



## **RICHLAND COMMUNITY COLLEGE**

Teaching and Learning Support Services

Learning Accommodation Services

### **LEARNING DISABILITIES**

#### **WHAT IS A LEARNING DISABILITY?**

All learning is done through specific areas of the brain. A **learning disability** occurs when a particular area of the brain does not work properly. Having a learning disability does not mean a person can't learn; it simply means he/she will learn differently. 5% of the population has a learning disability.

#### **HOW DOES A LEARNING DISABILITY AFFECT MY LEARNING?**

Possible problem areas include the following:

Responsibility	Listening
Comprehension	Remembering
Processing	Reading
Reasoning	Writing
Concentration	Thinking
Organization	

#### **HOW DO THESE PROBLEMS SHOW UP IN THE CLASSROOM?**

The student may appear to be lazy.

If the student is disorganized, it may appear that he/she does not do the work when in reality it is *lost*.

The student may be discouraged and depressed.

The student often feels "dumb."

Behavior problems may result.

The student is often labeled unmotivated; teachers say he/she just doesn't care.

It may be impossible to listen to a lecture and take notes at the same time.

Work/effort is inconsistent.

The student is probably extremely good in one academic area and low in another.

Memory may be very low; the student can understand something *now* and forget it by the next time.

#### **WHAT CAN I DO TO HELP MYSELF?**

Realize everyone has strengths and weaknesses.

Learn your strengths and weaknesses by taking assessments.

Use your strengths to cope with your weaknesses.

Discover how you learn best.

Do things for yourself as much as possible.

Determine to go to every class on time.

Be prepared.

Make up your mind to put in the extra time that you will need to get your work done.

Learn how to advocate for yourself.

Learn to use the word processor when writing. Use a calculator for math.

Be positive!

Help determine accommodations that you need and use them.

Keep a calendar.

Use the resource room and software; there is software available to help with any learning disability. Make sure you understand your particular disability and how to compensate.

Use your syllabus.

Work with your instructor.

### **HELPFUL RESOURCES:**

from *How the Special Needs Brain Learns* by David A. Sousa: "Learning is likely to be remembered if it makes sense and has meaning to the learner."

"Students with learning disabilities need more time and guidance than others to rehearse the new learning in order to determine sense and recognize meaning."

"Students with learning disabilities need to know what strategies are useful in a learning situation and be able to use them effectively."

"It is only in recent years that educators have accepted that high ability and learning problems can exist in the same person."

"Students must feel physically safe and emotionally secure before they can focus on the curriculum."

[www.studyhall.com](http://www.studyhall.com)

[www.edhelper.com](http://www.edhelper.com)

[www.ucc.vt.edu/stdysk/checklis.html](http://www.ucc.vt.edu/stdysk/checklis.html)

[www.ldanatl.org](http://www.ldanatl.org)

### **AVAILABLE IN RESOURCE ROOM:**

Writing Skills (video)

*Tips for Teaching Students with Learning Disabilities* (video)

*Identifying Learning Problems* (video)

*Math: A Four Letter Word* (video)

*Brain Based Learning* (video)

Where There's a Will There's an A (video)

Why Are You Calling Me LD?

*Special Needs Brain*

*Teacher's Resource Guide*

*Woodcock Johnson Handbook (handouts)*

Handouts and units