

# Specific Learning Disorders in Contemporary Education: A Call for Early Intervention, Inclusive Practices, and Teacher Training

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## Abstract

Specific Learning Disorders (SLDs), including dyslexia, dysgraphia, and dyscalculia, are among the most common neurodevelopmental conditions affecting students in contemporary education, often impairing literacy, numeracy, and written expression. Despite increasing awareness, many students remain undiagnosed due to inconsistent screening practices and misconceptions, while reliance on standardized curricula and assessments further exacerbates their challenges. This article presents a narrative literature review that synthesizes recent research, policy reports, and theoretical perspectives from educational psychology, neuroscience, and pedagogy to examine effective responses to SLDs. The findings emphasize the importance of early identification, through consistent screening and diagnostic practices, as a prerequisite for timely intervention, which may include targeted support programs, inclusive pedagogical approaches such as differentiated instruction and Universal Design for Learning (UDL), and the

use of assistive technologies to enhance literacy and numeracy skills. The review further highlights the critical role of comprehensive teacher training in equipping educators with the knowledge and confidence to implement these strategies effectively. By drawing these insights together, the article argues for education systems to prioritize early identification, evidence-based intervention, and sustained professional development to create equitable learning environments that support both academic achievement and long-term success for students with SLDs.

**Keywords:** Specific Learning Disorders, Early Intervention, Inclusive Education, Teacher Training, Assistive Technology

## Introduction

The 21st century has brought significant advancements in education, driven by globalization, technological innovation, and evolving pedagogical frameworks. However, despite these developments, Specific Learning Disorders (SLDs) continue to present substantial challenges for students, educators, and policymakers. SLDs, encompassing dyslexia, dysgraphia, and dyscalculia, are neurodevelopmental disorders that impair students' ability to acquire and apply essential academic skills (Shaywitz et al., 2020). Unlike intellectual disabilities, SLDs do not affect overall cognitive abilities but interfere with neurological processes crucial for reading, writing, and mathematical reasoning. Consequently, students with SLDs struggle within traditional education systems that rely on standardized curricula, text-heavy instruction, and conventional assessment methods, increasing the likelihood of academic failure and emotional distress (Fletcher et al., 2019).

SLDs affect a significant proportion of school-aged children, with prevalence estimates ranging between 5% and 15%, though these figures may be conservative due to widespread underdiagnosis and misidentification (Miciak et al., 2019). The difficulty in recognizing SLDs arises from their invisible nature; affected students do not exhibit physical symptoms but instead show persistent academic struggles, difficulty with literacy and numeracy, and avoidance of learning tasks (Cortiella & Horowitz, 2014). Despite growing awareness, many students remain undiagnosed until middle school, by which point academic challenges have compounded, leading to frustration, anxiety, and diminished self-esteem (Snowling & Hulme, 2021). Delayed diagnosis not only exacerbates psychological distress but also limits the effectiveness of intervention strategies, as early support is critical for mitigating the long-term consequences of learning disabilities (Lyon et al., 2021).

The impact of SLDs extends beyond academic performance, affecting mental health and long-term socio-economic outcomes. Many students with SLDs experience chronic stress due to repeated academic setbacks and the pressure to perform at the same level as their peers. Research indicates that individuals with SLDs are at a higher risk of developing anxiety disorders, depression, and low self-esteem, often internalizing their struggles as personal failures rather than recognizing them as neurological differences (Maughan & Carroll, 2020). Beyond school, these challenges translate into reduced career prospects, as individuals with undiagnosed or unsupported learning disabilities are less likely to pursue higher education or secure stable employment (Shifrer et al., 2013). Systemic barriers, including workplace discrimination and inadequate accommodations,

further limit professional growth, reinforcing the cycle of disadvantage that begins in childhood (Fletcher et al., 2019).

Addressing the challenges associated with SLDs requires a comprehensive approach that emphasizes early identification, inclusive instructional practices, and targeted teacher training. Schools must implement standardized screening tools to detect learning difficulties at an early stage, ensuring timely intervention and support. Additionally, the adoption of Universal Design for Learning (UDL), a research-based educational framework that promotes multiple means of representation, engagement, and assessment, can help accommodate diverse learning needs (CAST, 2020). Equally important is the need for professional development programs that equip teachers with the necessary knowledge and skills to support students with SLDs effectively. Many educators report feeling unprepared to identify and assist students with learning disorders, underscoring the need for structured training in inclusive teaching strategies, differentiated instruction, and assistive technology integration (Edyburn, 2021).

