



## Development of Children with Learning Disabilities Using Action Learning Technique in Enhance the Potentiality in Research of Students Rajabhat Mahasarakham University, Thailand

**Prapatsorn Pree-iam**, Faculty of Education, Rajabhat MahaSarakham University, Thailand, [prapatsorn\\_ty@hotmail.com](mailto:prapatsorn_ty@hotmail.com)

**Warit Rasri**, Rajabhat Mahasarakham University, Thailand, [Sanowa\\_CMU@hotmail.com](mailto:Sanowa_CMU@hotmail.com)

**Nutjaree Chairanop**, Rajabhat Mahasarakham University, Thailand, [Nutjaree.soc@gmail.com](mailto:Nutjaree.soc@gmail.com)

**Nipaporn Jongwutiwes**, Rajabhat Mahasarakham University, Thailand, [Nipapornjong@gmail.com](mailto:Nipapornjong@gmail.com)

**Naruemol Kangked**, Rajabhat Mahasarakham University, Thailand, [Kangked@gmail.com](mailto:Kangked@gmail.com)

**Thanatporn Khatiyanon**, Rajabhat Mahasarakham University, Thailand, [thanat1105@gmail.com](mailto:thanat1105@gmail.com)

**\*Sanya Kenaphoom**, Rajabhat Mahasarakham University, Thailand, [zumsa\\_17@hotmail.com](mailto:zumsa_17@hotmail.com)

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**ABSTRACT-** Students with learning disabilities are a group of children and young people whose state must provide exceptional care, however past learning arrangements have also been conducted between normal children and children with learning disabilities, thus improving the efficiency of Learning management is not as successful as it should be. Therefore, this research is the study of the process of developing students who have Learning Disabilities using Action learning techniques. The samples were students in special education fields, Rajabhat Maha Sarakham University, which practiced professional experience at Naadun Prachasan School, under the Maha Sarakham Educational Service Area 2. This research is a participatory action research, there was research process for 3 phases were; **First:** School selection by organizing discussion groups of 3 sample groups as follows 1) Groups of students, teachers and parents, 2) administrators' group and 3) group of supervisors and representative of the Office of the Education Area. **Second:** Organize a meeting for school administrators, teachers, parents, supervisors and Representatives from the school district office, including in-depth interviews with the director of the Office of the Education Area. **Third:** Experiment with implementing a cooperative individual education management plan at Naadun Prachasan School. The research results found that;

1. the co-learning management problems found that (1) Students with learning disabilities lack basic skills necessary for co-learning such as self-care, daily living. Low academic achievement in all subjects, problems with listening, speaking, thinking and writing, spelling, math, cognition and understanding, and children tend to be separated from their peers that was basis for literacy. (2) The work of the educational service area office and school on the unified education management was found to be uneven and continuous, The supervisor lacks the skills to prepare an individual education plan (IEP) and an individual lesson plan (IIP), excessive number of learners per room impedes classroom activities and control, and supports academic work, Lack of documentation, supporting personnel and supporting innovations, there is a limit to the implementation of the policy which increases the burden too. (3) Teachers lack of knowledge and understanding on individual service, including lack of student screening skills, thus unable to classify and scale students' problems. (4) Parents also lack the knowledge and understanding of how to look after students, resulting in students not being developed properly.

2. Solutions for the development models in co-educational management was the cooperative management model between stakeholders using the PDCA model with details as follows: P) Plan: Cooperate Planning for IEP Preparation by taking the problems as a base for development. D) Doing: Collaboration between agencies and persons involved such as mentoring system between teachers, administrators and supervisors by using mentoring and good relationship building methods and using learning techniques from practice. C) Check: Performance monitoring and auditing. A) Action: Improvement and reflection on joint performance, including the development of cooperation in support of the Office of Education Districts, Mahasarakham Special Education Center and Rajabhat Maha Sarakham University by using a shared mentoring system.

