

Research Paper

Specific Learning Disability - A Narrative Review

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ABSTRACT

Specific Learning Disability (SLD) is recognized as one of the most widespread neurodevelopmental disorders impacting children and adolescents globally. It is marked by ongoing challenges in acquiring and utilizing academic skills, especially in areas like reading, writing, and mathematics, despite having average intelligence, standard educational instruction, and suitable learning conditions. Over a century, the comprehension of SLD has significantly transformed from initial medical interpretations of unforeseen learning challenges to a comprehensive framework that incorporates neurological, cognitive, educational, and environmental viewpoints. This narrative review consolidates the historical progression, conceptual insights, causes, worldwide prevalence, identification methods, and policy advancements associated with SLD. Relevant literature was gathered through a narrative review of peer-reviewed journal articles, books, and international policy documents, focusing particularly on works published from 2020 to 2025 while also including foundational texts that influenced the historical development of the topic. The review illustrates that modern viewpoints increasingly acknowledge SLD as a diverse neurodevelopmental condition that necessitates early detection, multidisciplinary evaluation, evidence-driven interventions, and inclusive educational strategies. While significant strides have been made on a global scale, inconsistencies in identification, evaluation, and educational support persist among different nations. The review emphasizes the necessity of enhancing teacher readiness, advocating for inclusive policies, and broadening contextually relevant research to enhance educational outcomes for students with Specific Learning Disabilities.

Keywords: *Specific Learning Disability, neurodevelopmental condition, inclusive education, identification, prevalence, narrative review*

Specific Learning Disability (SLD) has surfaced as one of the most thoroughly examined neurodevelopmental conditions in the realms of education, psychology, and special education due to its substantial impact on children's academic performance and long-term educational success. Students with SLD face continuous challenges in

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mastering and applying crucial academic skills, even after receiving traditional classroom instruction, showcasing average or above-average cognitive abilities, and having suitable educational opportunities (American Psychiatric Association [APA], 2022; World Health Organization [WHO], 2022). These challenges often affect reading, writing, spelling, and numeracy skills, while also impacting motivation, self-worth, classroom engagement, and psychosocial growth. The perception of SLD has evolved significantly over the last century. Initial studies were heavily shaped by medical and neurological viewpoints that sought to clarify unexpected reading challenges through visual or brain-related anomalies (Morgan, 1896; Hinshelwood, 1917; Orton, 1937). Later developments in psychology, neuroscience, and educational research redirected focus to the cognitive mechanisms that facilitate learning, leading to the modern understanding of SLD as a diverse neurodevelopmental disorder characterized by variations in information processing rather than deficits in intelligence (Fletcher et al., 2019; Fletcher & Miciak, 2024). This shift has greatly impacted contemporary methods for assessment, intervention, and educational planning. Worldwide, SLD is acknowledged as one of the most prevalent developmental disorders among school-aged children. Nevertheless, reported prevalence rates differ widely due to variations in diagnostic standards, assessment techniques, educational regulations, linguistic diversity, and availability of specialized services (APA, 2022; WHO, 2022). These discrepancies pose challenges for comparing prevalence rates internationally and underscore the necessity for approaches to identification and educational support that are informed by global standards yet responsive to specific contexts.

In tandem with scientific progress, global policy frameworks have bolstered the educational rights of students with Specific Learning Disabilities (SLD). The Salamanca Statement (UNESCO, 1994), the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006), and Sustainable Development Goal 4 (United Nations, 2015) have collectively underscored the significance of equitable, inclusive, and high-quality education for all students. These initiatives have motivated educational systems to transition from deficit-focused models to learner-centered strategies that prioritize early detection, tailored instruction, reasonable adaptations, and evidence-informed interventions (UNESCO, 2020). Despite the accumulation of extensive literature concerning SLD over the past few decades, the evidence remains scattered across various fields, including medicine, psychology, neuroscience, and education. Variations in terminology, conceptual frameworks, and identification processes continue to result in discrepancies in understanding the condition across different countries and educational settings. As a result, there is an ongoing need for a comprehensive synthesis that merges historical progress with current evidence while emphasizing the implications for educational research, policy, and practice. Thus, this narrative review intends to synthesize the historical trajectory, conceptual foundations, causes, prevalence, identification methods, and policy developments related to Specific Learning Disability. By integrating foundational contributions with recent findings, the review aims to offer a thorough understanding of SLD and pinpoint avenues for enhancing inclusive educational practices globally.

