- assistive technology
- multimedia and films

Student Learning Strategies

A learning strategy is a plan or steps to take when learning something. Learning strategies can be simple or complex. They include:

- strategies for specific academic domains, such as reading comprehension strategies or math problem-solving strategies
- general cognitive strategies that help students process, retrieve, or manipulate information, such as note-taking or making a chart
- metacognitive strategies that help students set goals, plan, or monitor and evaluate progress

Children with ADHD often have trouble developing and using learning strategies. However, they can learn strategies that will make them more effective students.

Conclusion

Supporting the child with ADHD can be extremely challenging, it will take endless patience and the desire and commitment to maximize your support all year. It is important to understand that the child cannot help himself, ADHD is neurobiological and the child isn't ADHD because he wants to be! These children often have difficulties forming lasting friendships and any support you can provide with peers will also be very helpful. There is no one size fits all with these students, and each will require a different approach. Find out what works and stick with it. Always be on the alert to ease frustration and to let the child walk it off. Let the child know you care and be sincere. Do not yell, be kind, firm and patient. Thank the child for acceptable behaviour as often as you can. Remember that a consistent behaviour plan brings the most success, work with parents to ensure that home and school have similar routines and expectations. Remember why you got into this profession: to make a difference, even when the going gets rough.

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Misconceptions Related to Learning Disability

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Truly, there is no quick or easy way to diagnose someone with a learning disability. There are no tests or scans that can be done to swiftly spot a learning disability in a child. At this time, even the most sophisticated technologies and genetic studies cannot predict or identify the presences of a learning disability. Oftentimes, learning disabilities will go unrecognized for many years. On average, children with learning disabilities are not identified until the third grade. As explained by the National Center for Learning Disabilities, because most children have difficulties with learning and behavior at some point in their development, a learning disability can be hard to pinpoint until parents or teachers are able to notice a "consistent unevenness in the master of skills and behaviors". Very little being explored about LD, most of the time misconceptions and incomplete conclusions rein this area. In this paper the researcher wants bring a few common misconceptions about LD into notice.

The Term 'learning disabilities' is interchangeable with other disorders.

Learning disabilities (LD) are not one thing, but rather the name for a category that encompasses a variety of specific disorders that

create real obstacles for success in school, on the job, and in life. It's an umbrella term that points to weaknesses in such areas as reading, writing, spelling, math, and other kinds of skills, and is presumed to result from faulty or inefficient ways that information is processed in the brain. By definition, individuals with a learning disability do not struggle because of low intelligence, poor teaching and lack of motivation or other such factors. Their underachievement is unexpected and unexplained, which is why the term is often misunderstood.

It's important to note that the term is also often confused with a number of other disorders, so let's set the record straight. Learning disabilities do not include problems that are primarily due to visual, hearing or motor disabilities–even though students with those types of disorders can also have LD. It doesn't include intellectual disabilities (formerly called "mental retardation"), emotional disturbance, or autism spectrum disorders, although children who fall within these diagnostic categories can also have learning disabilities. LD is not caused by cultural, environmental, or economic factors. And LD is not synonymous with ADHD, even though they often co-occur and share lots of the same features. They both require specialized, structured and carefully targeted instruction and support. But here's the big difference: ADHD can be treated with medicine; LD cannot.

Learning Disabilities are Easily Diagnosed

There is no quick and easy way to know whether a child has LD. There's no blood test or X-ray that can be done as part of a child's annual physical. And even our most sophisticated brain scanning technologies and genetic studies can't (yet) predict LD. What we do know is that learning disabilities run in families, and that a family history of academic difficulties could be an indication of risk. Determining whether a child has LD is a process that unfolds over time and must include information from multiple sources. Parents need to provide their impressions and family history information. Educators need to offer detailed information about the child's progress and how well they respond to instruction. Specialists need to document

performance on assessments designed to tap academic skill and the ways that the child processes information. And other factors such as attention, behavior, and medical history need to be considered.

Learning Disabilities Usually Correspond with a Low IQ

If a person's intellectual capacity is below normal, their problems learning are not said to stem from a learning disability. Again, these are processing disorders that occur for reasons other than diminished cognitive ability. They're not due to poor vision, poor hearing, they're not caused by environmental or cultural factors. They aren't caused by a lack of opportunity to learn, and are not a result of a less than optimal home environment. Children with LD have the mental machinery to do well, but because of the unique ways that their brains are organized to receive process, store, retrieve and communicate information, they struggle to accomplish tasks that are necessary to success in school and in life.

The other thing is LD is absolutely not about laziness or a lack of motivation. These are real disorders–with impacts that are felt every day and in so many ways. Imagine how one would feel if every time one reads something new one needed extra time to sound out each word, re-read each sentence more than once to retain its meaning, and struggle to remember details and take notes. Now imagine the stress of the school day, worrying about whether one will be called upon to read aloud or write on the board, in effect being asked to put one's LD on display. And the same goes for the workplace. The key is to help those with LD to circumvent the challenges of their learning disabilities so they can share what they know in ways that demonstrate strength, leveling the playing field so their difficulties don't define who they are and what they can accomplish.

More Students Seem to be Diagnosed with Learning Disabilities in Today's Society

If we look at LD category, the vast majority of children will have significant difficulties in the area of reading. But not everyone in

society who struggles in areas of reading, writing, spelling and math will have LD. Most people are confident and successful enough to plan and organize their lives. While these styles or preferences can help us orchestrate activities of daily living, they don't get in the way of our doing things in other ways. That's where LD is different. People with LD are 'wired' to do things differently, and their struggles are not due to preferences or differences but rather real brain-based disorders. This does not mean that LD is a prescription for frustration or failure. But it would be unfair and inaccurate to presume that they can push past their differences if they just tried harder or tried to be more flexible in their approach to learning.

Learning Disabilities Fade with Time

Learning disabilities do not go away–they're with you for life. That doesn't mean someone with a learning disability can't achieve or even be wildly successful. They just need to find ways to circumvent or accommodate for the areas in which they don't do well. The more individuals know about themselves and how to get the help they need, the more they'll be able to succeed. A person who is diabetic can still be a world-class athlete, but they need to figure out how to balance the management of their medical condition with their training and completion needs. People who have learning disabilities can be (and are) Award-winning poets, state representatives and members of political parties, actors, economists, engineers, physicians, ... anything at all. They just need to understand their specific LD-related challenges, find ways to work around these pockets of weakness, and follow their dreams.

Studies tell us that even more important than early recognition of LD, overall intelligence or how many years of special education help they received, the thing that had the biggest impact over time was how well they could articulate their learning disability to others. Starting in elementary and primary school, students should become really good at explaining their learning disability to teachers. By the time they're in high school, they should know the rights and protections they have and be able to share the details of their circumstances.

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