

# **International Policies, Identification, and Services for Students with Learning Disabilities: An Exploration across 10 Countries**

## **Authors**

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## **Description**

This 19-page article is a review of the literature on the policies and services for learners with learning disabilities in 10 countries.

## **Salient Points/Insights**

The authors in this study explored the varying definitions and scope of learning disabilities (LD) in 10 countries: Canada, China, Denmark, Germany, Japan, Mexico, Netherlands, Singapore, Taiwan, and United Kingdom. Each of these countries have legislation and policies that define learning disabilities and determine services, support, and interventions for learners with LD.

Based on the findings from the literature review, countries are paying more attention to and providing more supports for students with learning disabilities (LD). A majority of the countries have established specific laws or policies that govern special education for individuals with LD. Services and other interventions to support learners with LD are also in place (see page 5 for results). In Canada, specifically, individuals with LD receive support from municipal or provincial chapters which are affiliated with the Learning Disabilities Association of Canada (LDAC). The authors encourage educators around the world to use a collaborative approach when addressing the needs of learners with learning disabilities.

## **Questions for reflection**

As you examine this document, consider the following questions:

- As mentioned in the study (p. 6), early identification of LD is supported in each province in Canada. Are you familiar with the support that has been provided by your province to individuals with LD? Can you identify a few examples of support?
- In reference to Alberta Learning (p. 6), a teacher can make a pre-referral process after identifying a struggling student. Have you had an experience making a pre-referral? How did the process work?

- Most of the countries in this study have implemented services and interventions supporting individuals with LD. What services and interventions are in place in your context?

## **Keywords**

*learning disabilities, dyslexia, interventions, differentiated instruction, individualized instruction, mainstream schools*

## **Reference**

Agrawal, J., Barrio, B., Kressler, B., Ju- Hsiao, Y. and Shankland, R. (2019). International Policies, Identification, and Services for Students with Learning Disabilities: An Exploration Across 10 Countries. *Learning Disabilities: A Contemporary Journal*, 17(1), 95-114, 2019. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1218057.pdf>

If you found this article interesting, you may also wish to view the resource below:

Alberta Learning. (2002). Unlocking potential. Key Components of programming for students with learning disabilities. Edmonton. Alberta. Crown in Right of Alberta. Retrieved from <https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>