3. Development results of the Learning Disabilities student as overall and all aspect was at highest level; they were developed for 5 aspects namely; learning, computational and connectivity thinking, language, visual and auditory recognition, and expression. These made students better read and write, prefer to read books, diligent in homework or assignments, write stories based on what they see or hear, and Able to carry out daily life in school with self-care themselves.

**Keywords:** Development of Children with Learning Disabilities, Action Learning Technique, Enhance the Potentiality in Research of Students Rajabhat Mahasarakham University

## I. INTRODUCTION

Students with learning disabilities are one of nine types of students with special needs, a group of children characterized by disabilities, this includes cognitive impairment, which creates limitations in the development of abilities. These children need appropriate educational management and ability to meet their special needs (Ministry of Education, 2017). Maha Sarakham Educational Service Area Office, Region 2 has assessed the quality of learning cooperated mainstay school found that several limitations are: Policy problems, implementation of policies under the constraints resulting in increased workload, management problems, Lack of participatory planning for academic management when accepting children with special needs and the relationship between the school district offices, the supervisors are limited in their specific knowledge, making the exchange of information between schools, teachers and administrators relatively ineffective.

From the pilot study on the condition of the screening problem of Naadun Prachasan School, learning problems were found the expressive characteristics of students with learning and listening disabilities, although students are able to sit still and listen to the commands intently, they are able to understand less of what they hear. Which observe from telling stories from pictures, not telling the behavior of each character and answering questions in a trembling voice unsure, long thinking, looking the other way, refusing to look in the eyes of the person asking. The writing and spelling found that students misordered the letters such as "Sa-thi-ti" was "Sa-ti-thi", write letters or numbers interchangeably such as "M-N-Ph-th", con not write consonants A-Z, write a copy book from the blackboard slowly, write in misalignment, uneven text size and erase frequently, Overwrites the same word many times. The reading found that read over words, read more words, read aloud words with spelling, wrong mixing of vowels. The mathematical calculation and reasoning: do not understand the value of the number, difficult with solving problems, some people use memorization and writing answers, but unable to follow the multiplication / division process. When asked if they liked math or not, most of them answered they did not, and then asked why they did not like it, the students said they didn't like it because the teacher teach not understanding and difficult content.

At present, the teacher still lacks specialized knowledge and skills in developing individualized educational management plans, including students in special education programs, Rajabhat Maha Sarakham University, However, there is a lack of specific problem-solving skills, so it is necessary to solve problems and develop individualized education management plans. Consequently, the action learning is the integration of the concept of teaching and learning by bringing the problem into the problem of learning from practice and using the research process as a guideline for solving problems that emphasize the students' practice by using the eye to observe and using ears to listen problems, using brain to think, using hand and force for action and monitoring. Therefore, in order to increase research potential from the use of hands-on experience through practical experiments to seek answers from practical experience, this research is conducted. This research was hold at Naadun Prachasan School, Under the Office of Maha Sarakham Educational Service Area 2.

### **RESEARCH OBJECTIVES**

To study the process of developing students who have Learning Disabilities using Action learning techniques.

## II. RESEARCH CONCEPTUAL FRAMEWORK

This research is a qualitative research as Participatory Action Research, focusing Study of the development process of students with learning problems by using learning techniques from practice conducted at Naadun Prachasan School, Mahasarakham Educational Service Area Office, District 2 in order to develop the ability to troubleshoot students with hearing, reading, speaking, writing or mathematical disabilities.

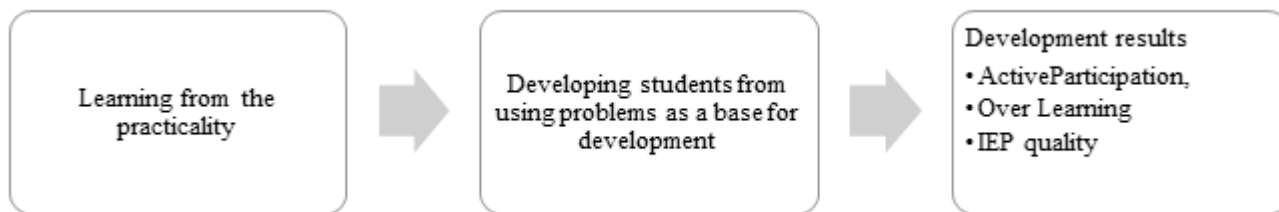


Figure 1 Relationship between learning from practice and student development.