METHODOLOGY

This research utilized a narrative review format to deliver a comprehensive synthesis of the literature on Specific Learning Disability. A narrative review was deemed suitable as it allows for the amalgamation of historical, theoretical, empirical, and policy-related literature, fostering a broad comprehension of a complex educational phenomenon. Unlike systematic reviews, narrative reviews permit the incorporation of various evidence types and support critical interpretation of developments across disciplines. Relevant literature was

sourced through searches of ERIC, Scopus, Web of Science, PsycINFO, PubMed, and Google Scholar. Additionally, policy documents from the American Psychiatric Association, the World Health Organization, UNESCO, and the United Nations were assessed. Emphasis was placed on peer-reviewed articles published between 2020 and 2025 to ensure that the review represented current evidence. Foundational works by Morgan (1896), Hinshelwood (1917), Orton (1937), Kirk (1963), and Bateman (1965) were included to illustrate the historical development of the field. The chosen literature was critically analyzed and synthesized in accordance with the review's objectives. Findings were organized into thematic sections that addressed the historical development, conceptual insights, causes, prevalence, identification practices, and educational responses associated with Specific Learning Disability.

Historical Development of Specific Learning Disability

The understanding of Specific Learning Disability (SLD) has progressed over more than a century of scientific exploration, reflecting advancements in medicine, psychology, neuroscience, and education. The current comprehension is the outcome of gradual conceptual advancements that have transformed SLD from a medically defined issue into a multifaceted neurodevelopmental disorder acknowledged in educational and clinical practices around the globe. The initial scientific accounts of learning difficulties surfaced in the late 19th century when medical professionals recorded instances of children who faced significant challenges in learning to read, despite exhibiting average intellectual capabilities and receiving standard educational instruction.

One of the earliest documented narratives was put forth by Morgan (1896), who detailed a fourteen-year-old boy with significant reading challenges and coined the phrase congenital word blindness. Morgan's insights contested the widely held beliefs that poor academic performance was inherently linked to cognitive deficits and sparked interest in the neurological foundations of reading disorders. Building on Morgan's findings, Hinshelwood (1917) argued that reading challenges stemmed from neurological irregularities that impacted the recognition of written language. While his explanations were largely rooted in medicine, they marked one of the earliest systematic efforts to differentiate developmental reading issues from intellectual disabilities and insufficient education. His work laid a crucial groundwork for further exploration into developmental learning disorders. A significant leap forward occurred in the early twentieth century thanks to the contributions of Samuel T. Orton (1937). Based on his clinical observations, Orton posited that difficulties with reading and writing were linked to unusual cerebral organization rather than solely visual impairments. Although many of his neurological theories were later refined with advancements in cognitive neuroscience, his research shifted scientific focus towards the cognitive and linguistic processes involved in literacy acquisition and had a profound impact on later studies of developmental dyslexia (Swanson et al., 2023). The field experienced a notable conceptual shift in 1963 when Samuel Kirk introduced the term learning disabilities during a conference attended by parents and professionals in Chicago. Kirk differentiated children who faced unexpected academic challenges despite having average intelligence from those with intellectual disabilities or sensory impairments, thereby establishing learning disabilities as a distinct area within education and special education (Kirk, 1963). This represented the onset of systematic educational research aimed at identifying, assessing, and providing instructional support for students with learning disabilities. Shortly thereafter, Bateman (1965) further refined the concept by suggesting that learning disabilities should be identified based on a discrepancy between cognitive ability and academic performance. For several decades, the discrepancy model prevailed in educational

assessment and greatly influenced decisions regarding eligibility for special education services. However, later research questioned its validity, as many students faced ongoing learning challenges long before a measurable discrepancy became apparent (Fletcher et al., 2019). Starting in the 1970s, swift advancements in cognitive psychology and neuroscience fundamentally altered the understanding of Specific Learning Disabilities (SLD). Researchers increasingly demonstrated that learning difficulties were related to variations in cognitive processes such as phonological processing, working memory, processing speed, executive functioning, and language development, rather than general intellectual shortcomings (Fletcher et al., 2019; Moll et al., 2020). These discoveries shifted the focus from identifying neurological impairments to understanding how differences in information processing affect academic learning. During this same timeframe, legislative reforms enhanced the educational recognition of students with SLD. In the United States, the Education for All Handicapped Children Act (Public Law 94-142), later reauthorized as the Individuals with Disabilities Education Act (IDEA), officially acknowledged Specific Learning Disability as a category of disability eligible for specialized educational services. Comparable policy advancements subsequently influenced educational reforms across numerous countries and contributed to the expansion of inclusive educational opportunities for students facing learning challenges.

Internationally recognized diagnostic paradigms reflect modern conceptualizations. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), Specific Learning Disorder is a neurodevelopmental disorder marked by ongoing challenges with reading, writing, and/or math that significantly impede academic success even in the face of suitable educational opportunities (American Psychiatric Association [APA], 2022). The historical development of specific learning disability shows a gradual transition from limited medical explanations to an integrated neurodevelopmental viewpoint that takes into account cognitive, educational, neurological, and environmental factors. This change has reinforced the significance of acknowledging the varied learning profiles of children with SLD while strengthening modern approaches to identification, assessment, intervention, and inclusive education.

In spite of average intellectual functioning, sufficient educational opportunities, and traditional classroom instruction, specific learning disability is now recognized as a heterogeneous neurodevelopmental disorder characterized by ongoing challenges in learning and applying academic skills (American Psychiatric Association [APA], 2022; World Health Organization [WHO], 2022). There is widespread international agreement that SLD primarily affects reading, written expression, and mathematics, with difficulties that cannot be better explained by intellectual disability, sensory impairments, neurological conditions, or inadequate schooling, despite variations in terminology and diagnostic techniques across nations (Fletcher & Miciak, 2024).

Rather than having a single fundamental cause, modern viewpoints see SLD as the outcome of intricate interplay between genetic, neurological, cognitive, and environmental factors. Differences in phonological processing, working memory, processing speed, executive functioning, and language processing have been repeatedly shown to have a major role in the emergence of learning difficulties (Fletcher et al., 2019; Moll et al., 2019). Consequently, rather than being a sign of diminished intelligence or motivation, SLD is regarded as a variation in the way the brain processes information.

The significant variability of SLD is one of its distinguishing features. No two people present with the same patterns of learning difficulty, and learners display a variety of profiles of strengths and challenges. While some children have persistent difficulty with written expression (dysgraphia) or mathematical reasoning and computation (dyscalculia), others predominantly struggle with reading accuracy, fluency, and comprehension (often referred to as dyslexia). Additionally, challenges often straddle academic disciplines, highlighting the necessity of thorough assessment and customized educational planning (APA, 2022; Moll et al., 2020).

A change from deficit-oriented models to strengths-based viewpoints has also been supported by recent educational studies. Modern academics acknowledge that many students with SLD exhibit skills in creativity, visual-spatial reasoning, invention, problem-solving, and critical thinking rather than concentrating only on scholastic deficiencies. Differentiated instruction, assistive technology, and encouraging classroom environments that promote engagement and meaningful learning experiences can all effectively foster these strengths (UNESCO, 2020; Fletcher & Miciak, 2024).

