

# [Learning disability’s](https://assignbuster.com/learning-disabilitys/)

1962Kirk coined the term learning disability1963Kirk used the term at a Chicago meeting with concerned parents and educators, and the term took off ONLEARNING DISABILITY’ S SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder Now3. 41%, 44-50%\_\_\_\_\_ of children (ages 6-21)   
\_\_\_\_\_ of all children receiving special education have a learning disability in Ontario4: 1ratio of boys: girls diagnosed60% spend 20-60%Most students are educated within the regular classroom   
\_\_ spend most of the day in general classroom   
\_\_\_-\_\_\_ of the day in the general classroomWhy the gender difference? Boys more likely to engage in overt behavior

Classrooms becoming more " girl friendly" over the past 30 years

Boys tend to have more difficulties with language, even in typically developing samples

middle-classUsually applied to children from \_\_\_\_\_\_-\_\_\_\_backgrounds   
No discernible mental or physical anomalies   
Still failing in schoolAcademic difficulties(1) usually in the areas of reading or mathematical computations   
in the student's performance   
across domains of developmentDiscrepancy between IQ and school achievement 2(2)Potential versus performance   
The \_year lag rule(Can lead to learned helpness)   
Assumed that the wider the gap, the more severe the disabilityExclusion of other disabilities(3) What is left over after excluding:   
visual or hearing impairment, motor disabilities, IDD, social or economic disadvantageInterindividual differencesCompared to peers   
E. g. 2 grades behind in reading comprehension   
This is an example ofIntraindividual differencesE. g. CA- 9 year old child   
11 year old IQ   
6 year old social dev.   
Peaks and valleys   
This is an example of: Neuropsychological disorder(4)—basic learning disabilities are the result of some type of neuropsychological disorder. Average or above-average intelligence(5)Previously would have been classified as IDDSocial Deficits?   
non-verbal   
social skill(6) Some focus just on intellect and school achievement   
Others include \_\_\_\_\_\_\_\_ and emotional challenges that impact learning   
Social interactions are often difficult for children with learning disabilities, particularly\_\_\_-\_\_\_\_\_\_ learning disabilities, and that \_\_\_\_\_ \_\_\_\_\_ deficits are commonDyslexiaDifficulties reading, spelling, and with reading comprehension   
Great difficulty mapping letters into sounds and vice-versa (impaired phological loop)Expressive LanguageReceptive difficult too, but not as bad   
E. g. overextending words " juice" for everything from juice, to water, tea, milk, etc. semanticsVocabulary tend to be small and superficial   
By 8-9 years of age, most children can cope with multiple meanings of high frequency words (e. g. Bat)   
Bat (sports equipment versus Halloween decoration)   
Lead poisoning can lead to health issues. Does the deer see the does? The dove dove down to its nest.   
Take things quite literallysyntaxProblems organizing phrases   
Tend to ramble   
Talk about things out of orderpragmaticsDifficulties with the social use of language   
Turn takingnon-verbalMany children struggle with \_\_\_-\_\_\_\_\_ communicationless accurateStudy of grade 3 - 6 students   
Task: Identify facial expressions of emotion   
Students with learning disabilities are much \_\_\_\_ \_\_\_\_\_\_\_ than typically developing peersMain IdeaReal challenge since students are stuck trying to decode words that they can't get to the main point of the lesson or the paragraph, etc. miscues" And" versus " But"

Words read differently than how they are written.

spelling" Seemingly impossible task" Good readers 4 6-7\_\_\_\_\_\_\_\_\_Rhyme by \_ years of age   
Can blend and segment orally presented words by\_\_\_\_\_ years of agephonological awarenessAbility to blend, segment, rhyme, or manipulate sounds of spoken words   
Strong relationship between early literacy and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3Problems are often identified in gradeclean their roomBy middle elementary school, reading can be so aversive that many poor readers would rather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than readsocial deficitsRoughly 50% of children with learning disabilities also have35 15\_\_ %neglected by peers   
\_\_%rejected by peers   
May stem from a mix of deficits in verbal and non-verbal communication, and social perception skillshopeUpon hearing the diagnosis, parents often report feelinglateIn contrast to other disabilities, \_\_\_\_ diagnosis for the family3. 5 yearsRarely detected before the child enters school   
Gap of about \_\_\_\_\_\_ between suspected and diagnosisroller coaster of expectationsDescribed as a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ " Hopes for the future alternately raised and dashed as the child progresses or falls back" Advocate for the child   
(Ensure the school system addresses their child's needs)   
Support system at home (Safe and loving environment)Role of the Family: 1) A learning disability   
2) Expected lags as the student is learning as second language (esp. in early stages of acquisition of L2)Limited English proficiency can arise because of: glitchAccording to IPM A learning disability can be explained as a\_\_\_\_\_ in this systemSensory IntergrationAbility to use two   
or more senses   
simultaneously   
E. g. Note takingThinkingMeaning is born out of connecting remembered thoughts

Challenges organizing thoughts into useful concepts

Developmental AphasiaUsed when child has a specific delay in languageDysgraphiaa learning disability that results in difficulty in writingSelf-regulatory skillsMonitoring of reading to tell when something is confusing or when they are tuning outEmotional Context Memory capactityStrong negative emotions have an impact on all aspects of our ability to process information   
Anxiety can use up your \_\_\_\_\_\_\_\_Anticipatory anxietyWhere a person experiences increased levels of anxiety by thinking about an event or situation in the future. Discrepancy Modellarge discrepancy exists between what students would be expected to do based on their cognitive ability and how they are actually performing in various school subjectsHard to measure discrepancy in young children

" Unexplained underachievement"   
rather than a learning disability

" Wait-to-fail" model (2 year rule)

Problems with the Discrepancy ModelRTI Modelwhich model Permits early and pre-referral intensive interventions based on the student's needs without " waiting to fail" Tier 1High quality general learning environment   
Includes developmentally appropriate screening   
Periodic progress monitoringCollaborative problem solving (Teir 2)solving involves a multidisciplinary team working together with parents to design services that address the students needs.   
Generally the general teacher in the general classroom   
Teaching becomes more explicit and directive   
Can be delivered through embedded activities within general lessons   
Often also includes small group interventionsEvidence-based interventions(Teir 2)interventions meets the students' needs, also called standard protocol approaches. Progress monitoring ramps up (Tier 2)uses data on student's achievement, performance, etc. to monitor progress, guide decision making, and plan for future needs (slope of improvement)Tier 3Referral for formal assessment

Usually provided by Special Education Services   
Within the general classroom or elsewhere

IEP created

Trillium Demonstration SchoolReal life example of Tier 3