
“Características de los
estudiantes con
discapacidades de
aprendizaje”

Learning Disabilities

An invisible disability

Session Outline

- JP work
- Perspectives
- Basic Concepts
- Key Characteristics
- Needs & Practices

JP Work

College Students with LD

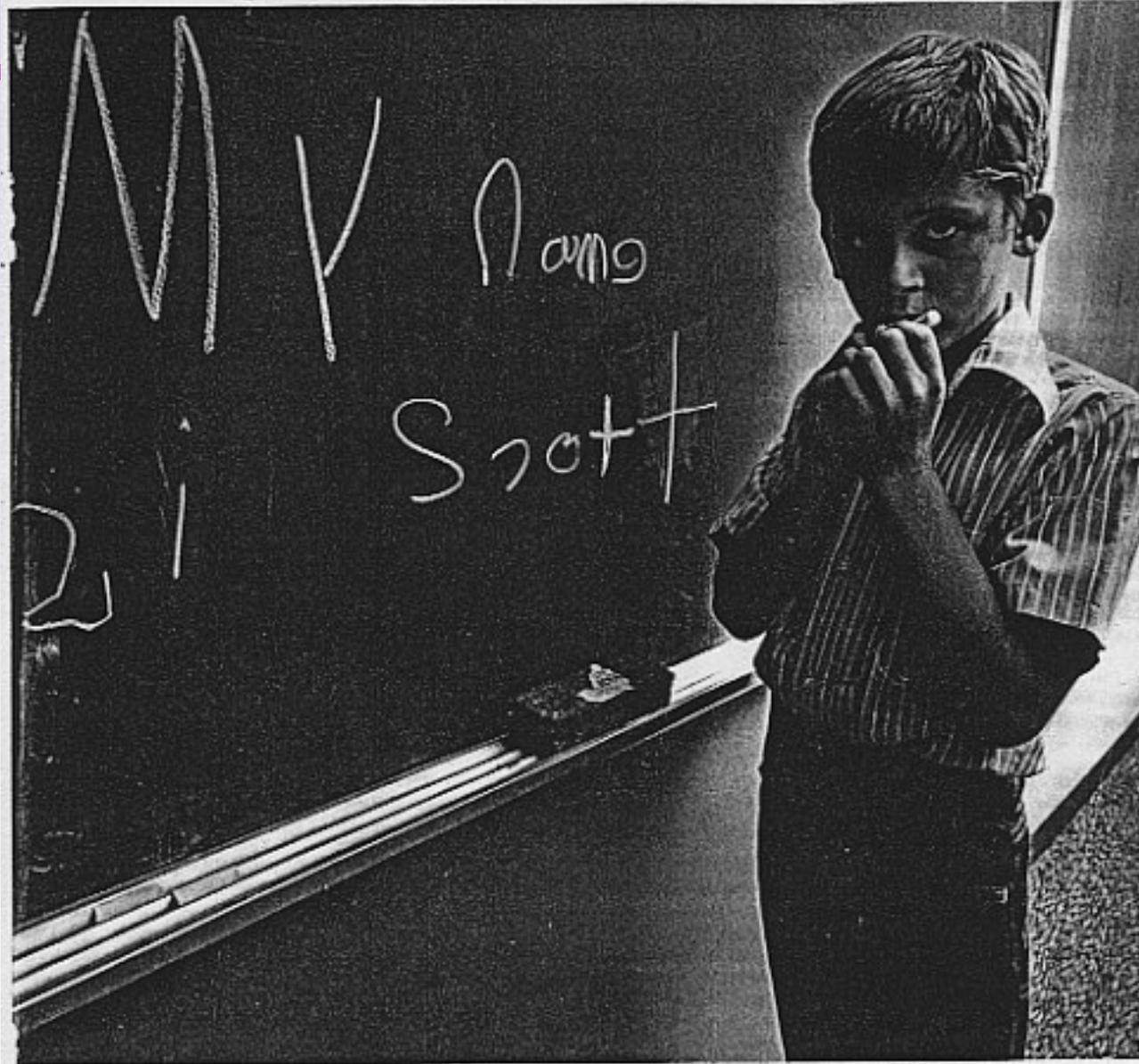
- University of Virginia
 - dissertation
- University of Hawaii
 - Kokua & athletic department
- University of Texas at Austin
 - students

Perspectives

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$


Right or wrong?

Scott isn't stupid. But it took a smart teacher to recognize it.



