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**A STUDY OF PSYCHOLOGICAL FACTORS OF LEARNING DISABILITY
AMONG CHILDREN**

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ABSTRACT

Fifty years ago, evaluation of brain-related functions was thought to be a key foundation for recognizing LDs, and this historical backdrop is also present in neuropsychology. When developing remedial procedures, the neuropsychological approach prioritizes the usage of intact regions of higher cortical functioning while deemphasizing the role of dysfunctional cortical areas. The goal of this study was to determine whether or not neuropsychological interventions were successful in helping children with learning disabilities. Traditionally, learning disabilities have been identified by looking at the discrepancy between a person's IQ test result and their actual academic achievement. Other articles in this issue point out that this kind of assessment is oversimplified, does not result in rehabilitation recommendations, and ignores the intricate network of neuropsychological processes underlying fluent reading, writing, and arithmetic. Another issue is that the model relies on the difference between two scores to infer the existence of a learning deficit, rather than making any predictions about the learning curve of the kid or adolescent being tested. It has also been shown that this strategy over-identifies kids with high IQs and average success while failing to appropriately identify kids with lower IQs and inferior performance.