

ÖZGÜL ÖĞRENME BOZUKLUĞU

30.

BÖLÜM

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GİRİŞ

Öğrenme, davranışlarda nispeten kalıcı değişiklikler olarak tanımlanabilmektedir. Bu değişiklikler sıklıkla deneyimler sonucunda oluşmaktadır (1). Bireysel farklılıklar ve plastisite ise öğrenmeyi tüm bireyler için tek bir süreç olmaktan çıkarmaktadır. Bu süreç yaşamımız boyunca devam etmekte, çevremizi algılamayı ve anlamayı, kişinin kendini denetlemesini ve düzenlemesini, gelen uyarılara uygun tepkiler vermesini sağlamaktadır (2).

Öğrenme ve öğrenme sorunları ile ilgili ilk bilimsel veriler 1800'lü yıllardaki nöroloji çalışmalarına dayanmaktadır (3). 1960'lı yılların başında öğrenme güçlüğü terimini ilk kez Kirk, kitabında kullanmıştır (4). Günümüzde ise özgül öğrenme bozukluğu (ÖÖB) tanımlanırken, çoğunlukla bir bozukluk mu yoksa bir güçlük mü diye hâlen terim karmaşası yaşanmaktadır (5). Genellikle de bu terimler birbirlerinin yerine kullanılmaktadır.

TERMİNOLOJİ VE TANIM

Özgül öğrenme bozukluğu (*Specific Learning Disorder*) okul çağı çocuklarında okuma, yazma ve matematik alanlarındaki öğrenme yeteneğindeki problemleri ifade etmektedir. Çoğunlukla yaşitlarından beklenen performansın altında bir başarı göstermektedirler.

ÖÖB Amerika Psikiyatri Birliğinin yayımladığı DSM-5 (*Diagnostic and Statistical Manual for Mental Disorders fifth edition*) tanı ölçütleri kitabında ve Dünya Sağlık Örgütü'nün (WHO) çıkacak

olan Hastalıkların Uluslararası Sınıflandırması 11. gözden geçirmesinde de (ICD-11) nörogelişimsel bozukluklar başlığı altında tanılanmaktadır (Tablo 1). Hâlen tanısız kodlamada kullanılmakta olan ICD-10'da ise skolastik becerilerde özel gelişimsel bozukluklar başlığı altında yer almaktadır.

DSM-5'e göre okuma bozukluğu, yazılı anlatım bozukluğu ve sayısal (matematik) bozukluğu ÖÖB'nin alt tipleri olarak tanımlanmıştır. Disleksi (okuma bozukluğu), diskalkuli (matematik bozukluğu) ve disgrafi (yazılı anlatım bozukluğu) gibi terimler günümüzde dahi öğrenme bozuklukları yerine kullanılmaktadır.

Öğrenmeyi ve davranışı etkileyen diğer zorluklar ise dikkat eksikliği ve hiperaktivite bozukluğu (DEHB), yürütücü işlev bozuklukları, dispraksi (gelişimsel koordinasyon bozukluğu) ve sözel olmayan öğrenme güçlükleridir (5).

EPİDEMİYOLOJİ

Epidemiyolojik çalışmalarda okuma bozukluğunun prevalansı %4-9 iken, matematik bozukluğunun prevalansı %3-7 arasında bildirilmiştir (6-8). Amerika Birleşik Devletleri'nde yapılan başka bir çalışmada ise 6-17 yaş arası çocukların %5,5'inin öğrenme güçlüğü olduğu ve erkeklerin kızlardan iki kat daha fazla bu sorunu yaşadıkları tespit edilmiştir (9). Yine Quinn'in yürüttüğü meta-analiz çalışmasında erkeklerde kızlara kıyasla iki kat daha fazla okuma bozukluğu olma riskinin olduğu saptanmıştır (10). Birçok çalışmada, öğrenme bozukluğunun yaygınlığı %5-15 arasında değişik-

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terapi yöntemleri de ÖÖB müdahalelerinde son yıllarda kullanılmaya başlamıştır (72).

Ebeveyn bazlı müdahale yöntemleri de çocukların okuma yazma alanlarında becerilerini artırmasına yardımcı olabilir (73,74).

Ve belki de gelecekte ilerleyen gen çalışmalarıyla kalıtsallığı fazla olan ÖÖB'nin gen tedavileri ile tedavi edilebileceği zamanlar yaklaşabilir.

SONUÇ

Öğrenme bozuklukları nörogelişimsel bir bozukluktur. Gelişimsel perspektiften baktığımızda farklılıklar her toplumun renk yelpazesi gibidir. ÖÖB'li bireylerin de birçok alanda yetenekleri vardır. Bu nedenle bu bireylerin güçlü yönleri desteklenmelidir. Toplumda her birey eşit eğitim alma hakkına sahiptir. Ancak bu erken tanı ve müdahaleler yapılırsa sağlanabilir. Bu durum sadece bir alanın değil, diğer tüm disiplinlerin görev almasıyla düzeltilebilir.

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