Policy reforms and increased resource allocation are also essential to fostering an inclusive education system. Governments and educational institutions should advocate for systemic changes that prioritize accessibility, equity, and the removal of learning barriers. Without targeted intervention, students with SLDs risk long-term academic and professional disadvantages.

## **The Need for Early Intervention**

Early intervention is a critical component of supporting students with Specific Learning Disorders (SLDs), as research consistently demonstrates that timely identification and targeted instruction yield significantly better

outcomes (Fletcher et al., 2019). Without early intervention, students with SLDs often endure prolonged academic struggles, leading to diminished self-esteem, emotional distress, and long-term negative consequences for personal and professional development. Despite growing awareness, many students are not diagnosed until late elementary school or beyond, by which time the compounding effects of academic failure have already taken a toll. Addressing this issue requires a systematic approach, including early screening, evidence-based instructional strategies, and increased collaboration among educators, parents, and policymakers to ensure that students receive appropriate support at the earliest possible stage.

The Importance of Early Identification: Recognizing SLDs in the early years of schooling is essential to providing effective support. Research shows that children who receive intervention between kindergarten and second grade demonstrate significantly greater progress in reading, writing, and mathematical reasoning compared to those who receive support later in their academic careers (Vellutino et al., 2004). Early identification enables educators to implement targeted instructional methods before students experience substantial learning gaps, preventing the cycle of repeated academic failure. However, many students with SLDs remain undiagnosed until third grade or later, when they have already internalized negative academic experiences, leading to frustration, disengagement, and anxiety (Shaywitz et al., 2020). Delayed diagnosis not only increases the likelihood of poor academic performance but also contributes to behavioral challenges, as students struggling with undiagnosed learning disorders may develop avoidance strategies, display disruptive behavior, or withdraw from classroom activities (Snowling & Hulme, 2021).

One of the primary barriers to early identification is the inconsistent implementation of standardized screening tools across educational systems. While some schools incorporate universal screening measures to detect early signs of SLDs, others rely on teacher observations, which can be subjective and prone to bias (Miciak et al., 2019). Additionally, misconceptions persist, including the belief that young children will “outgrow” their difficulties, leading to further delays in assessment and intervention. To address these gaps, schools should adopt systematic screening programs that assess phonological awareness, reading fluency, writing mechanics, and numerical reasoning at key developmental stages.

**Benefits of Early Intervention Programs:** Research has established that early intervention programs significantly improve learning outcomes for students with SLDs. Structured literacy instruction, particularly phonics-based approaches, has been shown to enhance reading skills in children with dyslexia when implemented at an early age (Torgesen et al., 2007). Similarly, multisensory teaching techniques, which engage auditory, visual, and kinesthetic learning pathways, have been effective in supporting students with dysgraphia and dyscalculia (Berninger & Richards, 2020). By providing targeted instruction tailored to individual learning needs, early intervention programs prevent students from falling further behind their peers and foster greater academic engagement.

Beyond academic benefits, early intervention promotes positive social-emotional development. Children who receive support early are more likely to develop confidence, motivation, and resilience (Maughan & Carroll, 2020). In contrast, students who struggle without intervention often develop learned helplessness, a condition in which they believe that their efforts will

not lead to success, further diminishing their willingness to engage in learning (Sideridis, 2007). Effective early intervention programs incorporate academic support alongside social-emotional learning (SEL) strategies, ensuring that students receive both cognitive and emotional reinforcement to navigate their educational experiences successfully.

Key elements of successful early intervention include structured literacy instruction focusing on phonological awareness and decoding strategies, multisensory writing programs that integrate tactile and visual learning techniques, and interactive math instruction that reinforces number sense and problem-solving skills. Additionally, SEL initiatives provide coping mechanisms for students facing academic difficulties, helping them build emotional resilience and self-advocacy skills. Schools that implement these interventions early in a child's education significantly reduce the risk of long-term academic and psychological difficulties.

