Management of cognitive deficits in children is quite challenging since the plasticity of a growing brain is different from that of an adult brain in several aspects. The conditions leading to cognitive deficits in children are heterogeneous with respect to the etiology, pathology and pathogenesis. Environmental factors have a significant impact on normal (Neuro-typical) or deviant (Neuro-atypical) development of the brain. Clinicians and paramedical professionals involved in the management and cognitive rehabilitation of children with specific cognitive disorders and intellectual deficits can thus effectively adopt strategies for optimal intervention of individual conditions.

Definitions. Characteristics of a Child with Learning Disabilities: Actual learning level of such a child would be much below the level of his learning potential. Hyperactivity He appears not to be serious regarding anything. Losing papers, a book or anything may not be uncommon with him. A student with learning disabilities may be helped for better learning if the teacher besides knowing what the student is to learn also knows how he learns; the teacher should adopt the student’s strategies of learning, for enabling him for better learning, for more learning. Many techniques have been suggested for cognitive training. Without going into all of them I would like to sum up this article after mentioning the six steps suggested by Wong and Jones as under: 1. Ask. Children with disabilities have commonly been depicted as having types of play similar to their peers without disabilities, but with play repertoires and proficiencies that are often described as less well developed, less organized, and less varied (Bundy, 1989; Desha, Ziviani, & Rodger, 2003; Fewell & Kaminski, 1988; Harrison & Kielhofner, 1986; Howard, 1996; Linder, 1993; Restall & Magill-Evans, 1994). Their play skills may be limited by features or barriers related to their disabilities. This act also funded research institutes to study behavioral, cognitive, and emotional functioning of children. In 1982 funding was also provided for the evaluation of children with autism.