### III. RESEARCH METHODOLOGY

This is the Participatory Action Research with there was 4 process; (1) the Selection of learning cooperated mainstay school that the school administrators voluntarily participated and agreed by the Office of the Education Area. (2) Find the problem of student development who has learning problems from 4 variables: Learner quality, administration, teacher collaboration and parent cooperation. (3) Bring all four problems to form an action plan with the target groups to lay out a 5-step development approach: Common cause search, collaborative work using principles PDCA, Academic Alliance Building, Joint Supervisory System Building and Mentoring System. (4) Putting a participatory developed individual education management plan to practice at school.

Target groups of 135 people use the method of purposive sampling and divided into 3 groups consisting of 1) The group of 4 administrators are as follows: School administrators, education area representatives, supervisors, and director of the Mahasarakham Special Education Center. 2) Support groups are as follows: parents (42 people) and school directors (5 people). 3) The practice groups are as follows: students with learning disabilities (42), special education students (42), responsible teachers (42). **Data collection methods are divided into 3 groups as follows:** (1) the in-depth interview for administrators, 2) the focus group discussion for parent-Key informant and the School Board. 3) the focus group discussion for teacher, parent, students.

**Experiment operation:** 4 steps are; (1) The screening of students with learning disabilities to analyze the current state of children in 6 areas: learning, computational thinking, associative thinking, language use, visual and auditory memory, expression, and cognitive function.

(2) Developing an individual education management plan by using individual student screening data to develop a development plan by committee meeting, consists of the administrators, teachers, parents, the school board in order to establish a policy, set a development period, and define appropriate facility materials for the individual education plan. (3) the implementing Individual Education Plan to take 3 steps; development preparation, establishing individual student development work calendar by appointing a student development committee, organizing parent-student meetings to understand development, developing a development manual to prepare individual learning plans. For the implementation of development, the teacher will develop one student at a time according to the appointment schedule, which is a remedial teaching. Summarize the student development results by analyzing the performance of students who have learning difficulties from the test scores before and after class by using t-test (Dependent Samples) including the structured Observations and Teacher's Post-Instruction Notes. (4) Using development results from teaching results of teachers before development, during development and after development to prepare individual reports to report to the committee and prepare information for further improvement and development.

### IV. RESEARCH RESULTS

1. The results of problem analysis that arose into development issues were : The problematic situation of the learners was found that the lack of basic skills necessary for integrated learning, management problems, lack of consistency and continuation of the relationship between the school district office and the school, The supervisors lack of specific knowledge in preparing individual education plans and operating under constraints, resulting in an increased workload, the teachers lack individualized knowledge and understanding, and parents lack knowledge and understanding of how to care for students, resulting in a lack of correct development.

2. Approaches for developing students who have learning difficulties using learning techniques from practice as follows: 1) Educational administration for students who have school-based learning difficulties, 2) Developing a cooperative individual education management plan, 3) Education for children with learning difficulties with specific solutions, 4) Screening for teaching and learning, 5) Measuring and evaluating children with learning disabilities, 6) A cooperative model in the provision of education for students with learning difficulties is The model of academic administration among stakeholders using the PDCA model, detailed as follows: P:Plan, planning together in the preparation of an individual study plan, D:Doing, collaboration of related agencies and individuals, such as mentoring systems, supervision and relationship building among stakeholders, C:Check, ongoing follow-up and audit, A:Action, improving and reflecting on joint performance, including developing a supportive model for mentoring systems.