The concepts of inclusive education have further broadened our conceptual understanding of SLD. Modern frameworks recognize that learner qualities and the responsiveness of educational environments both affect educational outcomes. It is becoming more widely acknowledged that improving academic achievement and psychosocial well-being among students with SLD requires appropriate instructional adaptations, evidence-based interventions, cooperative partnerships between teachers, specialists, and families, and early educational support (United Nations, 2006; UNESCO, 2020).

Causes and risk factors of SLD

Overall, a multifaceted viewpoint that incorporates neurological, cognitive, educational, and environmental factors is reflected in the present knowledge of specific learning disabilities. In addition to highlighting the significance of inclusive educational systems that acknowledge learner variety and advance equal educational opportunities, this larger conceptualization has influenced more thorough approaches to identification and intervention.

Rather than having a single known cause, the aetiology of specific learning disability (SLD) is complicated and multifaceted, including the interaction of genetic, neurobiological, cognitive, and environmental factors. The American Psychiatric Association [APA], 2022; Fletcher et al., 2019) state that current research consistently acknowledges SLD as a neurodevelopmental disorder that arises from differences in brain development and information processing rather than insufficient intelligence, low motivation, or ineffective teaching. Significant evidence suggests that a variety of biological and environmental factors collectively influence the formation and maintenance of learning challenges, even if the exact mechanisms behind SLD are still being studied. One of the most thoroughly researched causes of SLD is genetics. Learning disabilities often cluster among families, indicating a major hereditary component, according to family, twin, and molecular genetic research (Peterson & Pennington, 2015; Fletcher et al., 2019). SLD appears to be caused by the combined effects of several genetic variations that impact brain development, language learning, and cognitive processing rather than by a single gene. The relevance of environmental experiences and educational support is shown by the fact that these genetic variables enhance susceptibility to learning issues but do not independently predict educational results.

By revealing variations in the structure and operation of brain regions related to language, reading, writing, and mathematical processing, neurobiological research has improved our understanding of SLD. In learners with SLD, neuroimaging research has revealed abnormal activation patterns in the brain networks in charge of phonological processing, working memory, processing speed, attention, and executive functioning (Moll et al., 2020; APA, 2022). These results lend credence to the theory that SLD is not caused by deficiencies in general intellectual functioning but rather by variations in the effectiveness of information processing.

Learning challenges linked to SLD are also largely explained by cognitive issues. One of the best indicators of reading difficulties has repeatedly been found to be deficiencies in phonological awareness, while deficiencies in working memory, quick automatic naming, processing speed, and executive. Neurobiological research has enhanced our understanding of SLD by identifying differences in the structure and function of brain areas associated with language, reading, writing, and mathematical processing. Neuroimaging studies have identified aberrant activation patterns in the brain networks responsible for phonological processing, working memory, processing speed, attention, and executive functioning in students with SLD (Moll et al., 2020; APA, 2022). These findings support the hypothesis that differences in the efficiency of information processing, rather than deficits in general intellectual functioning, are the cause of SLD.

Although they are not the direct causes of SLD, environmental factors can have a significant impact on its severity, detection, and educational outcomes. Over time, a number of factors can exacerbate pre-existing learning challenges and increase achievement gaps, including delayed recognition of learning difficulties, limited access to specialized assessment, inadequate instructional support, inadequate teacher preparation, and limited educational resources (UNESCO, 2020; Harris et al., 2024). On the other hand, better academic performance, more learner confidence, and increased educational participation have been linked to early identification, evidence-based intervention, family involvement, and supportive learning settings.

A biopsychosocial perspective has been more prevalent in recent studies, acknowledging that learning outcomes result from the interplay of educational experiences and biological predispositions. This viewpoint highlights how responsive teaching methods and prompt intervention can greatly enhance learner outcomes, even while neurodevelopmental differences contribute to learning challenges (WHO, 2022; Fletcher & Miciak, 2024). Therefore, it is crucial to comprehend the multidimensional character of SLD in order to create thorough evaluation processes and successful educational interventions that take into account both learner requirements and contextual effects.

