

Undiagnosed learning disability

Business



Juvenile delinquency refers to the antisocial behavior that is illegal which children engage themselves in.

The adolescents that engage in the practice are taken to the juvenile detention centers where they are subjected to the systems that are set to assist them adopt a better lifestyle other than crime. A juvenile delinquent is a child who repeatedly gets him or herself engaged in crime (Ferrara, 1991). Some of the adolescents who are juvenile delinquents are said to be suffering from the mental disorders such as the posttraumatic stress disorder or they may be suffering from conduct disorder, which could be partially due to their engagement in delinquent modes of conduct. Learning disabilities are the factors that affect the human brain ability to receive as well as process and analyze in addition to the storage of information. These situations make it very hard for a student to learn as fast as any normal person could, but to these students it is not possible to grasp a matter as fast as the others due to the limitation of the learning disabilities.

This sense of being unable to get things taught, as it is normal for a human being makes the juvenile victims delinquents, as they do not learn matters when they are taught at first and are not able to store them in their brain for the future utilization. They forget fast and do not have the ability to associate occurrences with the prior experiences. This lack of the sense of attaching the past with the present is argued to be one of the factors that contribute significantly to the creation of the juvenile delinquents. There are traits of undiagnosed learning disabilities that are linked to the formation of the juvenile delinquency. This is because a learning disability that is not known

by the counselors will not be addressed when the juvenile is taken to the reform centers specially designed for the youthful.

As the counselors and other correctional officers try all they could to reform the victim, he or she could be reluctant to reforms not because the juvenile does not want to reform but due to the fact that they have a learning disability that is secretive to them and not known by any other person which limits their learning ability. Children with undiscovered learning disabilities have greater chances of being juvenile delinquents and criminals as opposed to the adolescents who have learning disabilities that are known or rather normal children (Gilbert, 1988). Such an ideology of having undiscovered learning disabilities raise the chances of the child being a juvenile delinquent was initially developed from the anecdotal reports that were done by professionals. In their reports, they indicated that the majority of the youth delinquents have the learning limitations could enhance the adoption of repetitive crime to an extent of becoming a juvenile delinquent. In addition to this, many of the studies that were undertaken since the mid 1970s have come with conclusions that indicate a significant number of populace who suffered learning disabilities were associated with juvenile delinquency.

The prevalence rates that were reported in these reports however varied in large ways and they included ranges from as low as 12% to the shocking levels of 70% or more of the learning challenged juvenile delinquents. From the national council on Disability, an estimate of at least 30% of children suffering from learning disabilities has been linked to the juvenile delinquency claims. From this angle, it is realistic to conclude that the incidences of having adolescents as juvenile delinquents is linked to the <https://assignbuster.com/undiagnosed-learning-disability/>

learning disabilities and more so when these disabilities are not yet known. A juvenile delinquent is more linked to the unrealized learning disabilities as opposed to the normal adolescents who have the ability to associate behavior with the repercussions. In a research that was undertaken on the linkages between the undiscovered learning disabilities and higher numbers of the juvenile delinquents, it was shown that the prevalence of juvenile delinquents with unknown learning disabilities in correctional centers is more than the total population that was noted in the general populace. The results of this research were taken to mean that the undiscovered learning shortcomings are linked to the presence of juvenile delinquents.

The major disabilities that resulted to juvenile delinquent are learning linked as well as the existence of behavior disorders and instances of having a case of mental retardation. These cases are linked to the availability of juvenile delinquents but the question of why the aberrant is not reformed after the correctional duration is yet to be addressed. From this angle, it is realistic and logical to argue that, it is the unrealized learning disabilities that results to cases of the juvenile delinquents because the realizable learning disabilities are addressed efficiently in the reform centers. An undiscovered learning disability is not worked on when the juvenile is in the correctional centers a factor that makes it to bar the chances of reforming the victim. Out of the known disabilities as other researchers have pointed out, the undiscovered learning disabilities is what causes the increased numbers of the juvenile delinquents and delinquency.

Court ruling over the years have emphasized that the correctional centers should be able to avail to the juveniles the realistic and appropriate

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education services in a practical manner. This is because the juvenile's ability to learn from their actions is low and related to the capabilities of their brain to grasp and store an impulse. As the court ruled the learning disabilities limit, the efforts of reforming juveniles and the ones who are possessing traits that are yet to be realized are more prone to the repeat of the crimes hence making them to be regarded as juvenile delinquents. The court ruled that the educational aspects be relayed in a practical way to ensure the other likely learning disabilities are addressed which could not have been looked at in the preceding correctional approaches as a way of trying to cut down on juvenile delinquency by going an extra mile. This is because the courts believed that the undiscovered learning disabilities are the causes of majority of the juvenile delinquents and facilitate the instances of delinquency largely. According to the Office of Special Education Programs (OSEP) report, 10.

76% of the populace children have disabilities, which range from the emotional disturbances as well as learning disabilities and cases of mental retardation (Seiter, 2010). This is extremely disproportionate to the existence of the normal adolescent's. From this report, it is shown that the higher rates of disabilities amongst children play significant roles in their nurturing into crime and becoming juvenile delinquents. The report touches as well on instances where the keepers of the child do not realize that he or she has learning disabilities, which plays vital roles in the creation of the criminal aspects in him or her. Thus, the child is taken care of without addressing the undiscovered learning disabilities, which results to their engagement in crime.

The ignorance of the possibilities of looking at the unknown limitations leads to the repeat of the crime by the juvenile which qualifies them as delinquents as per the office of special education programs. From the school failure conjecture, the susceptibility theory, as well as the differential treatment theory: which are the theories that show the causal linkages between the juvenile delinquency and the learning disabilities, it is outlined that children with the erudition disabilities that are not known have greater chances of repeating crimes despite their longer duration of stay in the correctional centers. This is because such children have higher rates of being linked to general delinquent behavior, are more violent, and abuse substances than the others, and they experience school disruptions more than the children who do not have the learning disabilities. Such a child is thus subjected to various circumstances that make them to engage in crimes repetitively as opposed to adolescent that are faced by the learning limitation that are known. It is realistic to say that, learning disabilities that are custom to a particular child are hidden and hard to be noticed a factor that makes the victim to engage in repetitive crime and become a juvenile delinquent. The unrealized learning principles thus do influence juvenile delinquency in an adolescent significantly.

The chief of the psycho-educational services at Children's Evaluation and Rehabilitation Clinic, in the famous Albert Einstein medical college, argues that 75% of the juvenile delinquents have unrecognized learning disabilities. Some of the notable learning disabilities as he outlined include hyperactivity and impulsiveness, poor attention as well as reflection depletion (Bartollas & Miller, 2010). The other disabilities such as the inability to gain the relative

proficiency in fundamental erudition skills, are particular to a juvenile delinquent, failure to note the variations in the juvenile victim, makes the correctional services less efficient, and it facilitates the creation of juvenile delinquents while still being undertaken through the correctional process. In this perspective, it is reasonable therefore to sum this up by affirming that the juvenile delinquents and learning disabilities that are undiscovered are related in a large way. This is because the addressing of the other learning disabilities at the expense of the hidden and undiscovered ones creates little reform impacts and significant contributions to the aspect of the adolescents becoming juvenile delinquents hence Undiagnosed Learning Disability is a Possible Gateway to Juvenile Delinquency.