

The symptoms of learning disabilities are a diverse set of characteristics which affect development and achievement. All children can exhibit some of these symptoms at some point in their development. However, a person with a learning disability has a cluster of these symptoms which do not disappear as s/he grows older.

## SPECIFIC LEARNING DISABILITIES (SLD)

Specific Learning Disabilities affect the understanding or use of language, written or spoken.

**50%**

of all disabled children have a SLD.

Children with specific learning disabilities may have difficulty:



listening



thinking



speaking



reading



writing



calculating

## 5 MOST COMMON LEARNING DISABILITIES

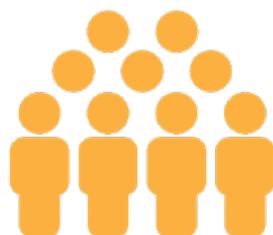
**Dyslexia:** disorder that impedes the student's ability to read and comprehend a text

**Attention Deficit/Hyperactivity Disorder (ADHD):** chronic condition marked by persistent inattention, hyperactivity, and sometimes impulsivity

**Dyscalculia:** severe difficulty in making arithmetical calculations, as a result of brain disorder

**Dysgraphia:** deficiency in the ability to write, primarily handwriting, but also coherence

**Processing Deficit:** problems with the processes of recognizing and interpreting information taken in through the senses.



**15-20%**

of the national population has some symptoms of dyslexia.

# Dyslexia

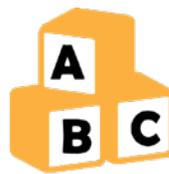
Dyslexia is a language-based learning disability which results in difficulties with specific language skills including reading, writing, and pronouncing words. It is classified as a specific learning disorder (SLD) under the Individuals with Disabilities Act. It can affect:



speech and language delays



reading comprehension and word recognition



spelling and vocabulary development



social and emotional development

## **Dyslexia and intelligence are NOT related.**

Research shows when teachers are trained in early dyslexia identification and intervention **90%** of children with dyslexia can be educated in a regular classroom.

### **POLICY RECOMMENDATIONS**

- Screen for potential language deficiencies prior to age six (e.g. remembering letters of the alphabet or rhyming).
- Provide training for ALL new teachers through the schools of education, relating to identifying dyslexia/reading problems and knowing how to teach students reading skills.
- Embrace the Cox Campus' "Read Right from the Start" program that provides instruction to existing teachers on how to teach reading.
- Work with the new Sandra Dunagan Deal Center for Early Language and Literacy to ensure training for teachers on identification of dyslexia and how to teach dyslexic students.