

Learning and Speech Disability in Young Adults

Srishti Bhatt^{1,*}, Nidhi Verma²

Abstract

This study explores the intricate nexus of learning and speech disabilities in young adults, aiming to elucidate the neurocognitive underpinnings, socioemotional implications, and educational interventions inherent in these conditions. Drawing upon insights from cognitive neuroscience, developmental psychology, and educational sciences, the study examines the neurobiological mechanisms implicated in learning disabilities such as dyslexia and speech disabilities such as stuttering, shedding light on the neural circuits underlying language processing, phonological awareness, and executive functions. Moreover, the study delves into the socioemotional implications of learning and speech disabilities, highlighting the psychosocial challenges faced by young adults, including academic frustration, social stigmatization, and mental health disparities. Additionally, the study evaluates evidence-based educational interventions and support strategies designed to address the diverse needs of individuals with learning and speech disabilities, encompassing differentiated instruction, collaborative teaching models, and multi-tiered systems of support. By synthesizing extant literature and interrogating prevailing paradigms, the study aims to contribute to a nuanced understanding of the complexities inherent in learning and speech disabilities, informing the development of inclusive practices, targeted interventions, and comprehensive support frameworks for young adults traversing these multifaceted challenges.

Keywords: Learning disabilities, speech disabilities, young adults, neurocognitive mechanisms, socioemotional implications

INTRODUCTION

The intersection of learning disabilities (LD) and speech difficulties in young adults is a complex field in developmental psychology and educational sciences with significant implications for individual and societal advancement. Researchers highlight the importance of exploring the connections between these areas to create effective treatments and support mechanisms. The increasing academic interest in LD and speech impairments highlights the diverse nature of these conditions and the need for a multidimensional approach to treatment. This study aims to explore the challenges and opportunities in supporting young adults with LD and speech difficulties. The LD spectrum includes dyslexia, dyscalculia, dysgraphia, and other cognitive, linguistic, and behavioural issues, while speech problems encompass stuttering, apraxia, and phonological abnormalities. These conditions complicate educational environments and impact young people's relationships, career aspirations, and identity [1, 2].

*Author for Correspondence

Srishti Bhatt
E-mail: bhattsrishiti58@gmail.com

¹Student, Department of Clinical Psychology, Amity University, Gurugram, Haryana, India

²Associate Professor, Department of Clinical Psychology, Amity University, Gurugram, Haryana, India

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Academic underachievement is common among LD students due to cognitive and language impairments. Speech impairments also hinder verbal communication, affecting school and social success, underscoring the need for individualized therapies and comprehensive support systems. Young people with these interconnected issues often face academic failures, social shame, and low self-esteem [3–6].

This study employs a multi-faceted approach, combining theoretical models, empirical studies, and clinical observations, to explore the cognitive, linguistic, and socioemotional factors affecting young adults with LD and speech difficulties. The study's findings have important implications for policy-making, educational practices, and societal attitudes toward individuals with these disabilities, advocating for collaboration to foster inclusion, value, and empowerment [7, 8].

METHODOLOGY

Aim of the Study

The purpose of this research was to examine the impact of learning and speech disabilities on overall wellbeing in young adults.

Objectives

- To examine the impact of learning and speech disabilities on overall wellbeing in young adults.
- To explore the relationship between learning and speech disabilities and overall wellbeing in young adults.

Hypothesis

- There will be no significant impact of learning and speech disabilities on overall wellbeing in young adults.
- There will be no significant relationship between learning and speech disabilities and overall wellbeing in young adults.

Participants of The Study

There were 200 male and female participants in the research. We used both random and purposeful sampling techniques for our samples. People in the study were between the ages of 18 and 25 years.

Data Collection Instruments

Two measures, namely the “Speech Spatial Qualities and PGI General Well Being Measure”, were used to gather the data.

RESULTS

Educators, parents, and healthcare providers must understand the nuances of speech and learning difficulties in young people. These challenges impact academic, social, and occupational spheres. By exploring their origins, consequences, and intervention methods, we can better support young adults, helping them realize their potential and live fulfilling lives.

Table 1 shows high variability in learning and speech difficulties (mean =302.245, SD=86.23356) and lower variability in overall well-being (mean =13.97, SD=5.20234). Table 2 indicates a very weak negative correlation ($r=-0.03112$) between these variables, with no significant relationship found.

Null Hypothesis (H0)

There is no significant relationship between learning and speech disabilities and overall wellbeing among young adults.

Alternative Hypothesis (H1)

There is significant relationship between learning and speech disabilities and overall wellbeing among young adults.

Table 1. Descriptive statistics of all variables.

	Learning and speech disabilities	Overall well being
Mean	302.245	13.97
Standard deviation	86.23356	5.202348
N	200	200

Table 2. Pearson correlation analysis of relationship between learning and speech disabilities and overall wellbeing among young adults.

