IDENTIFYING STUDENTS WITH LEARNING DISABILITIES

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The initial step in overcoming a disability is identifying it.

A child who displays difficulty with reading, writing, or other learning-related tasks at some point, but it does not mean he has learning disabilities. Most often, a child with learning disability has several related signs that persist over time. These signs differ from one person to another.

A learning disability is noticed when a severe difference exists between cognitive ability and achievement in one or more of the following areas:

- Difficulty with reading and/or writing
- Problems with math skills
- Difficulty remembering
- Problems paying attention
- Trouble following directions
- Poor coordination
- Difficulty with concepts related to time
- Problems staying organized

One or more of the following behaviors may also be observed if a child has learning disability:

- Impetuous behavior
- Inappropriate responses in school or social situations
- Difficulty staying on task (easily distracted)
- Difficulty finding the right way to say something
- Inconsistent school performance
- Immature way of speaking
- Difficulty listening well
- Problems dealing with new things in life
• Problems understanding words or concepts

Every individual has a unique way of learning, some children learn best visually, others by auditory, while there are children that used their body (kinesthetic), or a combination of the three. When a child is diagnosed as having a learning disability, teachers and parents can apply strategies that take advantage of stronger areas while accommodating weaker areas. Learning disabilities cannot be cured, nor are they terminal. They are problems in our lives that we can learn to overcome.

References: