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## EXPLORING FACTORS THAT LEAD TO LATE IDENTIFICATION OF LEARNING DISABILITIES IN PRIMARY SCHOOLS

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### ABSTRACT

Research highlights that children experiencing difficulties in mastering some aspects of educational work might be termed as having a learning difficulty. Learning disability is a condition in the brain that causes difficulties to comprehend, process, retrieve and store information which can be caused by various factors. This paper explores factors that lead to the late identification of learning disabilities among primary school learners. The paper, written against the backdrop of B.F Skinner's behavioral theory, reveals that there are numerous factors associated with the late identification of learners with learning disabilities, including, among others, parents' lack of knowledge about learning disabilities and teachers' lack of training on how to identify and assess learners with learning difficulties. The report also demonstrates that failing to recognize early warning signals of children with learning difficulties is a concern for teachers and parents, resulting in many unidentified or undiagnosed cases. As a result, the sooner a learning problem is identified, the more likely a child will succeed in school through early intervention measures. The paper recommends investment in early childhood screening, building expertise for educators and healthcare providers to recognize early signs, reducing class sizes, and need for the Department of Education to organize special training workshops in adaptive instructions for teachers as well as children with LDs in regular classroom settings.

**Keywords:** Learners; late identification; learning disabilities; difficulties; parents; primary school; teachers.