



**META-COGNITION STRATEGIES PATCH UP FOR LEARNING DISABILITY CHILDREN**

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**ABSTRACT**

Children with learning disabilities face challenges of functioning adequately and utilizing their potentials to maximum to survive in the normal classroom environment. The teachers also confront difficulties in designing instruction in a constructive way to meet the needs of the LD students. The teachers are in position to make use of instructions which communicate clearly and help the students to interpret a task appropriately. It must assist the students to self diagnose and recognise their strength as well as weakness in learning skills. The strategies adopted must compose of active practices without ambiguity and which keep in track. Among the various learning strategies the meta-cognitive strategies is appraised more suitable for learning disabled children as it revamp the thinking process where they lag in. Based on research articles and reviews the researcher had selected some of the meta-cognitive strategies suitable for the learning disabled student's successful learning.

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**INTRODUCTION**

Education endows the ability to response in a constructive and creative way for the challenges of life. It is not just a pool of information, facts, and knowledge of various subjects but a source for the development of mental abilities like thinking, reasoning, judgement, analysis including memory under any discipline. The social change has moved the necessity of mere mastering basic skills to read critically, write persuasively and to think and reason logically for sorting complex problems. Meta-cognition which is an higher order thinking essential for meaningful learning is a mean to learn, understand, analyse any concept and to make wise and thoughtful decisions in life. Meta-cognition is an instructional approach which emphasizes the development of thinking skills and process as a means to enhance learning for students with diverse needs especially with learning disabilities (LD) who face challenges in expressing their individual potential.

**Meta cognition**

Meta-cognition according to Flavell (1979) incorporates 'thinking about thinking' any concept by means of four process such as meta-cognitive knowledge, meta-cognitive experience, goals and strategies in his model of cognitive monitoring. Meta cognition is awareness of one's own cognitive process and the ability to have control over it (Deepa, R.P., 2016). Adopting meta-cognitive strategies for reading may help to regulate the cognition and facilitate an individual to control their cognitive efforts (Baker & Brown, 1984).

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Meta-cognition is an positive correlate of variables like academic achievement, reading comprehension, self checking (Pelin & Erktin, 2002; Beena Sanjeev & Vani, M, 2014-15).

**Children with LD**

Learning is a difficult task for even normal students due to various factors like poor study skills, attention problems, inadequate prior knowledge, language difference etc., but today learning disability, a new category of exceptional children has been identified and focused to by the educationalists. These children often get easily overwhelmed, disorganized and frustrated in learning environment. Children with LD may have problems in reading, writing, decoding, listening, comprehending, remembering, applying grammatical rules, etc., their inability of self regulation their cognition hinders their performance.

**Meta-cognitive strategies**

Meta-cognition strategies supplement a clear picture of thinking process to be recognised by the individual. It boosts for skills like planning, correction and prediction while enhancing reading and writing tasks simultaneously. They form a tremendous remedy for the teachers who face complicated situation of teaching students with reading and writing difficulty. Meta-cognitive strategies build vocabulary (Tishman, 1993), reading comprehension (Bonnie S. Billingsley & Terry M. Wildman, 1990), literacy skills (Kuhn, 2000), scholastic achievement (Chowdhry Poonam, 2014), emotional competence (Beena Sanjeev & Vani, M , 2014-15), etc.,. Creating a meta-cognitive learning environment by adopting effective learning strategies can improve learning abilities and academic achievement too. The goal of this

strategy is to teach students how to become purposeful, effective and independent learners.

These strategies aid in acquiring knowledge, skill and strategies needed for their independent functioning in academic as well as non-academic areas. Some of the powerful techniques are-

#### **Focus on Main Idea**

To develop the reading comprehension the students are trained to develop a self questioning strategy, which focus on the students to come out with questions or the main idea behind the paragraph or the lesson learnt. They could make use of cues, and assistance of teachers for practicing this technique. This demonstrated greater comprehension skills among students.

#### **Mind mapping using visual representations**

The students could be trained to discuss and figure out the concepts behind every reading and develop a visual imaginary for it. (a sketch out of the text).

#### **Think aloud**

The teacher has to pause in between the teaching learning process and allow the students to verbalize their thoughts. This enables them to reflect and monitor their learning and develop comprehension, paraphrasing and problem solving abilities.

#### **Frayer Vocabulary Model**

This model is similar to concept mapping and help the students find association and connection that exist with vocabulary words.

#### **Mnemonic devices**

This is an techniques used to enhance memory or remembering content. Acromyms and acrostics are developed to recollect or have in mind of the unfamiliar information and content learned.

#### **Graphic organizer**

These techniques assist in designing patterns, drawing out conclusions and interpretations, analysis and synthesis. It enhances and promote the ability to understand the problem and arrive at solution.

#### **Introspection**

Fostering the habit of self questioning and self evaluation induce the learners to have a critical appraisal and analysis of their own self assumptions and influence their learning ability.

#### **Learning Groups**

The grouping of students promotes the cooperation and develop a notion to share and discuss the learned concepts with the team mates and thereby build an approach that foster learning and correcting from each other.

#### **Critiquing**

The students when allowed to observe, question and come out feedback or critique of other co-learner will enrich their review skills as well as to understand their own mistakes and follow a constructive way of thinking and learning.

#### **Benefits of Meta-cognitive strategies**

Meta-cognitive are executive strategies which pave way for the students to see the path of their travel, and understand where they are? What is lacking? What they are capable of? and what had to be done (i.e) to monitor as they progress. They help the students to modify and adopt strategies which fit their requirement and abilities. These approaches aid them to connect the new information gained with the existing knowledge. It enables students to select thinking strategy consciously. Thus the meta-cognitive strategies effectively promote planning, monitoring and evaluating the thought process and helps for successful and lifelong learning.

#### **CONCLUSION**

Meta-cognition is referred to as one's "inner language" according to the psychological literatures (Vaidya, Sheila R.). The meta-cognitive strategies or the self regulatory strategies maximize the learning, memory and self-reflection skills of the thought process. It enables the LD learners to understand and regulate their own thinking process for resolving their real life challenges and complexities and enhance successful learning.

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