3. The results of the development of students with special needs by formulating a cooperative individual education management plan were found that the students had a statistically significant improvement in their abilities in all 6 aspects by statistically significant at .01 level. The highest aspect was the ability of memory, vision and hearing. The aspects that need to be developed continuously were Critical thinking and understanding the meaning of numbers, symbols or abstraction. The spatial implantation learning focuses on the use of eyes, ears, brain, hands and hands, using the mouth in critical and reflective discussions that was important to learn through real and hands-on communication, these enable students to record knowledge from cooperative learning as a learning record for developing students with learning problems, it was called " Learning Log", it consists of bringing the problem into a problem by practicing answers and questions from stakeholders, then, find for solutions by defining steps and setting objectives for each activity audit.

## V. DISCUSSION

1. The co-learning management problems found that issue for discussion as follows;

1.1 Students who have Learning Disabilities lack of basic skills necessary for inclusive learning such as self-care, daily living, low academic achievement in all subjects, they has a problems listening, speaking, thinking, reading and writing which is the basis for literacy, these consistent with the research of Downing (1996) found that the students with learning disabilities had neurological impairments, which prevented their brain development smoothly, resulting in difficulties in hearing, sight, and touch. As a result, children have poor memory, concentration, identification, synthesis and problem solving, as well as limitations on many skills such as Interpretation skills, social skills, public domain utilization skills, self-care, daily living, work and leisure time, as the same research results of David (2001) found the students with learning disabilities had abnormalities in the symbolic communication system, which could be related to language form, language content, and language function. And from the conclusion of Maha Sarakham Educational Service Area Office, Region 2 (2016) Point out that most of the children are disinterested in school, poor grades, often run away from school, as well as poor academic attention and most likely fail to complete secondary school.

1.2 Problems of educational quality management of learning cooperated mainstay school found that the relationship between the educational service area office and the school was not consistent and continuous, because of there was not the supervisor with specific expertise, in addition the office does not be able fully supervising teaching and learning to teachers. As well as Internal supervision is still lacking in strength, unable to provide effective supervision, so that this reflected that the educational supervision systems and mechanisms for students with learning difficulties are not conducive to learner quality development which corresponds to Office of the Education Council Secretariat (2018) found that the responsible and relevant agencies did not realize the significance of or were aware of the supervision role, and also corresponds to Office of the Basic Education Commission (2018) found that teachers were developed quite a lot in each year, but most lacked of supervision of results of applying knowledge to develop teaching and learning management to improve the quality of learners.

1.3 Teachers still lack knowledge and understanding in providing personalized services, as well as lack of student screening skills, thus unable to classify students' problems. And due to the large number of students per class, organizing a combined class is difficult for organizing activities and controlling the class, in addition, the lack of academic support in learning management for students who have learning difficulties causes teachers to have more workload, consistent with the research of Office of the Education Council Secretariat (2018) found the teachers had too much of learning management, so the teachers without time to develop and manage child-centered learning that it takes time and is constantly development, Also, the teacher spends a lot of time writing too much of an education management report

so that it affect the quality of the learner low. In addition, the research found that teachers did not graduate with special education majors which concerning teaching inconsistent with educational qualifications, therefore, teachers' knowledge, competence or expertise affect the quality of teaching and learning management and is one of the reasons that cause learner quality problems.

1.4 Parents lack of knowledge and understanding of how to care for students, resulting in poor development in line with the Ministry of Education found that Parents of students with special needs are stressed, do not know how to take care of them, especially when there is a problem with their children, some parents are unacceptable and shocked that this would happen to their own family, affecting the neglect of the child, Failure to provide assistance further affects the child's learning difficulties , it was correspond to Phadung Arayawinyou (2003) found the families with children as students with special needs faced difficulties in raising children and faced with anxiety, there is no guideline, parents can only use the information they seek to look after their children in the form of trial and error, without knowing which method is right.

