The majority of teachers are aware of children's problems. In addition, these teachers generally show a positive attitude towards students. However, at the point of diagnosing the problem, it is generally thought to be an intelligence problem. To see how much these teachers made this misdiagnosis, we asked the next question.

*Figure 15-They have intelligence problems.*

506 (69%) of 731 teachers in total state that these children have intelligence problems. On the other hand, 125 people (17%) were undecided on this issue. 100 teachers (14%) stated that these children do not have intelligence problems. In this case, we can state that the problem of these children is correctly diagnosed by only 14 percent of the teachers.

When we compare different years of experience in ANOVA test, we can see the results as follows.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Multiple Comparisons** | | | | | | |
| Dependent Variable: | | | | | | |
| Scheffe | | | | | | |
| (I) Years of experience | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| Lower Bound | Upper Bound |
| 1-3 | 4-7 | -.093 | .095 | .814 | -.36 | .17 |
| 8-11 | -.147 | .107 | .598 | -.45 | .15 |
| 11 and above | .037 | .086 | .981 | -.20 | .28 |
| 4-7 | 1-3 | .093 | .095 | .814 | -.17 | .36 |
| 8-11 | -.054 | .115 | .974 | -.38 | .27 |
| 11 and above | .129 | .096 | .610 | -.14 | .40 |
| 8-11 | 1-3 | .147 | .107 | .598 | -.15 | .45 |
| 4-7 | .054 | .115 | .974 | -.27 | .38 |
| 11 and above | .184 | .108 | .407 | -.12 | .49 |
| 11 and above | 1-3 | -.037 | .086 | .981 | -.28 | .20 |
| 4-7 | -.129 | .096 | .610 | -.40 | .14 |
| 8-11 | -.184 | .108 | .407 | -.49 | .12 |

*Table 7-ANOVA table according to years of experience*

We do not see any significant difference according to years of experience. The teachers in general think that they have intelligence problems. Although these teachers changed their attitudes towards them as they gained more experience, their diagnosis did not change in years. It means teachers need more informing about specific learning disability.

The different points of view according to gender is shown above in this question

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| They have intelligence problems. | Equal variances assumed | .411 | .522 | -1.197 | 728 | .232 | -.081 | .068 | -.214 | .052 |
| Equal variances not assumed |  |  | -1.197 | 711.776 | .232 | -.081 | .068 | -.214 | .052 |

*Table 8-Comparison of Genders about intelligence*

There is no statistically significant difference between the genders.

1. **Discussion**

Specific learning disability is a very common problem among children. This problem arises especially in school age. The results we obtained from the questionnaire we made with the teachers revealed the opinions of the teachers about the students with specific learning disability.

Most of the teachers are aware of the existence of these children. However, these teachers examine children only for their academic achievements. In addition, teachers often see the typical problems of these children. One of the most important shortcomings of children, forgetfulness, is the aspect that attracts the most attention of teachers. However, poor attention span, which is one of the main problems of these children, did not attract the attention of many of the teachers.

Another aspect that attracts the attention of teachers is the social relations of these children. Most of the teachers discovered that their social relations were weak. However, it is seen that they do not pay much attention to some details. For example, the most unsuccessful course of these children academically is mathematics. In fact, mathematics is the one with the most distinguishing weaknesses of them besides all the others. It was seen that a significant part of the teachers could not realize this problem aspect of the issue.

When we look at the answers comparatively, the majority of the teachers claimed that they know the ways of coping with these children's problems. However, on the other hand, many teachers did not realize the typical problems of children. The conclusion to be drawn here is that these teachers see children's problems with different frequencies. In other words, they see some problems more than others. The high number of teachers who stated that they could cope with the problems can be attributed to some reasons. For example, these teachers are self-confident about it. According to them, there are certain ways to cope with children's academic failures and these teachers know these ways. From another point of view, it can be said that teachers attribute a different meaning to this question. They may have understood that the teachers would not allow these children to fail in their social relationships and sabotage the lessons. On the other hand, it is not consistent that the answer to this question is so high when compared to other questions.

When we look at the attitudes of the teachers towards the students, it is seen that relatively few of the population develop a negative attitude. However, considering the size of the population, we can say that this number is quite high. Therefore, a significant part of teachers need to be informed more about these children. In addition, these teachers may have problems because they do not know how to deal with these children. At this point, teachers may also need technical support. In addition, it is necessary to observe the situation of teachers who have negative attitudes in more detail. Sometimes the children that these teachers encounter can be highly problematic. Therefore, teachers' tolerance towards these children may have decreased. In addition, the educational aspects that concern the problems of these children do not look at the teachers. The people who will give special education to these children are not teachers. Parents have a responsibility in this regard. Children in need of special education can be trained by experts in this field. What teachers can do in this regard is to enable children to socialize faster in the class and school and to give them the feeling that they are normal members of the society. Otherwise, on an academic point, teachers do not have much to offer these children. Therefore, an important part of the teachers think that there is no solution to the problem of these children. It is quite normal for them to think this way, as this subject is beyond their specialization. However, the problem side of this issue arises when teachers develop a negative attitude towards these children.

