

Exceptional child learning disabilities



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A diagnostic term that refers to difficulty producing speech sounds (phonological disorder) or with speech fluency (stuttering); difficulty using spoken language to communicate (expressive language disorder); or difficulty understanding what other people say (mixed expressive-receptive language disorder). communication disorders skill necessary for reading that involves breaking words down into parts decoding

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An approach to teaching children with learning disorders based on the premise that to improve a skill the instructional activities have to approximate those of the skill being taught direct instruction

Disorder of reading not due to low intelligence dyslexia

A form of communication disorder characterized by deficits in expression despite normal comprehension of speech expressive language disorder

The education strategies that are based on the premise that the abilities of children with special needs will improve from associating with normally developing peers and being spared the effects of labeling and special placements inclusion

A general term that refers to significant problems in mastering one or more of the following skills: listening, speaking, reading, writing, reasoning, mathematics.

learning disabilities

A diagnostic term that refers to specific problems in reading (disorder of reading), math (disorder of mathematics), or writing ability (disorder of written expression) as determined by achievement test results that are substantially below what would be expected for the child's age, schooling, and intellectual ability

learning disorders

A form of communication disorder characterized by deficits in expressive language coupled with a difficulty in understanding some aspects of speech (i. e., deficits in receptive language).

mixed receptive-expressive language disorder

Learning disabilities

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characterized by deficits related to right-hemisphere brain functioning, such as problems in social skills, spatial orientation, and problem solving nonverbal learning disabilities (NLD) The basic sounds that make up language.

phonemes broad construct that includes recognition of the relationship that exists between sounds and letters, detection of rhyme and alliteration, and awareness that sounds can be manipulated within syllables in

words phonological awareness form of communication disorder characterized by difficulties in articulation or sound production, but not necessarily in word expression phonological disorder The ability to learn and store phonemes as well as the rules for combining the sounds into meaningful units or words.

Deficits in phonology are a chief reason that most children and adults with communication and learning disorders have problems in language-based activities such as learning to read and spell phonology A basic premise of definitions of learning disorders that denotes a disparity or discrepancy between an individual's measured ability and actual performance unexpected discrepancy Learning Disability _____ is a general term for

communication and learning problems that occur in the absence of other obvious conditions, such as mental retardation or brain damage. spoken or written language Children and adults with learning disabilities show specific deficits in _____ or _____, often referred to as relative strengths and weaknesses. Parents and Educators _____ and _____ assumed a major role in bringing recognition and services to children with learning disabilities.

difficulty producing speech sounds, demonstrating speech fluency, using spoken language to communicate, or understanding what other people say.

Speech and language problems that emerge during early childhood include?

(4) True or False: Even though most children with communication

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disorders acquire normal language by mid to late adolescence, early communication disorders are developmentally connected to the later onset of learning disorders. Expressive language disorder _____ is a communication disorder defined as a discrepancy between receptive language and expressive language. Genetic influences and slow or abnormal brain maturation. Early ear infections may play a causal role in some cases.

Causes of communication disorders include? (3) True or False:

Treatment of children with communication disorders is often necessary before a child attends school. Stuttering or speech dysfluency occurs mostly in younger children peaking around age _____. Recovery usually occurs once the child enters school. reading mathematics or writing ability.

Learning disorders consist of specific problems in _____, _____, or _____ with reading disorders are the most common. _____ overlap and writing disorders overlap considerably with reading disorders.

Although learning disorders overlap with _____ behavioral disorders they are distinct problems. Opportunities to develop and use particular strengths lead to more successful adult outcomes. phonological

Learning disorders in reading may be caused by _____ that arise from physiological abnormalities in the processing of visual information in the brain. These deficits are believed to be largely inherited.

Treatments _____ for children with Communication and learning disorders involve educational strategies that capitalize on existing strengths and behavioral strategies involving direct instruction. cognitive behavioral techniques and computer assisted instruction are also used successfully.

What treatments are used successfully? (2) Kaplan New GRE Vocabulary Flashcards by Kaplan (2011, Cards) What is the APA definition of Learning

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Disabilities? Demoralization

Low self-esteem

Deficits in social skills

School drop-out

Comorbidity with conduct disorder, oppositional defiance disorder, ADHD, depression, and dysthymia.

Underlying problems in cognitive processing (visual perception, linguistic processes, attention, memory). What are the Associated Features of Learning Disabilities according to APA? Adopts an out-dated discrepancy model.