The Role of Parents and Teachers in Early Intervention: The effectiveness of early intervention relies on the active involvement of both parents and teachers. Parents often observe early signs of learning difficulties at home, yet many lack the necessary knowledge or confidence to seek professional assessment. Common indicators that may raise concern include a child's persistent difficulty in recognizing letters or numbers, frequent letter reversals when writing, unusual slowness in reading or copying tasks, avoidance of homework related to literacy or mathematics, or struggles with remembering instructions and sequences. Teachers, in turn, may notice classroom-based challenges such as difficulty following multi-step directions, limited written expression despite strong verbal skills, poor spelling, or ongoing struggles with basic arithmetic concepts. Recognizing these signs

allows both parents and teachers to provide timely documentation and feedback that supports professional screening. Dyslexia (reading difficulties): signs may include delayed speech development, persistent difficulty in recognizing letters and sounds, frequent guessing when reading words, slow and labored reading, avoidance of reading activities, and struggles with remembering familiar words. Dysgraphia (writing difficulties): indicators often involve inconsistent letter formation, poor spacing and alignment on paper, difficulty holding a pencil correctly, frequent spelling errors, avoidance of writing tasks, and producing written work that is far below oral language ability. Dyscalculia (math difficulties): signs may include difficulty recognizing numbers and symbols, trouble with counting or sequencing, confusion with mathematical signs (+, -, ×, ÷), difficulty recalling basic math facts, struggles with time and money concepts, and anxiety when faced with math-related tasks.

Teachers may notice these challenges in classroom performance, while parents may observe them during homework, play, or daily routines. Recognizing these disorder-specific indicators allows both parents and teachers to provide timely documentation and feedback that supports professional screening. Schools should take an active role in educating parents about the signs of SLDs and the importance of early support through workshops, resources, and community outreach programs (Lyon et al., 2021). Establishing strong school-family partnerships ensures that students receive consistent support across home and educational environments.

Teachers play an equally crucial role in early identification and intervention. However, many educators report feeling underprepared to recognize and address SLDs due to insufficient training in special education



strategies (Florian & Black-Hawkins, 2019). Professional development programs should equip teachers with the ability to identify early warning signs, implement differentiated instruction, and utilize classroom accommodations such as assistive technology, alternative assessment formats, and modified instructional methods. Moreover, fostering collaboration between general education teachers, special education professionals, and parents enhances the effectiveness of intervention efforts.

A structured framework such as a Multi-Tiered System of Support (MTSS) can facilitate early intervention by categorizing students based on their level of need. MTSS includes Tier 1 (universal instruction for all students), Tier 2 (targeted interventions for at-risk students), and Tier 3 (intensive interventions for students with diagnosed SLDs) (Fuchs & Fuchs, 2017). This tiered approach ensures that all students receive the appropriate level of support, minimizing academic disparities and maximizing learning potential.

**The Cost of Delayed Intervention:** The failure to intervene early has severe long-term consequences. Research indicates that students with undiagnosed and untreated SLDs are at significantly higher risk of academic failure, school dropout, and unemployment (Shifrer et al., 2013). In adulthood, individuals with learning disabilities who did not receive early support often struggle with job retention and financial stability, contributing to increased reliance on social services (Cortiella & Horowitz, 2014). The economic burden of untreated SLDs extends beyond individuals to society as a whole, reinforcing cycles of inequality and limiting workforce participation.

Delayed intervention also has significant psychological ramifications. Adolescents with untreated SLDs experience heightened levels of anxiety,

depression, and social isolation (Maughan & Carroll, 2020). Feelings of inadequacy, developed over years of struggling in an unsupportive educational environment, can lead to negative coping mechanisms such as avoidance behaviors and substance abuse. By contrast, students who receive timely intervention are more likely to develop positive academic self-concepts, maintain motivation for learning, and achieve long-term success in education and employment.

Moving Toward a Proactive Approach: To ensure that students with SLDs receive the support they need, educational systems should transition from a reactive to a proactive model. Rather than waiting for students to experience repeated failures before providing assistance, schools should implement comprehensive early screening programs, integrate evidence-based interventions into general education settings, and prioritize professional development for educators. For example, proactive models may include kindergarten-wide literacy and numeracy screenings, response-to-intervention (RTI) frameworks that provide tiered support before formal diagnosis, and school-based workshops that equip teachers with strategies to adapt instruction at the first sign of difficulty. Internationally, several contexts highlight the role of proactive partnerships between schools and families. In Thailand, for instance, parent-school partnerships are strengthened through community-based early intervention programs supported by the Ministry of Education, where teachers conduct parent workshops on recognizing early signs of SLDs and provide take-home learning activities that align with classroom instruction. Some Thai pilot projects, such as those implemented in inclusive education schools under the Office of the Basic Education Commission (OBEC), encourage parents to collaborate with

teachers through Individual Education Plans (IEPs), ensuring that intervention strategies at home are consistent with school-based support. These examples illustrate how culturally responsive parent engagement can enhance early identification and intervention, creating a bridge between home and school that sustains student progress. Policymakers should allocate adequate funding to support these initiatives, ensuring equitable access to early intervention resources regardless of socioeconomic background.