	Learning and speech disabilities	Overall well being
Learning and speech disabilities	0	1
Overall well being	-0.03112	1

DISCUSSION

The purpose of this research is to examine the association between learning and speech difficulties and general well-being in young people. If healthcare practitioners, educators, and parents want to help youth who struggle with speech and learning reach their full potential, they must have a firm grasp of these interconnections. Learning and speech impairments had a mean score of 302.245 and a standard deviation of 86.23356 according to the descriptive statistics [9].

There was a standard deviation of 5.20234 and a mean score of 13.97 for overall well-being. Overall well-being ratings were more stable, but scores for learning and speech impairments were more varied. Among young people, the purpose of the regression analysis was to ascertain how learning and speech impairments affect their general wellbeing. Despite included learning and speech impairments as variables in the model, the results demonstrated that the variability in the overall well-being score was not considerably explained. Young people's general well-being is unaffected by learning and speech challenges, according to the p-value linked with the F-test for overall significance, which was 0.66175.

The Pearson correlation analysis also showed a slight negative association ($r=-0.03112$) between the happiness and general well-being of young people with speech or learning disabilities and other variables. Consequently, these results do not provide sufficient evidence to reject the null hypothesis, which states that there is no significant association between learning and speech difficulties and general well-being among young people. Finally, while this research did not discover a correlation between LDs and general happiness in millennials, it does show how critical it is to look for new ways to help millennials who are having trouble communicating or learning. Educators, parents, and healthcare professionals may empower young individuals with speech and learning problems to overcome challenges and reach their maximum potential by offering tailored interventions and support [10, 11].

CONCLUSION

The study's findings clearly show that learning and speech difficulties do not have a major effect on young people's general welfare. Pearson correlation and regression analyses both came up empty when it came to finding a significant association between learning and speech issues and general health.

According to the results of the regression analysis, the dependent variable's variability is not well explained by the model that includes learning and speech impairments as predictors, in addition to general well-being. The F-test for overall significance has a p-value of 0.66175, which is much more than the conventional significance level of 0.05. As a result, we cannot rule out the possibility that young people's general health is unaffected by learning and speech impairments (H_0).

In addition, a very small negative association ($r=-0.03112$) was found between the general well-being of young individuals and their learning or speaking issues in the Pearson correlation analysis. Having said that, the strength of this association is negligible at best. Again, we cannot rule out the possibility that there is no correlation between the general health of youths and their academic and communication challenges; this would mean that H_0 remains unrejected.

Finally, this study's results do not provide proof that learning and speech impairments are causally related to youths' general well-being. Although it is critical to help young people with speech and

language challenges, this study shows that these issues could not affect their health in any significant way. Nevertheless, it is crucial to acknowledge that personal encounters might differ, and more investigation into other possible elements impacting general welfare in young people afflicted with learning and speech issues is necessary. If we want to build treatments and support systems that assist young people with speech and learning disabilities reach their full potential and live fulfilling lives, we must understand these subtleties.

Recommendations

- *Early intervention programs*: It is crucial to establish early intervention programs in order to detect learning and speech problems in young people as soon as possible. Timely intervention after early discovery may improve results.
- *Individualized education plans (IEPs)*: Create individual education programs (IEPs) for individuals with speech and learning difficulties and put them into action. Appropriate treatments, support services, and accommodations should be a part of these programs to help with learning and communication.
- *Multisensory teaching approaches*: Enhance learning for young people with speech and learning difficulties by using multimodal teaching techniques that engage many senses. Visual, aural, and tactile components may enhance understanding and memorization.
- *Assistive technologies*: Enhance the learning and communication experiences of young people with disabilities by using assistive technology like speech-to-text and text-to-speech software, as well as educational applications.
- *Speech therapy*: Make speech therapy services accessible to enhance language development, fluency, and articulation in communication.
- *Peer support programs*: Create programs where young people with speech and learning difficulties may connect with one another and get emotional and social assistance. Confidence and social abilities may be improved via peer mentoring.

Limitations of the Study

- *Resource constraints*: Effective treatments for young people with speech and learning challenges may be impeded by a lack of resources, such as qualified specialists, specialized educational materials, and assistive technology.
- *Stigma and discrimination*: Learning and speech difficulties are often stigmatized and discriminated against, which may have a negative effect on young people's self-esteem, social integration, and ultimately, their educational and occupational prospects.
- *Complex needs*: A multidisciplinary strategy, including psychologists, speech therapists, educators, and others, is necessary to address the many needs of young people with speech and learning difficulties. This approach may be difficult to organize.
- *Transition to adulthood*: Limited access to ongoing support services and career prospects are only two of the many obstacles that young people with learning and speech difficulties face as they move from school to adulthood.
- *Communication barriers*: Young people with speech impairments may continue to have communication challenges even after receiving treatment, which limits their participation in extracurricular activities.

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