

## About Learning Disabilities (LD)

Learning Disabilities (LD) are neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing, or math and can also interfere with higher level skills such as organization, time planning, and abstract reasoning.

The types of learning disabilities are identified by the specific processing problem. They might relate to getting information into the brain (input), making sense of this information (organization), storing and later retrieving this information (memory), or getting this information back out (output). The specific types of processing problems that result in LD might be in one or more of these four areas.

1. **Input:** Information is primarily brought into the brain through the eyes (visual perception) and ears (auditory perception). An individual might have difficulty in one or both areas.
2. **Auditory Perception (also called Receptive Language):** The individual might have difficulty distinguishing subtle differences in sound (called phonemes) or might have difficulty distinguishing individual phonemes as quickly as normal. Either problem can result in difficulty processing and understanding what is said. Individuals might have difficulty with what is called auditory figure-ground. They have difficulty identifying what sound(s) to listen to when there is more than one sound.
3. **Visual Perception:** One might have difficulty distinguishing subtle differences in shapes (called graphemes). They might rotate or reverse letters or numbers (d, b, p, q, 6, 9); thus misreading the symbol. Some might have a figure-ground problem, confusing what figure(s) to focus on from the page covered with many words and lines. They might skip words, skip lines, or read the same line twice. Others might have difficulty blending information from both eyes to have depth perception. They might misjudge depth or distance, bumping into things or having difficulty with tasks where this information is needed to tell the hands or body what to do. If there is difficulty with visual perception, there could be problems with tasks that require eye-hand coordination (visual motor skills) such as catching a ball, doing a puzzle, or picking up a glass.
4. **Integration:** Once information is recorded in the brain (input), three tasks must be carried out in order to make sense or integrate this information. First, the information must be placed in the right order or sequenced. Then, the information must be understood beyond the literal meaning, abstraction. Finally, each unit of information must be integrated into complete thoughts or concepts, organization.

5. **Sequencing:** The individual might have difficulty learning information in the proper sequence. Thus, he might get math sequences wrong, have difficulty remembering sequences such as the months of the year, the alphabet, or the times table. Or, she might write a report with all of the important facts but not in the proper order.
6. **Abstraction:** A person might have difficulty inferring the meaning of individual words or concepts. Jokes, idioms, or puns are often not understood. He might have problems with words that might have different meanings depending on how they are used. For example, “the dog” refers to a pet. “You dog” is an insult.
7. **Organization:** An individual might have difficulty organizing materials, losing, forgetting, or misplacing papers, notebooks, or homework assignments. She might have difficulty organizing her environment, such as her bedroom. Some might have problems organizing time. They have difficulty with projects due at a certain time or with being on time. (Organization over time is referred to as Executive Function.)
8. **Memory:** Three types of memory are important to learning. “Working memory” refers to the ability to hold on to pieces of information until the pieces blend into a full thought or concept. For example, reading each word until the end of a sentence or paragraph and then understanding the full content. “Short-term memory” is the active process of storing and retaining information for a limited period of time. The information is temporarily available but not yet stored for long-term retention. “Long-term memory” refers to information that has been stored and that is available over a long period of time. Individuals might have difficulty with auditory memory or visual memory.

One reads a sentence and hold on to it. Then the next and the next. By the end of the paragraph, he pulls together the meaning of the full paragraph. This is working memory. He continues to read the full chapter and study it. Information is retained long enough to take a test and do well. This is short-term memory. But, unless the information is reviewed and studied over a longer period of time, it is not retained. With more effort over time, the information might become part of a general body of knowledge. It is long-term memory.

9. **Output:** Information is communicated by means of words (language output) or through muscle activity such as writing, drawing, gesturing (motor output). An individual might have a language disability (also called expressive language disability) or a motor disability.
10. **Language Disability:** It is possible to think of language output as being spontaneous or on demand. Spontaneous means that the person initiates the conversation. Thoughts have been organized and words found before speaking. Demand language means that one is asked a question or asked to explain something. Now, she must organize his thoughts, find the right words, and speak at the same time. Most people with a learning disability have

little difficulty with spontaneous language. However, in a demand situation, the same person might struggle to organize her thoughts or to find the right words.

11. **Motor Disability:** One might have difficulty coordinating teams of small muscles, called a fine motor disability. He might have problems with coloring, cutting, writing, buttoning, or tying shoes. Others might have difficulty coordinating teams of large muscles, called a gross motor disability. She is awkward when running or jumping.

*Each individual will have his or her unique pattern of learning disability.* This pattern might cluster around specific common difficulties. For example, the pattern might primarily reflect a problem with language processing: auditory perception, auditory sequencing/abstraction/organization, auditory memory, and a language disability. Or the problem might be more in the visual input to motor output areas. Some people with language disability will have a mixture of both.

*Every individual with a learning disability is unique and shows a different combination and degree of difficulties.* A common characteristic among people with learning disabilities is uneven areas of ability, “a weakness within a sea of strengths.” For instance, a child with dyslexia who struggles with reading, writing and spelling may be very capable in math and science.

*Learning disabilities should not be confused with learning problems* which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages.

*Generally speaking, people with learning disabilities are of average or above average intelligence.* There often appears to be a gap between the individual’s potential and actual achievement. This is why learning disabilities are referred to as “hidden disabilities:” the person looks perfectly “normal” and seems to be a very bright and intelligent person, yet may be unable to demonstrate the skill level expected from someone of a similar age.

A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships and in the community.

In Federal law, under the Individuals with Disabilities Education Act (IDEA), the term is “specific learning disability,” one of 13 categories of disability under that law.

Find the signs and symptoms of each, plus strategies to help:

- **Dyslexia**-a language and reading disability
- **Dyscalculia**-problems with arithmetic and math concepts
- **Dysgraphia**-a writing disorder resulting in illegibility



- **Dyspraxia**-problems with motor coordination, central auditory processing disorder-difficulty processing and remembering language-related tasks
- **Non-verbal learning disorders**-trouble with nonverbal cues, e.g., body language; poor coordination, clumsy, visual perceptual/visual motor deficit-reverses letters; cannot copy accurately; eyes hurt and itch; loses place; struggles with cutting,
- **Language disorders** (aphasia/dysphasia)-trouble understanding spoken language; poor reading comprehension.

College students with learning disabilities may exhibit the following characteristics:

- long term difficulty in reading, writing, spelling, foreign languages, grammatical usage or numerical concepts
- distractibility
- difficulty recalling common words
- taking twice to three times longer to read than others
- severe inability to spell or recall regular words
- difficulty with quantitative concepts; difficulty taking notes
- slowed processing of information (needs 'think time' to respond to questions)
- poor organizational skills.

### How an instructor might help:

- understand compensatory strategies: working around the areas of deficit to acquire knowledge
- understand learning strategies (teaching how to learn, developing strategies for time management skills)
- understand the special needs of the college student with learning disabilities
- provide success experiences to avoid a discouraged student
- help student s better understand the requirements and objectives of the course in which they are enrolled
- relate teaching to real-life experiences
- provide structured consistent lessons
- provide feedback and monitoring
- present material auditorily as well as visually
- be open to requests for exchanges of information regarding progress and needs
- present course content in small sequential steps
- present materials from concept to details/from the whole to the parts: students with learning disabilities often have very strong conceptual skills
- get to know the student as a person and ask them what has been helpful in the past/what their learning style is
- be mindful of campus resources in the event a referral becomes helpful or necessary
- feel free to contact the Learning Specialist located at the Office of Accessibility