When we come to the point, which is the main emphasis of this study, we see that most of the teachers misdiagnosed the problems of these children. As the relevant literature insists, these children mostly do not have intelligence problems. But more than anything else, the reason behind their outstanding academic problems is not what teachers see. These children cannot bring together the concepts in their minds and the symbols that correspond to them in the world outside. They cannot think that the symbol they see in front of them corresponds to the concept in their minds. This is why academic failure occurs. However, as seen in this study, the majority of teachers think that these children have intelligence problems. Although teachers usually diagnose problem points correctly, they do not see that these children do not have intelligence problems as a result. Teachers need serious training and guidance in this regard. Even after these needs are met, teachers' attitudes towards children can change greatly, because when we label a person as retarded, we are already accepting that they do not have the capacity to learn any more. This is just a prejudice that can have dire consequences. Breaking this prejudice in teachers' minds through necessary education can make great changes in their attitudes towards children. In addition, although teachers see the current problem, they may not know that it is called specific learning disability in modern psychology and what the content of it is. The training to be given to teachers on this subject can be an important step in overcoming the problems of these children.

In addition, parents have a lot of work to do in this regard. First of all, it is the duty of parents to diagnose their child's problem as early as possible. In addition, parents must make an effort to provide the necessary special education. In this regard, one should not expect much from the teacher or the school. The solution to this is only the experts of the subject. What they expect from the teacher is to help their children socialize and to help them feel part of that society.

**Conclusion**

Specific learning disabilities not only negatively affect children's education life, but also negatively affect their later life. Parents, who are expected to take the first step in this regard, neglect this issue due to different psychological factors. The most obvious reason for this is that parents, as well as teachers, think of the existence of an intelligence problem labeled on these children. Because they are uncomfortable with their own children being named in this way, they often neglect this issue. However, telling them that the issue is not an intelligence problem and their taking action will be an important factor in changing attitudes towards these children. In addition, the issue needs to be addressed at the policy makers level and evaluated as an education policy. Therefore, the steps towards resolving the issue can start from the policy level and extend down to educational institutions, teachers and parents, then other students and these students. One of the biggest obstacles to developing a solution to this problem is psychological barriers. The misdiagnosed intelligence problem about these children gives very painful results. Reflecting the issue correctly can be a giant step towards solving the problem.

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**APPENDIX- The questionnaire**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | ڕەگەز | male / نێر | female / مێ |  |  |  |
| Years of experience | ساڵەکانی ئەزموون | 1 to 3 / 1بۆ 3 | 4 to 7 / ١ بۆ ٧ | 8 to 11 / 8 بۆ 11 | 11 and over / 11 و زیاتر |  |
| Country of Origin | وڵات | Iraq / عێراق | Turkey / تورکیا | Iran / ئێران | Syria سوریا | Other / ئەوانی تر |
| School type | جۆری قوتابخانە | Private تایبەت | Public / گشتی |  |  |  |
|  |  |  |  |  |  |  |
|  |  | strongly agree / بە توندی ڕازیم | agree / ڕازیم | neutral / بێلایەن | disagree / نارەزایم | strongly disagree / بە توندی ناڕازیم |
| Do you think there are students in your classes who need special education? | پێت وایە لە پۆلەکانتدا قوتابی هەیە کە پێویستی بە پەروەردەی تایبەت هەبئت؟ |  |  |  |  |  |
| These students are very forgetful. | ئەم خوێندکارانە زۆر شت لە بیر دەکەن. |  |  |  |  |  |
| They have intelligence problems. | ئەوان کێشەی زیرەکییان هەیە. |  |  |  |  |  |
| They have problems with social interaction. | ئەوان کێشەیان هەیە لەگەڵ گفتوگۆی کۆمەڵایەتیدا. |  |  |  |  |  |
| They have poor attention span. | ئەوان سەرنجی خراپیان هەیە . |  |  |  |  |  |
| Their handwriting is poor and full of mistakes. | دەستنووسەکانیان خراپە و پڕە لە هەڵە. |  |  |  |  |  |
| They have many spelling mistakes. | ئەوان هەڵەی ڕێنووسێکی زۆریان هەیە. |  |  |  |  |  |
| They are very anxious while doing math problems. | ئەوان زۆر دەشلەژئن لە کاتی شیکارکردنی هاوکئشەی بیرکاریدا. |  |  |  |  |  |
| I know the ways to cope with their problems. | من ڕێگاکانی گونجان لەگەڵ کێشەکانیان دەزانم. |  |  |  |  |  |
| I don't want them in my classes. | من ئەوانم ناوێت لە پۆلەکانمدا. |  |  |  |  |  |
| They distort the normal flow of the lesson. | ئەوان ریتمی ئاسایی وانەکە دەشێوێنن. |  |  |  |  |  |
| There is no cure for their problems. | هیچ چارەسەرێک نییە بۆ کێشەکانیان. |  |  |  |  |  |