Doesn't specify what is "substantially below expected."

Focus on childhood.

Ignores how cultural/social factors or sensory impairments might influence learning problems
What are the problems with the APA definition? Forms the basis for most states criteria for defining learning disability.

Disorder in one or more psychological processes involved in understanding language manifesting itself in the imperfect ability to

Listen

Think

Speak

Read

Spell

Do mathematical calculations

Includes conditions involving perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Excludes learning problems due to visual, hearing, and motor handicaps;

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mental retardation, emotional disturbance, and environmental, cultural, and economic disadvantage. What is the Federal Definition of Learning Disorders (1975, 1997, 2004)? (4) Uses out-dated terminology, e. g., "handicaps," "minimal brain dysfunction."

Processes are ill-defined. What psychological processes might underlie a learning disability? Process training, independent of academic intervention, doesn't do much good. What does "imperfect ability" mean?

As written, root of problem appears due to "understanding language." There are non-language learning disabilities.

Why limit inclusions to perceptual handicaps, brain injury, MBD, dyslexia, and aphasia? Why shouldn't apraxias and dyspraxias, for example, be included?

Definition seems to suggest that one can't be both blind and have a learning disability or mentally retarded and also have a learning disability. What are the problems with the Federal Definition of Learning Disorders? A general term for a heterogeneous group of disorders.

Disorder is manifested in significant difficulties in the acquisition and use of

Listening

Speaking

Reading

Writing

Reasoning

Mathematical Abilities

Disorder is intrinsic to the individual

Presumed due to CNS dysfunction

May manifest itself across the life-span

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Although the following conditions do not make one learning disabled, the disability may co-occur with problems in

Self-regulatory behavior

Social perception

Social interactions

Disability may co-occur with other handicapping (disabling) conditions (sensory impairments, mental retardation, serious emotional disturbances) or with extrinsic influences (cultural differences, insufficient or inappropriate instruction). Disabilities are not the result of those conditions. What's National Joint Committee definition for Learning Disabilities? (7) Why limit LD to difficulties in listening, speaking, reading, writing, reasoning, and mathematical abilities? Are there other academic skills that may be missed in this list, e. g., attention, planning, decision making, concept formation, Seems to over-emphasize language-based deficits.

Does it matter whether the deficit is intrinsic to the individual? Whether the disorder is intrinsic or extrinsic, the individual may still manifest disability in learning and one that needs to be addressed and remediated.

If learning disabilities can occur across the life-span, can adults develop learning disabilities during adulthood or does the disability have to manifest itself in some form during childhood? What are the Problems with NJCLD

Definition? (3) Receptive Language

Auditory Processing

Expressive Language

Basic Reading (phonological decoding)

Reading Comprehension

Written Expression

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Mathematical Calculation

Mathematical Reasoning/Problem Solving

(8) Problems with coordination and balance, motor clumsiness

Problems with direction

Problems with perceptual-motor coordination and speed.

Speech and language delays

Emotionality and impulsivity

Problems with metacognitive skills (executive processes)

Memory problems

Socio-emotional problems

Motivational problems

External vs. internal locus of control

Negative attribution

Learned helplessness

(3) Lack of theoretical agreement on what constitutes a learning disability.

Multidisciplinary disagreement on how to assess and intervene with learning disabled children.

Belief that some of what is diagnosed as learning disability is simply a sociological phenomenon.

Difficulties in drawing clear boundaries around what is LD versus MR versus Emotionally/Behaviorally Disturbed versus motivational versus borderline intelligence. Why is it difficult to develop standard diagnostic procedures to identify LD? (4) No standard battery of tests or test for identifying LD in children.

In the past (and in some instances currently), LDs were identified on the basis of a significant discrepancy between achievement and intelligence.

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Lack of agreement on how much of a gap should exist.

Encourages a "wait and fail" model.

Makes questionable some diagnoses of LD, e. g., does a child with an IQ of 140 and a standard score of 95 on reading achievement have a learning disability. There is a significant gap!

A currently popular model for identifying LD is the Response to Intervention Model, i. e., how is the child functioning within the classroom?

Formative Evaluation: Uses in-class measures of children's progress toward academic goals.

Curriculum-Based Assessments: Child is compared to peers in classroom or district, not some general norm-group.

Authentic Assessments: Use of portfolios and nontraditional ways of assessing knowledge and skill. Diagnosing Learning Disabilities (3) (3, 3)