Basic Concepts

DSM-5

Specific Learning Disorder

Diagnostic Criteria

- A. Difficulties learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months, despite the provision of interventions that target those difficulties:
1. Inaccurate or slow and effortful word reading (e.g., reads single words aloud incorrectly or slowly and hesitantly, frequently guesses words, has difficulty sounding out words).
 2. Difficulty understanding the meaning of what is read (e.g., may read text accurately but not understand the sequence, relationships, inferences, or deeper meanings of what is read).
 3. Difficulties with spelling (e.g., may add, omit, or substitute vowels or consonants).
 4. Difficulties with written expression (e.g., makes multiple grammatical or punctuation errors within sentences; employs poor paragraph organization; written expression of ideas lacks clarity).
 5. Difficulties mastering number sense, number facts, or calculation (e.g., has poor understanding of numbers, their magnitude, and relationships; counts on fingers to add single-digit numbers instead of recalling the math fact as peers do; gets lost in the midst of arithmetic computation and may switch procedures).
 6. Difficulties with mathematical reasoning (e.g., has severe difficulty applying mathematical concepts, facts, or procedures to solve quantitative problems).

NJCLD Definition

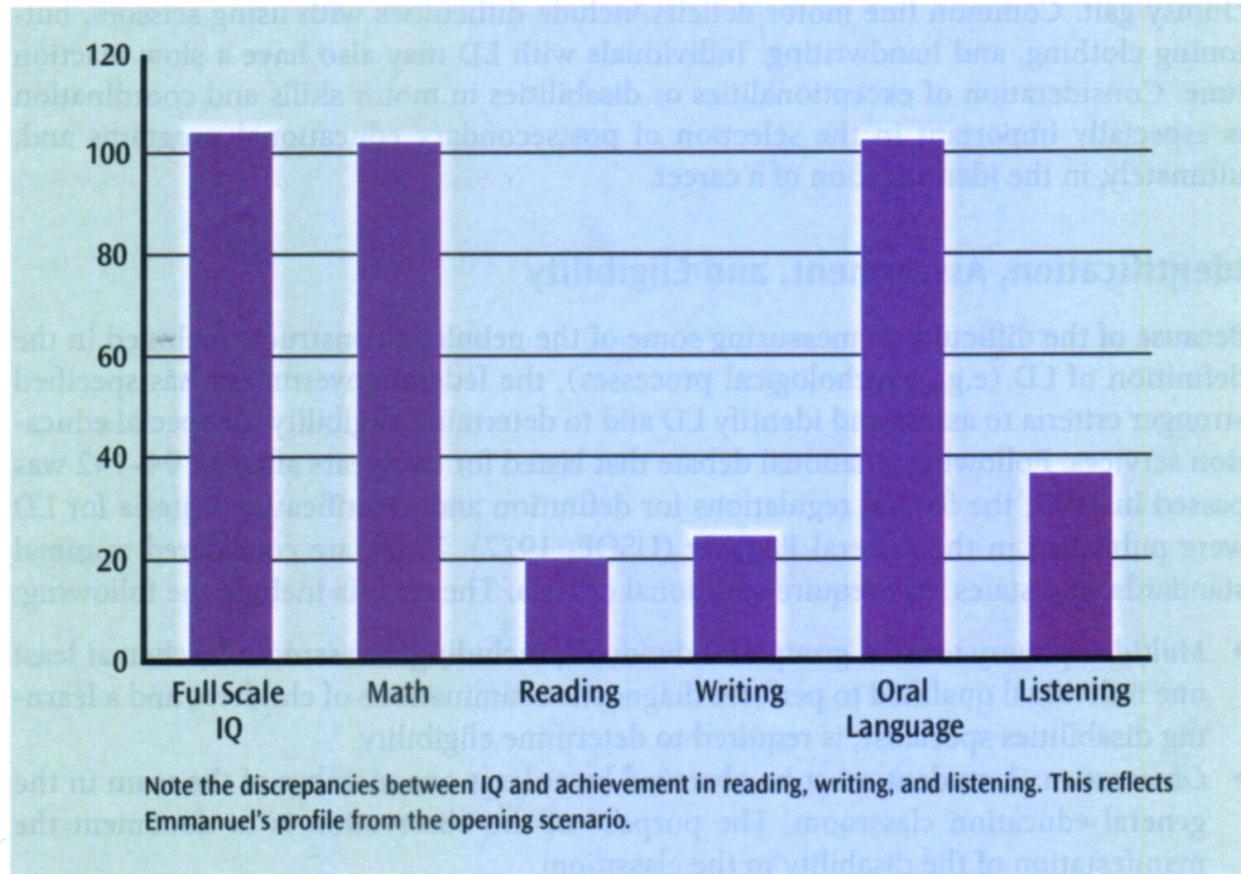
Learning disabilities is a **general term** that refers to a **heterogeneous group** of disorders manifested by **significant difficulties** in the **acquisition** and **use** of **listening, speaking, reading, writing, reasoning, or mathematical abilities**. These disorders are **intrinsic** to the individual, presumed to be due to **central nervous system dysfunction**, and may occur across the **life span**

