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## Assessing the Virtual Early Intervention for Children with Learning Disabilities

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### Abstract

Learning strategies are undergoing a revolution in producing successful learners. However, some children academically demonstrate inability from an early stage. The current solution to increase the academic performance of those groups of students while learning the national language at vernacular schools in Malaysia remains ineffective. Most vernacular school learners with learning disabilities have difficulty mastering the national language, containing various vocabulary and language styles. The study discusses the effectiveness of using computer-assisted early intervention in sharpening the language skill of those students. The study was conducted in three phases; identifying the current teaching method applied to learning disabilities students, experimental assessment for the technology-mediated early intervention, and analysis of those results. The experiment reveals a significant relationship between intervention implementation and national language mastering skills. Indeed, it also indicated that the computer-assisted learning styles could give positive exam results among learners with learning disabilities. The evidence from the study suggests that learning disabilities need early exposure to specific computer-based intervention as alternative learning material. Moreover, the study supports that virtual intervention would positively enhance the adaptive function for learning disabilities.

### Keywords

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