Global prevalence of Specific Learning Disability

Specific Learning Disability is recognised as one of the most common neurodevelopmental disorders affecting school-aged children across the world. Despite its widespread occurrence, estimating its prevalence remains challenging because diagnostic criteria, assessment procedures, linguistic characteristics, and educational policies differ considerably across countries. Consequently, reported prevalence rates vary substantially, reflecting methodological differences rather than true variations in the occurrence of the condition (American Psychiatric Association [APA], 2022; World Health Organization [WHO], 2022).

International evidence generally suggests that between 5% and 15% of school-aged children experience persistent learning difficulties that meet the diagnostic criteria for SLD (APA, 2022; WHO, 2022). Differences in prevalence estimates are influenced by variations in diagnostic frameworks, assessment methods, age groups studied, language orthography, and the availability of multidisciplinary assessment services. Transparent orthographies, for example, may influence the manifestation of reading difficulties differently from languages with more complex orthographic systems, thereby affecting reported prevalence rates (Snowling et al., 2020).

Prevalence studies conducted in high-income countries tend to report more consistent findings because comprehensive screening programmes, multidisciplinary assessment teams, and well-established educational policies facilitate earlier and more accurate identification. Conversely, many low- and middle-income countries continue to experience challenges related to limited public awareness, shortages of trained professionals, insufficient assessment resources, and inconsistent implementation of inclusive educational policies. These constraints frequently contribute to under-identification and delayed educational support for learners with SLD (UNESCO, 2020; Harris et al., 2024).

Research has also demonstrated that SLD commonly co-occurs with other neurodevelopmental and behavioural conditions, including attention-deficit/hyperactivity disorder, developmental language disorder, and emotional or behavioural difficulties. Such co-occurring conditions increase the complexity of assessment and educational planning, requiring multidisciplinary collaboration and comprehensive evaluation to identify learners' diverse educational needs accurately (Moll et al., 2020; APA, 2022).

Although global awareness of SLD has increased substantially during the past two decades, considerable inequalities persist in access to diagnosis, specialised intervention, and educational support. International organisations have therefore emphasised the importance of strengthening early screening programmes, enhancing teacher preparedness, expanding multidisciplinary assessment services, and promoting inclusive educational systems that provide equitable learning opportunities for all children (UNESCO, 2020; United Nations, 2015).

Overall, the available evidence indicates that SLD represents a significant global educational concern rather than an isolated clinical condition. Improving the consistency of identification practices and expanding access to evidence-based educational support remain essential priorities for reducing disparities and improving educational outcomes for learners with Specific Learning Disability across diverse cultural and educational contexts.

Identification and diagnosis of Specific Learning Disability.

The accurate identification and diagnosis of Specific Learning Disability (SLD) are fundamental to ensuring that learners receive timely intervention and appropriate educational support. Contemporary approaches emphasise that SLD cannot be identified through a single test or assessment measure. Instead, diagnosis requires a comprehensive evaluation that integrates information from multiple sources, including academic achievement, developmental history, classroom performance, behavioural observations, and standardised assessments (American Psychiatric Association [APA], 2022; Fletcher & Miciak, 2024). Such multidimensional assessment recognises the heterogeneous nature of SLD and provides a more comprehensive understanding of each learner's educational needs.

Historically, identification of SLD was primarily based on the ability–achievement discrepancy model, which assumed that a significant difference between intellectual ability and academic performance indicated the presence of a learning disability (Bateman, 1965). Although this model contributed to the early recognition of SLD within educational systems, researchers later criticised it for delaying intervention until children experienced substantial academic failure and for overlooking learners whose educational needs did not fit strict discrepancy criteria (Fletcher et al., 2019). These limitations prompted the development of more comprehensive identification approaches that consider both learner characteristics and educational context.

