

# Chapter 5

## understanding students with learning disabilities



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Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding and using language, spoken, or written language. Specific learning disability may manifest itself in an imperfect ability to: listen, think, speak, read, write, spell, or do mathematical calculations

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inclusionary standard note areas affected exclusionary standard it does not include learning problems that are primarily the result of VISUAL, HEARING, or MOTOR disabilities, or the result of mental retardation, emotional disturbance, or environmental, CULTURAL, or economic disadvantage

reading: difficulty with decoding words, comprehending text, speech, and fluency

What are the Academic Achievement Characteristics?

reading, written language, mathematics, memory, executive functioning

what is executive functioning? metacognition & being organized, engaging in future planning, and solving problems

social, emotional, and behavioral characteristics of learning disabilities: self-concept, negative emotions, perceiving feelings & emotions, finding solutions to social dilemmas, & interpersonal skills

neurological mechanisms: brain abnormalities

found

genetics: strong evidence

environmental causes: teratogens

2 types of intelligence tests: bell curve & WISC-IV

achievement test: WIAT-II

Even with two different scores, evaluators can directly compare a student's IQ and achievement scores by these discrepancy tests: aptitude-achievement, intra-cognitive & intra-achievement

Response to Intervention (RTI): a PROBLEM-SOLVING approach that involves multiple TIERS of increasingly intense, RESEARCH-BASED interventions matched to student's needs

How is RTI organized? What is the 3-tier approach? enrichment activities, strategic

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programs, intensive interventionexplicit instruction: involves the systemic teaching of critical skills that enable the student to be more successful in mastering a subjectintensive instruction: involves a higher frequency of instructional opportunities than is typically provided in general education classroomssupportive instruction: involves more precise scaffolding in order to sequence skills and provide more precise prompts to use necessary learning strategiesphonological processing: the capacity to use our sound system of language to process oral and written informationcurriculum mapping: determining supplementary aids & serviceshow do educators collect information about each teacher's curriculum? using school calendar as an organizeradvance organizers: presentation of information before students begin to learn it4 types of graphic organizers: lesson, chapter survey routines, unit organizers, & course organizersELO: Embedded Learning Opportunities2 types of learning strategies: acquiring strategies & storing information and remembering