2. The Solutions to develop students who have learning difficulties by the participatory action 6 issues were; 1) Increasing the educational opportunities for students with learning difficulties by focusing on the interactive work of all educational personnel with using the PDCA model of cooperation academic administration, there was mentoring system, supervision system and academic alliance relationship system, correspond to David (2001) found that encouraging collective learning to take place through the collaboration of stakeholders will result in better quality students, it also corresponds to the Office of the Education Council Secretariat (2018) said that the executives should have a system of personnel motivation. 2) School-based, decentralized and clearly defined roles that correspond to the Office of the Education Council Secretariat had policy focusing on decentralization to educational institutions and districts, as well as promoting flexible and diverse parental participation that is easily accessible. 3) Organizing the teaching and learning activities in line with the individual education plan makes teachers less workload, parents will be more satisfied with the child's development, corresponds to UNESCO (2001) found an individual education plan to be successful requires the cooperation of school administrators, teachers, parents, fellow students and related organizations. 4) The results of the research generate high levels of interaction with stakeholders, which has resulted in education personnel at all levels of the importance of the quality of children with special needs, corresponds to Ryba (1995) said that it has been found that in public schools, all children are developed in many ways, especially these children learn and develop intelligence, social development and physical skills at the same time. 5) Measuring and evaluating students with learning disabilities need a personalized study plan as a guideline for effective education which responding to special needs, focus on the development of children to be able to move organs to work together, language proficiency, vocabulary recognition, communicates, and integrates with normal children with similar emotional and social maturity to normal children, corresponds to Michale (1998) found the actual assessment and evaluation had an effect on the development of educational quality. 6) Developing learner quality by using the PDCA: **Plan**, Planning together in the preparation of an individual study plan. **Doing**, practice of relevant departments such as mentoring, building academic alliance relationships. **Check**, Supervision, performance monitoring and ongoing audits. **Action**, improvement and reflection on performance results with learner quality assessment reports for decision making and work improvement. As the same of Ministry of Education (2017) with a policy of emphasizing the importance of individual education management planning by working cooperatively to monitor progress corresponds to (Unesco,2001) found the working together to promote self-development is a force that is individual qualities.

3. The results of the development of students with learning difficulties by creating a collaborative individual lesson plan found that there were improvements in behavior, problem solving, as well as learning and daily life. Correspond to Hoy & Miskel (2001) Said that collaborative work affects the attitude of satisfaction, is associated with high job success and also in line with the real situation, students can use language better, read and write more fluently, like to read more books, can tell or write stories, do math homework on time, be able to spend their daily life independently especially the sudden or sudden act of resolving local problems will not panic or shock, that difference before, it was developed which was often distracted, making mistakes frequently. And Students have improved their learning behavior as a result of their experience with normal students. It was found that the parents were satisfied with the results of the learner development by expressing their opinions through the evaluation that the school never abandoned children by trying to find ways to develop their own children until they can study with their friends. The results of enhancing students' potential in collaborative research with schools, which were learning from practice, were found there was the interaction between learners and teachers, learners and learners, communicate with each other by asking and answering questions, including presenting solutions

to problems by bringing problems that arise as a development guideline, consistent with the concept of Revans (1997) said that creating one's own knowledge is a Learning Log themselves, as a result, students can reasonably analyze their needs in solving problems in accordance with Lawis and Williams (1994) discovered that the success of learning from practice was that the learner was able to bring the problem into a developmental direction through the interaction between the learner with the teacher, the learner and the learner. Therefore, the collective learning through critical and reflective discussions results in the power of knowledge generated by the Active Participation and the Over Learning.

## VI. POLICY RECOMMENDATIONS

The learning cooperated mainstay school is necessary to have a teacher who successfully completes the academic field, coordinating with the teacher responsible for all 8-learning group, it is also responsible for screening students, coordinating individual education plans, follow up on the implementation of individual lesson plans in the classroom, support and evaluate the development of learners together with other courses. In addition, assistance from the educational districts is required as a mentoring system, establish a networked school by using the school based to develop and focus on participation of personnel who must work in relation to other departments, including supporting personnel to be able to do research for developing their service capabilities.

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