A proactive approach to early intervention not only enhances academic outcomes but also fosters inclusive learning environments where all students, regardless of their learning abilities, have the opportunity to thrive. Investing in early support systems is not merely an educational priority; it is a moral and social responsibility that contributes to the broader goal of achieving educational equity. By committing to early identification, effective intervention strategies, and teacher training, educational institutions can create a system that empowers students with SLDs to achieve their full potential, ensuring that learning difficulties do not become lifelong barriers to success.

## **The Role of Inclusive Educational Practices**

Inclusive education is essential for addressing the needs of students with Specific Learning Disorders (SLDs), ensuring they receive equitable learning opportunities within mainstream classrooms. An inclusive approach integrates tailored teaching strategies, accommodations, and a supportive environment, fostering both academic achievement and social-emotional development (Florian & Black-Hawkins, 2019). Research demonstrates that inclusive practices benefit not only students with SLDs but also promote

greater awareness and acceptance among peers. However, many schools struggle with effective implementation due to insufficient teacher training, rigid curricula, and limited resources. Achieving meaningful inclusivity requires adopting Universal Design for Learning (UDL), differentiated instruction, assistive technology, and supportive classroom environments to accommodate diverse learning needs.

Creating a Supportive and Inclusive Classroom Environment: A positive and inclusive classroom culture significantly impacts the academic and social development of students with SLDs. For example, when teachers establish routines that celebrate diverse learning styles, such as pairing students with complementary strengths in group projects or allowing multiple ways of demonstrating knowledge, students with SLDs experience greater confidence, reduced stigma, and improved peer relationships. Peer-assisted learning strategies (PALS) have been shown to improve both academic performance and social integration, fostering collaborative learning and reducing stigma (Fuchs et al., 2019). Teachers play a critical role in cultivating a growth mindset by emphasizing effort, progress, and individual strengths rather than deficits (Dweck, 2016). Implementing flexible assessment methods, such as oral presentations, project-based evaluations, and extended time on exams, accommodates diverse learning needs and reduces test-related anxiety. Additionally, anti-bullying initiatives and awareness campaigns contribute to a more accepting and supportive school environment.

Universal Design for Learning (UDL) and Differentiated Instruction: Universal Design for Learning (UDL) provides a flexible instructional framework that supports diverse learning styles by incorporating multiple means of engagement, representation, and expression (Meyer et al., 2014).

For students with dyslexia, this includes text-to-speech tools and visual aids, while those with dysgraphia benefit from speech-to-text software and typing alternatives to handwriting. Interactive, hands-on learning approaches enhance mathematical understanding for students with dyscalculia (Rose et al., 2018). Differentiated instruction complements UDL by modifying lesson content, teaching processes, and assessment methods to accommodate individual learning needs. Studies indicate that differentiated instruction improves engagement, self-confidence, and academic outcomes for students with SLDs (Tomlinson, 2017). Effective implementation of these strategies requires educators to design adaptable curricula that address diverse cognitive profiles.

**Assistive Technology as a Tool for Inclusion:** Assistive technology (AT) enhances learning accessibility for students with SLDs by addressing barriers in reading, writing, and mathematical reasoning. Text-to-speech programs and audiobooks aid students with dyslexia, while dictation tools and word prediction software support written expression for those with dysgraphia (Edyburn, 2020). Interactive applications such as ModMath assist students with dyscalculia by presenting numerical concepts in visual and structured formats. Despite the proven benefits of AT, its integration remains inconsistent due to financial constraints, lack of teacher training, and inadequate institutional support (Dell et al., 2016). Ensuring widespread access to AT requires policy initiatives that allocate funding, provide educator training, and promote technological advancements to support inclusive learning environments.

