

A decorative graphic consisting of nine overlapping circles in various colors: pink, orange, brown, purple, blue, green, and grey. The word "Introduction" is written in a bold, green, sans-serif font to the right of the circles.

Introduction

Students with learning disabilities have diverse, complex, and interrelated difficulties, often hidden or subtle, that affect their learning. While there is great variability among students with learning disabilities, they are generally described as individuals of at least average intelligence who have difficulty processing information and who experience unexpected academic difficulties that cannot be explained on the basis of other diagnosed disabilities or environmental influences. These students exhibit strength and success in other learning and processing areas. Although learning disabilities are lifelong, their impact on quality of life can vary depending on demands in the environment.

Programming for students with learning disabilities is a dynamic, interactive process that requires problem-solving and teamwork among educators, students, and parents.

Adapted from: Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities*. Edmonton, Alberta: Alberta Learning, 2002. <https://archive.education.alberta.ca/>.

The eight modules in this resource are intended to support educators as they work with students with learning disabilities within inclusive classrooms and schools.



Module 1: Understanding Learning Disabilities contains information about the definition and diagnosis of learning disabilities.



Module 2: Addressing the Needs of Students with Learning Disabilities contains information about the ways in which learning disabilities are expressed in the classroom and the role of the classroom teacher in the identification and assessment of students who experience learning difficulties. This module further contains information about evidence-based teaching practises that support learning for all students, including those with learning disabilities. Also included is information about adaptations, assistive technologies, and instructional strategies (more specifically direct instruction, strategy instruction, and rehearsal and practice), which are essential to support students with learning disabilities.



Module 3: Supporting Students with Reading Disabilities contains information about reading disabilities and the ways in which educators can support students with reading disabilities.



Module 4: Supporting Students with Learning Disabilities in Written Expression contains information about writing disabilities and the ways in which educators can support students with writing disabilities.



Module 5: Supporting Students with Mathematics Disabilities contains information about mathematics disabilities and the ways in which educators can support students with mathematics disabilities.



Module 6: Supporting Students with Nonverbal Learning Disabilities contains information about nonverbal learning disabilities and the ways in which educators can support students with nonverbal learning disabilities.



Module 7: Supporting Self-Advocacy and Success in Student Learning contains information about strategies that can be used to support students with learning disabilities in advocating for themselves. A list of resources and associations related to advocacy is also included.



Module 8: Supporting Student Transition from School to Post-Secondary Education and Employment contains information about the transition planning process for students with learning disabilities.