

# Journal of Learning Disabilities

## Psychosocial and Adaptive Deficits Associated With Learning Disability Subtypes

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### Abstract

Children with specific learning disabilities (SLD) have deficits in the basic psychological processes that interfere with learning and academic achievement, and for some SLD subtypes, these deficits can also lead to emotional and/or behavior problems. This study examined psychosocial functioning in 123 students, aged 6 to 11, who underwent comprehensive evaluations for learning and/or behavior problems in two Pacific Northwest school districts. Using concordance-discordance model (C-DM) processing strengths and weaknesses SLD identification criteria, results revealed working memory SLD ( $n = 20$ ), processing speed SLD ( $n = 30$ ), executive SLD ( $n = 32$ ), and no disability groups ( $n = 41$ ). Of the SLD subtypes, repeated measures MANOVA results revealed the processing speed SLD subtype exhibited the greatest psychosocial and adaptive impairment according to teacher behavior ratings. Findings suggest processing speed deficits may be behind the cognitive and psychosocial disturbances found in what has been termed “nonverbal” SLD. Limitations, implications, and future research needs are addressed.

### Keywords

[identification](#), [assessment](#), [comorbidity](#), [nonverbal learning disabilities](#)

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