**The Role of Policy and School Leadership in Promoting Inclusive Practices:** Effective inclusive education requires systemic support from

policymakers and school leadership. Countries with well-developed inclusion policies, such as Finland and Canada, demonstrate higher success rates for students with SLDs due to comprehensive teacher training, resource allocation, and structured accommodations (Organisation for Economic Co-operation and Development, 2019). School administrators must prioritize inclusive education by hiring specialized educators, funding intervention programs, and ensuring equitable access to AT. Clear policies outlining accommodations, Individualized Education Plans (IEPs), and differentiated instruction frameworks help standardize inclusive practices. Parental involvement is equally crucial, as collaborative engagement between schools and families reinforces learning strategies and ensures consistent support across home and school settings (Lyon et al., 2021).

Overcoming Barriers to Inclusive Education: Despite the advantages of inclusive education, challenges persist, including insufficient teacher preparation, large class sizes, and institutional resistance to change. Addressing these barriers requires integrating mandatory coursework on SLDs into teacher education programs, increasing funding for special education services, and enforcing policy frameworks that mandate early screening and intervention (Florian & Black-Hawkins, 2019). Collaborative teaching models, in which general and special educators co-teach and provide individualized support, enhance instructional effectiveness and promote inclusivity. By fostering professional development and institutional reform, schools can create sustainable, inclusive educational environments.

Conclusion: Inclusive educational practices are fundamental to ensuring that students with SLDs receive equitable learning opportunities. Implementing UDL, integrating assistive technology, fostering supportive

classroom cultures, and strengthening policy frameworks enhance the accessibility and effectiveness of education. However, achieving true inclusivity requires systemic reform at multiple levels, including educator training, resource allocation, and institutional commitment. The future of education should embrace flexibility, individualized support, and innovation to create learning environments where all students can succeed. By prioritizing inclusive practices, educational institutions not only support students with SLDs but also contribute to a more equitable and effective learning system for all.

## The Importance of Teacher Training

Teacher training is a pivotal factor in the academic success of students with Specific Learning Disorders (SLDs). While inclusive education policies and assistive technologies offer critical support, the teacher's capacity to identify, accommodate, and respond to students' needs is central to fostering equitable learning outcomes (Florian & Black-Hawkins, 2019). However, many educators lack the specialized training required to support students with SLDs effectively, leading to inconsistent interventions, lower academic performance, and heightened emotional distress. Comprehensive teacher training programs that emphasize evidence-based interventions, inclusive instructional strategies, and collaborative practices are essential to creating supportive learning environments.

The Lack of Teacher Preparation in Addressing SLDs: Despite the high prevalence of SLDs, affecting approximately 5–15% of school-aged children, many teacher preparation programs provide minimal instruction on identifying and supporting these students (Shaywitz et al., 2020). The limited

focus on SLDs within general teacher education often perpetuates misconceptions that students with learning difficulties simply lack effort, rather than experiencing neurological differences (Fletcher et al., 2019). For example, in many schools across Southeast Asia, including Thailand, teachers often receive little or no training on identifying the signs of SLDs, leading to misinterpretation of student struggles as laziness or lack of effort. A Grade 4 student with undiagnosed dyslexia, for instance, may be repeatedly asked to read aloud without additional support, resulting in embarrassment, low self-esteem, and disengagement from learning. Without adequate preparation, teachers may default to punitive discipline or remedial drilling instead of applying differentiated strategies. Addressing these barriers requires integrating mandatory coursework on SLDs into teacher education programs, increasing funding for special education services, and enforcing policy frameworks that mandate early screening and intervention (Florian & Black-Hawkins, 2019). As a result, students with dyslexia, dyscalculia, or dysgraphia are frequently misclassified, leading to inadequate interventions. Research indicates that teachers with specialized training in SLDs are more likely to implement evidence-based strategies and demonstrate higher confidence in meeting students' diverse needs (Lyon et al., 2021). Integrating mandatory SLD-focused coursework into teacher certification programs is essential to bridging this knowledge gap and equipping educators with the necessary skills to foster inclusive classrooms.

The Need for Ongoing Professional Development: Ongoing professional development is crucial for keeping educators abreast of advancements in SLD research, instructional methods, and assistive technologies. The dynamic nature of special education necessitates continuous training through workshops,



mentorship programs, and online platforms (Edyburn, 2020). Coaching models, where experienced special educators collaborate with general educators, have proven effective in enhancing differentiated instruction and inclusive practices (Tomlinson, 2017). Furthermore, participation in professional learning communities and international special education forums enables educators to share best practices and remain current with evolving pedagogical approaches. School systems should prioritize regular professional development opportunities to ensure that educators are well-equipped to address the diverse needs of students with SLDs.