Current diagnostic frameworks have further strengthened the identification process. According to the DSM-5-TR, Specific Learning Disorder is characterised by persistent difficulties in reading, written expression, and/or mathematics that continue for at least six months despite targeted intervention and significantly interfere with academic achievement or everyday functioning (APA, 2022). Similarly, the ICD-11 classifies developmental learning disorders within the broader category of neurodevelopmental disorders, emphasising persistent impairments in academic skill acquisition that cannot be explained by intellectual disability, sensory impairment, or inadequate educational opportunities (World Health Organization [WHO], 2022). These internationally recognised frameworks have contributed to greater consistency in diagnosis while acknowledging the diversity of learning profiles associated with SLD.

The identification process increasingly relies on multidisciplinary collaboration involving classroom teachers, psychologists, special educators, speech-language therapists, parents, and other professionals. Teachers play a particularly significant role because they are often the first to observe persistent learning difficulties during routine classroom instruction. Continuous classroom assessment, systematic observation, review of learner work, and communication with families provide valuable information that complements formal psychological and educational assessments (Harris et al., 2024; Schultz et al., 2024). Such collaborative approaches facilitate earlier identification and enable educational planning that is responsive to individual learner needs.

Recent research has also highlighted the importance of culturally and linguistically responsive assessment practices. Standardised assessment procedures developed within one linguistic or cultural context may not accurately reflect the abilities of learners from diverse educational backgrounds. Consequently, professionals are encouraged to interpret assessment findings within the learner's cultural, linguistic, and educational context while avoiding inappropriate diagnosis resulting from language differences or inadequate educational opportunities (Harris et al., 2024). This perspective aligns with inclusive education principles by promoting equitable identification practices for all learners.

Despite considerable advances in diagnostic frameworks, significant challenges remain across educational systems worldwide. Many schools continue to experience shortages of trained assessment professionals, inadequate screening programmes, limited assessment resources, and insufficient teacher preparation regarding SLD. These challenges frequently contribute to delayed diagnosis and reduced access to specialised educational support, particularly in developing countries and rural educational settings (UNESCO, 2020; Fletcher & Miciak, 2024). Strengthening multidisciplinary collaboration, improving teacher capacity, and expanding access to comprehensive assessment services therefore remain essential

priorities for ensuring timely and equitable identification of learners with Specific Learning Disability.

Global policy and educational responses

Growing recognition of the educational rights of learners with Specific Learning Disability has contributed to significant international policy developments promoting equitable access to education. During recent decades, educational systems have progressively shifted from segregated models of special education towards inclusive approaches that recognise learner diversity and encourage participation within mainstream classrooms (UNESCO, 2020). These developments reflect broader changes in international thinking, where disability is increasingly understood through social and educational perspectives rather than solely through medical models.

One of the most influential milestones in inclusive education was the Salamanca Statement and Framework for Action (UNESCO, 1994), which advocated that all children, irrespective of their abilities or disabilities, should learn together within regular schools wherever possible. This declaration established inclusive education as an international educational priority and encouraged governments to develop policies that accommodate diverse learning needs through flexible curricula, appropriate instructional practices, and supportive educational environments.

The international commitment to inclusive education was further strengthened through the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which recognises education as a fundamental human right and obligates member states to ensure inclusive education at all levels without discrimination (United Nations, 2006). Similarly, Sustainable Development Goal 4 calls for equitable and inclusive quality education that promotes lifelong learning opportunities for all learners, including those with disabilities (United Nations, 2015). These international frameworks have encouraged countries to strengthen legislation, improve teacher preparation, and expand educational support services for learners with SLD.

At the national level, legislative reforms have also enhanced educational provision for learners with SLD. In the United States, the Individuals with Disabilities Education Act (IDEA) guarantees eligible learners access to free and appropriate public education, comprehensive assessment, individualised educational planning, and specialised support services. Similar legislative developments have emerged in many countries, reflecting increasing recognition of the need for evidence-based intervention and educational inclusion (Fletcher & Miciak, 2024).

