

Developmental Coordination (Motor Skills) Disability

Learning Disability Overview and Definition

Learning disabilities (LDs) are neurologically-based and vary from mild or moderate to severe. Often called “invisible” disabilities, LDs are real, persist throughout the life span, and are permanent. LDs are not cognitive delays; individuals with learning disabilities are usually of at least average intelligence. A student with a learning disability may demonstrate difficulties with academic performance that seems at odds with the student’s intellect and ability level.

The Learning Disabilities Association of Canada defines a learning disability as “impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making)” (2008).

Developmental Coordination (Motor Skills) Disability

Students with a developmental coordination disability may experience difficulties with motor skills that may include:

- eye hand co-ordination (eg. handwriting difficulties)
- small muscle control
- large muscle control (eg. clumsiness)

Academic Accommodations

Once a LD has been diagnosed and evaluated by a registered Clinical or Educational Psychologist, the student may be eligible for academic accommodations that include:

- scribe for tests and exams
- use of a computer for tests and exams
- extended time for tests and exams
- separate setting for tests and exams
- audio recording of lectures
- in-class peer note taker
- Instructional Classroom Strategies
- class access to lecture notes/power point presentation slides
- Allowance of short-answer/point form responses in content courses

References

Learning Disabilities Association of Canada: <http://www.ldac-taac.ca/>