**Collaboration Between General and Special Educators:** Effective inclusion of students with SLDs requires collaboration between general and special educators. However, many schools operate in siloed systems where special educators support only diagnosed students, while general educators lack the training to address learning difficulties (Florian & Black-Hawkins, 2019). Co-teaching models, where general and special educators share instructional responsibilities, have been shown to enhance both academic performance and social integration for students with SLDs (Fuchs et al., 2019). Collaboration must also extend to other professionals, including psychologists, speech-language therapists, and parents, to create individualized learning plans (IEPs) that holistically address each student's needs. Establishing multidisciplinary teams within schools strengthens support systems and promotes a more unified approach to inclusive education.

**The Role of Policy in Strengthening Teacher Training:** Comprehensive teacher training in SLDs requires robust policy frameworks that prioritize inclusive education at all levels of teacher preparation. Countries with well-developed inclusive education policies, such as Finland and Canada,

demonstrate higher success rates for students with SLDs due to mandatory SLD coursework, ongoing professional development, and collaborative teaching models (Organisation for Economic Co-operation and Development, 2019). Policy recommendations include integrating SLD-specific training into teacher certification programs, providing financial incentives for special education certifications, and mandating regular professional development in inclusive strategies. Governments must allocate sufficient funding to ensure that schools have access to instructional coaches, learning specialists, and assistive technologies to support inclusive education.

**Addressing Barriers to Effective Teacher Training:** Despite the clear need for teacher training in SLDs, several barriers hinder its widespread implementation. One major challenge is the limited integration of SLD-focused content in teacher education curricula. For instance, a survey of pre-service teacher programs in Thailand found that many universities only briefly mention learning disorders in general psychology courses, leaving future teachers underprepared to address the complex needs of students with dyslexia, dyscalculia, or dysgraphia (Chotpitayasunondh & Boonmee, 2020). Another barrier is the lack of continuous professional development: in-service teachers often attend short workshops that focus on theory rather than practical classroom strategies, making it difficult to translate knowledge into daily practice. Furthermore, large class sizes and high teaching loads exacerbate the problem. In many Southeast Asian classrooms, where student numbers can exceed 40 per class, teachers struggle to provide individualized attention even when they recognize SLD symptoms. For example, a Thai primary school teacher may identify a child consistently struggling with reading but lack both the time and specialized training to

apply interventions such as phonics-based instruction or assistive technology. In some cases, this leads to mislabeling students as inattentive or lazy, reinforcing stigma and widening learning gaps. Limited funding, large class sizes, and resistance to change often prevent educators from accessing professional development opportunities. Moreover, the perception of inclusive teaching as an additional burden rather than a core teaching responsibility exacerbates reluctance among educators (Florian & Black-Hawkins, 2019). Addressing these challenges requires systemic investment in teacher training, smaller class sizes, and the integration of inclusive education principles into all teacher preparation programs. Fostering a culture of lifelong learning through institutional incentives and collaborative networks can further encourage educators to pursue specialized training in SLDs.

Conclusion: Teacher training is a fundamental pillar of inclusive education for students with SLDs. Equipping educators with the knowledge and skills to recognize, accommodate, and support diverse learning needs significantly improves academic outcomes, self-confidence, and emotional well-being among students with SLDs. Mandatory SLD-focused coursework, ongoing professional development, collaborative teaching models, and supportive policy frameworks are essential to strengthening teacher preparedness. Investing in teacher training not only promotes equity in education but also empowers educators to foster inclusive, supportive, and high-quality learning environments. As education systems advance, prioritizing teacher training remains a moral and educational imperative in creating equitable opportunities for all learners.

## Conclusion

Specific Learning Disorders (SLDs) present a significant challenge to contemporary education, necessitating urgent systemic reforms to promote educational equity. Early intervention, inclusive pedagogical strategies, and comprehensive teacher training are fundamental pillars in supporting students with SLDs. Without these measures, affected learners are at heightened risk of academic underachievement, emotional distress, and limited career opportunities, with long-term repercussions on both individual and societal progress. Research consistently demonstrates that early screening and targeted interventions significantly improve academic outcomes and mitigate the adverse effects of SLDs (Shaywitz et al., 2020). However, delayed identification and inadequate support perpetuate cycles of frustration, widening learning gaps, and diminished self-esteem. Implementing comprehensive screening programs alongside evidence-based instructional methods, such as structured literacy and multisensory learning, can significantly enhance academic performance when introduced at an early stage (Fletcher et al., 2019).