Despite these policy advances, implementation remains inconsistent across educational systems. Research consistently reports challenges including inadequate teacher preparation, shortages of special educators, limited assessment resources, insufficient collaboration among professionals, and unequal access to specialised educational services (UNESCO, 2020; Harris et al., 2024). These barriers are particularly evident in many low- and middle-income countries, where limited institutional capacity restricts effective implementation of inclusive educational policies.

Consequently, contemporary educational responses increasingly emphasise teacher professional development, early screening, differentiated instruction, universal design for learning, assistive technologies, and collaborative partnerships among schools, families, and

multidisciplinary professionals. Such approaches acknowledge that meaningful inclusion extends beyond school placement and requires educational systems capable of responding effectively to learner diversity. Strengthening these educational supports remains central to improving both academic achievement and social participation for learners with Specific Learning Disability.

DISCUSSION

The historical development, conceptual underpinnings, causes, prevalence, identification techniques, and international educational responses pertaining to specific learning disabilities were all investigated in this narrative review. The studied literature as a whole shows that knowledge of SLD has advanced from early medical descriptions of reading difficulties to a thorough neurodevelopmental framework that incorporates environmental, pedagogical, neurological, and cognitive viewpoints. This development has had a major impact on assessment procedures, educational policy, and evidence-based interventions intended to enhance learning outcomes for kids with SLD. SLD is a heterogeneous disorder with significant heterogeneity in learning profiles is one of the main conclusions drawn from the literature. According to recent research, learning challenges reflect intricate relationships between neurodevelopmental processes, cognitive functioning, and educational experiences rather than being sufficiently explained by intellectual capacity alone (APA, 2022; Fletcher & Miciak, 2024). This multifaceted knowledge has prompted educational systems to implement more thorough evaluation processes and tailored teaching strategies that address a range of student demands. The analysis also emphasizes how international legislative initiatives supporting inclusive education have significantly advanced the recognition of the educational rights of students with SLD. However, there are still significant differences between nations in terms of identification procedures, teacher readiness, access to specialized services, and the execution of inclusive educational policy. These differences highlight the need for ongoing funding for teacher preparation, interdisciplinary cooperation, early intervention initiatives, and easily accessible educational materials in addition to legislative reform (UNESCO, 2020; United Nations, 2015).

The scarcity of research from low- and middle-income nations is another significant finding. While relatively few studies have examined the identification and educational experiences of learners with SLD in culturally and linguistically diverse contexts, the majority of the research now available comes from North America, Europe, and Australia. Therefore, context-specific studies that look at inclusive pedagogical techniques, culturally sensitive assessment procedures, and educational treatments suitable for a variety of educational contexts should be given priority in future research.

CONCLUSION

Millions of students around the world are still affected by the complicated neurodevelopmental disease known as specific learning disability. The review shows how scientific knowledge of SLD has developed from early medical explanations to a multifaceted framework that acknowledges the interplay of environmental, neurological, cognitive, and educational elements. Identification, assessment, intervention, and inclusive educational practices have all benefited from this conceptual change.

In order to improve educational results for students with SLD, the review also emphasizes the importance of early identification, multidisciplinary assessment, evidence-based intervention, differentiated instruction, and cooperative collaborations among educators, families, and experts. Even while inclusive education is now more widely recognized thanks

to international legislation, in many situations, fair educational possibilities are still limited by differences in implementation, teacher readiness, and access to specialized educational resources.

In general, politicians, educational institutions, academics, and practitioners must continue to be committed to fostering meaningful inclusion for students with specific learning disabilities. To guarantee that all students with SLD are given equal opportunity to reach their full academic and social potential, it will continue to be crucial to strengthen research, improve teacher professional development, and expand contextually responsive educational practices.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

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