

Approaches to students with learning disorders in inclusive school environment

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(Book Review)

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This book is one of the intellectual property of a researcher and academic, doc.PaedDr. Miroslava Bartonova, Ph.D. It is the author's contribution to the Interdisciplinary Research Project MUNI/M/0012/2013 which primarily aims at creating enabling environment for the implementation of inclusive education in the Czech Republic. The book has four chapters, beginning with introduction which gives the background to the text and stresses the role of positive school environment to the implementation of inclusive education for children with specific learning disorders with a focus in primary schools. Chapters one and two present theoretical background and research based strategies/models of educating students with specific learning disorders in inclusive school environment. In chapters three and four the author's attention is focused on strategies for measuring support among learners with these disabilities in inclusive educational setting and personality characteristics of this category of learners.

In chapter one the author presents expressly the subject matter in an orderly and scholarly sub headings, beginning with:

- The right to education of children with specific learning disorders
- Terminology associated with specific learning disorders
- Etiology of specific learning disorders and behavior.
- Counseling and intervention approaches for students with learning disorders.

Specifically, the author discusses the right of persons with these disabilities to education. To substantiate this the author clearly makes reference to the provisions of the constitution of the Czech Republic ,ACT NO198/2009Coll and the UN Convention on the Right of persons with Disabilities 2006. Other legislations that conferred the right to education on persons with specific learning disorders (SLD) in the Czech Republic as articulated by the author are Decree no: 13/2005 coll as amended by Decree 374/2006, Decree 48/2005, Decree 72/2005 as amended by Decree no:

116/2011 coll and Decree no:147/2011 coll which specifically focus on inclusive education and support services. To precisely and categorically understand the disability in question it heterogeneity is discuss and the prevalence as the time of this research was 4–8% with dyslexia having the higher percentage. The author use the diagnostic manual of the world health organization-International classification of diseases 10th edition of 1992 and International classification of functioning, Disability and Health (ICF) adopted by WHO in 2001 to classify these disabilities into, dyslexia, dysgraphia, dysorthographia, dyscalculia ,dyspraxia and terms like learning disabilities, specific learning difficulties, specific learning disorders and specific learning and behaviour disorders are used to refer to disabilities that has no sensory, facial evidence but implicate one's ability to read ,write, spell. Count, use motor skills and pay attention to a given task for a required time frame. Under etiology of SLD, the author acknowledges the shift from earlier etiology to more recent and scientific research based causes. In this regard SLD is traced to many factors which include but not limited to phonologic deficit, memory deficit, and neurological deficit, deficit in automation process, genetic factors and social interaction problem. The author appreciates the frustration SLD imposes on the children the need for professional counseling as well as prompt intervention beginning with comprehensive neuropsychological diagnosis as a basis for remediation of SLD cases.

Chapter two of the text acknowledges varied models of education for students with SLD in accordance with the principle of curriculum policy formulation as defined by Act no: 561/2004 coll as amended primarily to give students opportunity to choose from among various professions base on future education, forces of labour market and individual interest and cognitive ability of the child. The author further articulates policy initiative in Europe as decided by Council of ministers of Education and express support for inclusion. However the author did not rule out the need for individualization of educational programmes which must be supported with professional services and good facilities.

The writer expressly highlights the need for effective planning for effective classroom interaction, learning and particularly note that reading is a cardinal skill that required professional pedagogical attention in school especially among students with dyslexia. In addition, the textbook sees foreign language as a vehicle to enhance social interaction among student with SLD in Czech and other countries. On this basis the book advocates for the study of foreign language by students with SLD despite the challenges of teaching and learning the language. The Chapter presents executive function as a strategy to initiate, plan and keep the students on track or focus on his/her task as well as monitor the progress. The positive role of learning styles is discuss and based on research findings the author encourage these category of students to develop and use effective learning with due consideration to their ability, to enhance their learning style teaching strategies should be learner centered.

The last chapter presents both behavioural and educational characteristics of students with SLD and notes that the uniqueness of this disability makes it difficult for two people with SLD to exhibit the personality which has instructional implications for the teacher. The chapter is concluded with recommendation for effective counseling for people with SLD to be able to cope with varied challenges of the disability as they show up at different stages of life and specific assignments in school, office and the society.

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