Inclusive educational environments play a pivotal role in addressing the diverse needs of students with SLDs. Traditional pedagogical models often disadvantage these learners by relying on standardized instruction and assessment methods. Universal Design for Learning (UDL) offers a flexible framework that accommodates diverse learning styles by providing multiple means of representation, engagement, and expression (Rose et al., 2018). Assistive technologies, including speech-to-text software and adaptive learning platforms, further enhance accessibility. However, disparities in

access to these technologies, particularly in underserved communities, underscore the need for equitable resource distribution and comprehensive teacher training. Teachers serve as primary facilitators of inclusive education, yet many lack the specialized knowledge to identify and support students with SLDs effectively. Continuous professional development in SLD identification, intervention strategies, and differentiated instruction is essential to empowering educators and ensuring consistent application of accommodations (Lyon et al., 2021).

Addressing SLDs at a systemic level requires robust policy frameworks that prioritize inclusive education. Governments must allocate sufficient funding for special education programs, mandate comprehensive teacher training, and promote collaborative teaching models to bridge the gap between general and special education. Countries with well-developed legal frameworks for SLD support, such as Finland and Canada, report higher academic success rates and improved long-term outcomes for students with learning disorders (Organisation for Economic Co-operation and Development, 2019). By contrast, countries with strong teacher preparation systems provide valuable models. Canada, for example, requires pre-service teachers to complete coursework in inclusive education and individualized learning plans (IEPs), ensuring that new teachers enter the profession with both theoretical and practical skills (Volante, 2020). Similarly, Singapore has implemented nationwide professional development programs, where in-service teachers receive ongoing training in identifying and addressing SLDs, supported by school-based specialists who collaborate with general educators (Ng, 2019). These proactive approaches significantly reduce the misdiagnosis and under-support of students with SLDs and demonstrate that

systemic investment in teacher preparation yields measurable improvements in student outcomes. Overcoming barriers in Thailand and similar contexts requires systemic reform: integrating mandatory, practice-based coursework on SLDs into pre-service teacher education; establishing mentorship programs where novice teachers are guided by specialists in inclusive education; and expanding government-funded professional development initiatives that include hands-on training, classroom simulations, and follow-up support. International models like those of Canada and Singapore underscore that sustained investment in teacher training is not optional but essential to ensuring equitable access to education for students with SLDs.

**Table 1**

*Comparative Approaches to Teacher Training in Addressing SLDs*

Country	Pre-service Teacher Education	In-service Professional Development	Classroom Support Systems	Key Challenges
Thailand	Limited exposure to SLDs, often taught briefly in general psychology or special education electives; lacks mandatory, practice-based training	Short workshops provided, mostly theoretical, with little emphasis on applied strategies	Few school-based specialists; general teachers manage large classes (40+ students) with minimal individualized support	Overcrowded classrooms, insufficient training time, reliance on traditional teaching methods

Country	Pre-service Teacher Education	In-service Professional Development	Classroom Support Systems	Key Challenges
Canada	Mandatory coursework in inclusive education and Individualized Education Plans (IEPs); strong focus on practice-based strategies	Ongoing, government-funded PD programs focusing on evidence-based interventions (phonics, UDL, assistive tech)	Presence of resource teachers and school psychologists to support general educators	Variability in resources between provinces and rural vs. urban schools
Singapore	Teacher preparation includes modules on inclusive education and early identification of learning difficulties	Nationwide structured PD programs; in-service teachers trained to collaborate with specialists	School-based specialists (Allied Educators) support general teachers in SLD interventions	High pressure academic system may limit flexibility in adapting curricula

A failure to implement these reforms risks perpetuating educational inequities and limiting the potential of diverse learners. The pursuit of inclusive education is not only an academic necessity but a societal imperative, fostering a more equitable, diverse, and innovative workforce. By prioritizing

early identification, inclusive practices, and teacher preparedness, education systems can transform learning environments into catalysts for empowerment, growth, and social cohesion.

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