

Developmental Learning Disorder

BMHP6029 – Psychological Classifications and Provisions

Component-1

Individual Presentation (Academic Poster)

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6A03: Developmental Learning Disorders

Introduction

Developmental Learning Disorder (DLD) is a neurodevelopmental disorder, which involves academic skills in academic acquisition, especially in the fields of reading, writing or math skills, despite proper education and reasonable intellectual level. The World Health Organisation International Classification of Diseases (ICD-11) indicates that these hardships have a severe detrimental effect on educational performance and daily performance (WHO, 2024). Developmental learning disorders are widespread, as it has an incidence of about 5-15 percent of school-going children worldwide. Unattended these challenges can continue into adulthood and lead to low-learning, joblessness, and decreased psychological well-being (Roy and Kogan, 2024). The poster is a critical analysis of the way developmental learning disorder has been historically developed, how it is treated nowadays, and socio-cultural factors that shape how developmental learning disorder is viewed and treated.

Diagnostic Framework (ICD-11)

Core Diagnostic Features

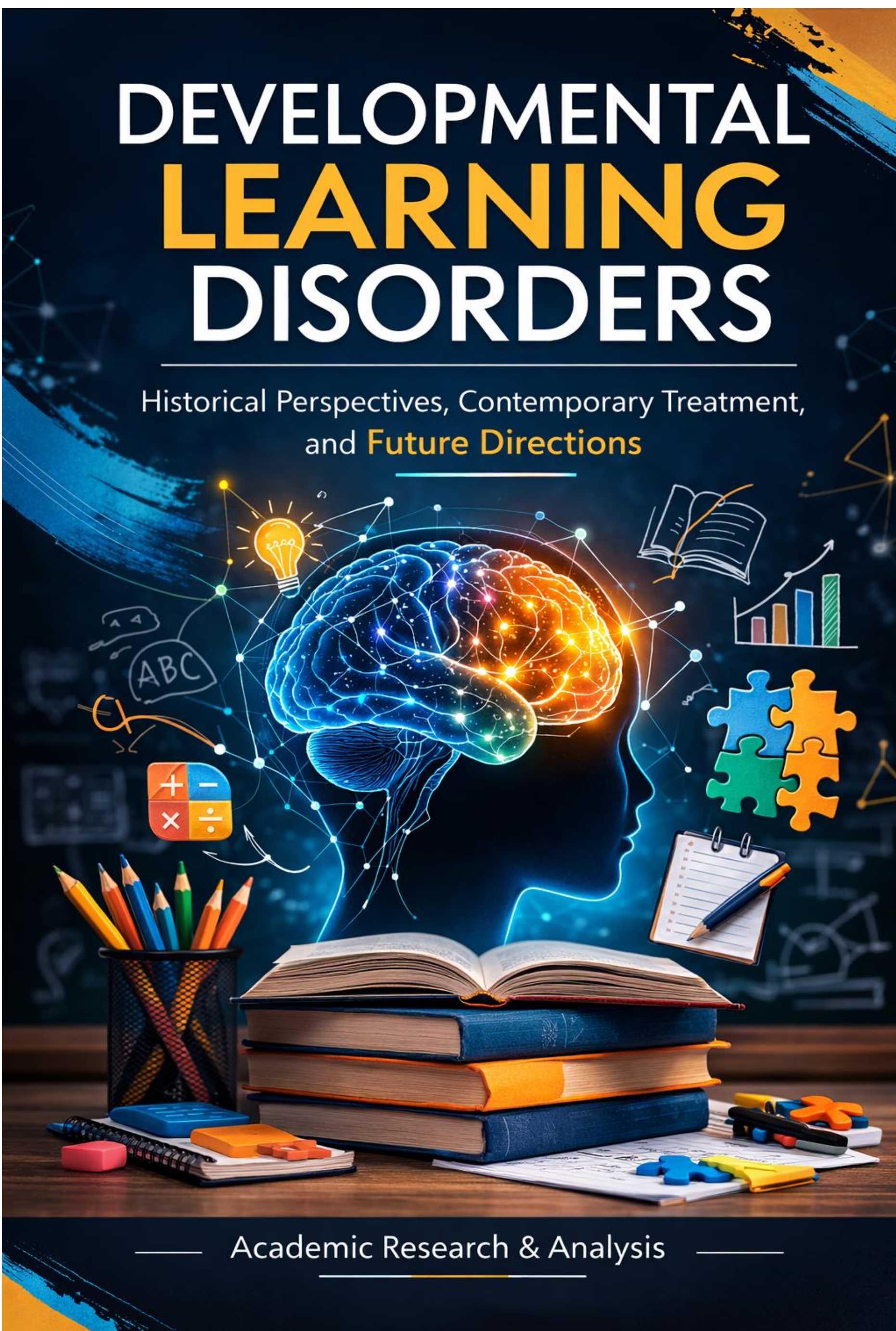
- Chronic inability to acquire academic skills.
- Performance way below age expectations.
- Difficulties are also a factor even with proper educational instructions (Reed et al., 2024).
- Some remain undetermined by intellectual disability, sensory or absence of access to education (Archibald, 2024).
- Imposes a great deal of occupational or academic dysfunction.

Specifiers (WHO, 2024)

- 6A03.0 - Impairment in reading
- 6A03.1 - Written expression impairment.
- 6A03.2 - Impairment in mathematics

Common Co-occurring Conditions

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Depressive Disorder
- Anxiety Disorders



Lifespan Impact

Educational Outcomes

- Lower academic attainment
- Predisposition to school dropout
- Factors such as the challenge in accessing higher education.

Employment Outcomes

- Underemployment
- Reduced career progression
- Workplace discrimination

Mental Health Outcomes

- Anxiety
- Depression
- Reduced self-confidence

Critical Analysis

Despite the increased awareness of developmental learning disorder, there are a number of challenges.

Diagnostic Challenges

Diagnosis is not timely as it should be.

Resource Inequality

The availability of specialised assessments and support is also highly diverse based on the economic and educational resources (Jarrett and Tilley, 2022).

Continuing Stigma

The attitudes towards the students with learning disabilities are still shaped by the misconceptions related to the idea of intelligence and academic ability (Glasby et al., 2022).

Policy Limitations

Although inclusive policies of education are available, their application is often restricted due to funding, training, and capacity of institutions (Powell et al., 2020).

Recommendations for Future Practice

The development of policies, education, and healthcare systems must combine their efforts to improve the outcomes of people with developmental learning disorder.

Early Identification

- Implement universal screening programmes during early primary education in order to identify learning problems at an earlier age.

Teacher Training

- Teachers' ought to be trained on how to identify and manage learning disabilities (Prior, 2022).

Inclusive Learning Classrooms

- Educational institutions are supposed to adopt accommodative approaches in teaching and offer justifiable academic accommodation.

Public Awareness

- Stigma can be minimised through educational campaigns to raise awareness on learning disorders in the society (Conant and Miller, 2024).

Continued Research

- More studies should be conducted to enhance the knowledge about the neurocognitive processes of learning difficulties and create more efficient interventions.

Conclusion

- ✓ Developmental learning disorder is an emerging and prevalent neurodevelopmental disorder affecting millions of people in the world.
- ✓ In the course of time, the perception has developed through the wrong interpretation and marginalisation in respect to evidence-based educational intervention and inclusive policies. With such progress, a number of issues still face the masses such as delayed diagnosis, disproportional access to assistance, and ongoing stigma.
- ✓ To make sure that people with developmental learning disorder will have the chance to reach their full academic and social potential, the strategies to tackle these problems will be necessary to use the means of better policy, education, and research.

Historical Development of Understanding

Early 20th Century

In the early systems of education, learning disabilities were perceived to be a result of lack of intelligence or bad behaviour (Prior, 2022). Children with learning difficulties were often denied the mainstream education or segregated education.

Mid-20th Century

Learning problems started to be associated with neurological and cognitive mechanisms through the scientific research. Research into reading disorders including dyslexia placed an emphasis on the fact that academic problems might arise regardless of intelligence (Jarrett and Tilley, 2022).

Late 20th Century

The increased awareness of neurodevelopmental disorders resulted in special education provision and diagnostic models (Glasby et al., 2022). There was increased impact of educational psychology on policy and intervention strategies.

Critical Perspective

Past reactions to learning disorders were conditioned by (Muktamath et al., 2022):

Low Scientific Knowledge.

Rigid Educational Systems

Social Stigma on Cognitive Differences

These were the causes of the systematic discrimination and educational exclusion.

Contemporary Treatment and Support

New treatment strategies focus on early detection, special therapy, and mainstream education (Boonma, 2025).

Educational Interventions

systematic literacy teaching. training phonological awareness. direct teaching in mathematics. individualised education plans (IEPs).

Assistive Technology

text-to-speech software speech-to-text programs digital learning platforms

Multidisciplinary Support

teachers educational psychologists speech and language therapists. parents and caregivers

Early intervention would make a great difference in terms of educational outcomes in the long run (Conant and Miller, 2024).

Social and Cultural Context

Learning disorders that are developmental do not occur in vacuum; they are highly influenced by the societal, cultural and political environment (Bailey and Im-Bolter, 2025).

Stigma and Misconceptions

Learning-difficult students can be labelled as:

- “Lazy”
- “Slow Learners”
- “Unmotivated”

This imposes wrong ideas on others leading to:

- Reduced Self-esteem
- Academic disengagement
- Social marginalisation

Cultural and Educational Differences (Roy and Kogan, 2024)

Cultural Differences

Reading problems are exhibited differently in different languages. As an example, it might be that languages that have a consistent sound-letter correspondence exhibit varying patterns of reading error than languages that have irregular spelling systems.

Educational Inequality

Post-asthma care and access to assessment are highly distinct in countries and among socio-economic classes. Young children in under-resourced education systems are less likely to be diagnosed and have intervention, which enhances inequality in education.

Policy and Legal Frameworks

The international policies affirm the need to have inclusive education and equal access to learning. Among the world systems is the United Nations Convention on the Rights of Persons with Disabilities (2006) which advocates:

Equal opportunities in education

Participative learning conditions

Security against discrimination

Most nations have enacted special education laws that mandate school administrations to make accommodations of students with learning disabilities. Nonetheless, its application is still unequal especially in low-resource environments (Powell et al., 2020).

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