Key Features (NJCLD)

- **underachievement**
- **presumed CNS dysfunction**
- **processing problems**
- **throughout lifespan**
- **specific type of problems**
- **comorbidity issue**

Figure 5.3

Profile of a Student with Learning Disabilities



Identification Procedures

Traditional

“discrepancy”

Alternative

“characteristics”

IDEA 2004

“response to intervention”

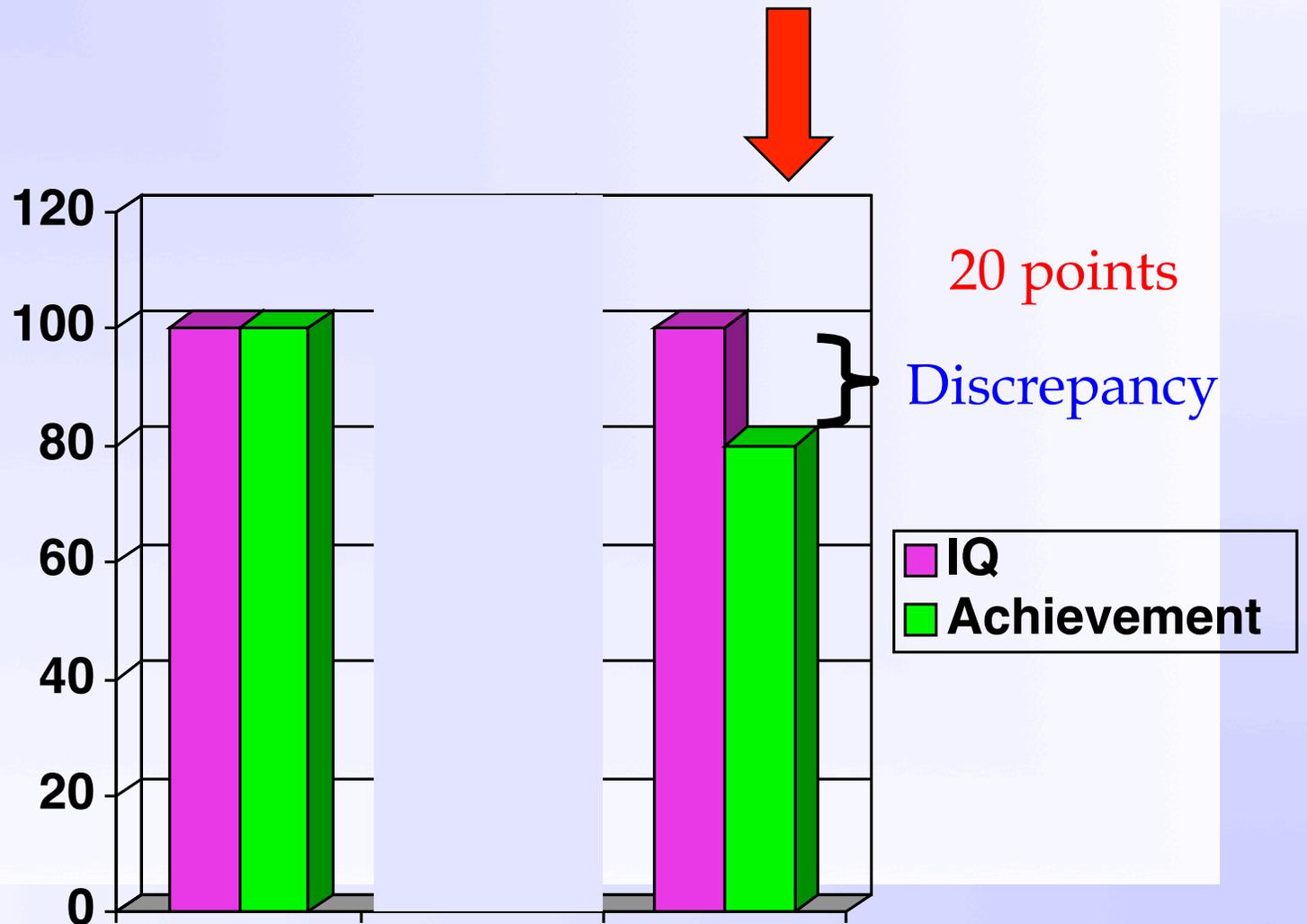
Discrepancy between what?

Ability versus Achievement

Reasons for discrepancy . . .

- **lack of motivation**
- **frequent moves/absences**
- **maladaptive behavior**
- **substance abuse**
- **language other than English**
- **deficient educational history**
- **other?**

IQ and Achievement Discrepancy



Comparison of

Liz

and

Maggie

IQ:

- FS = 101
- VS = 88
- PS = 113

IQ:

- FS = 82
- VS = 79
- PS = 84

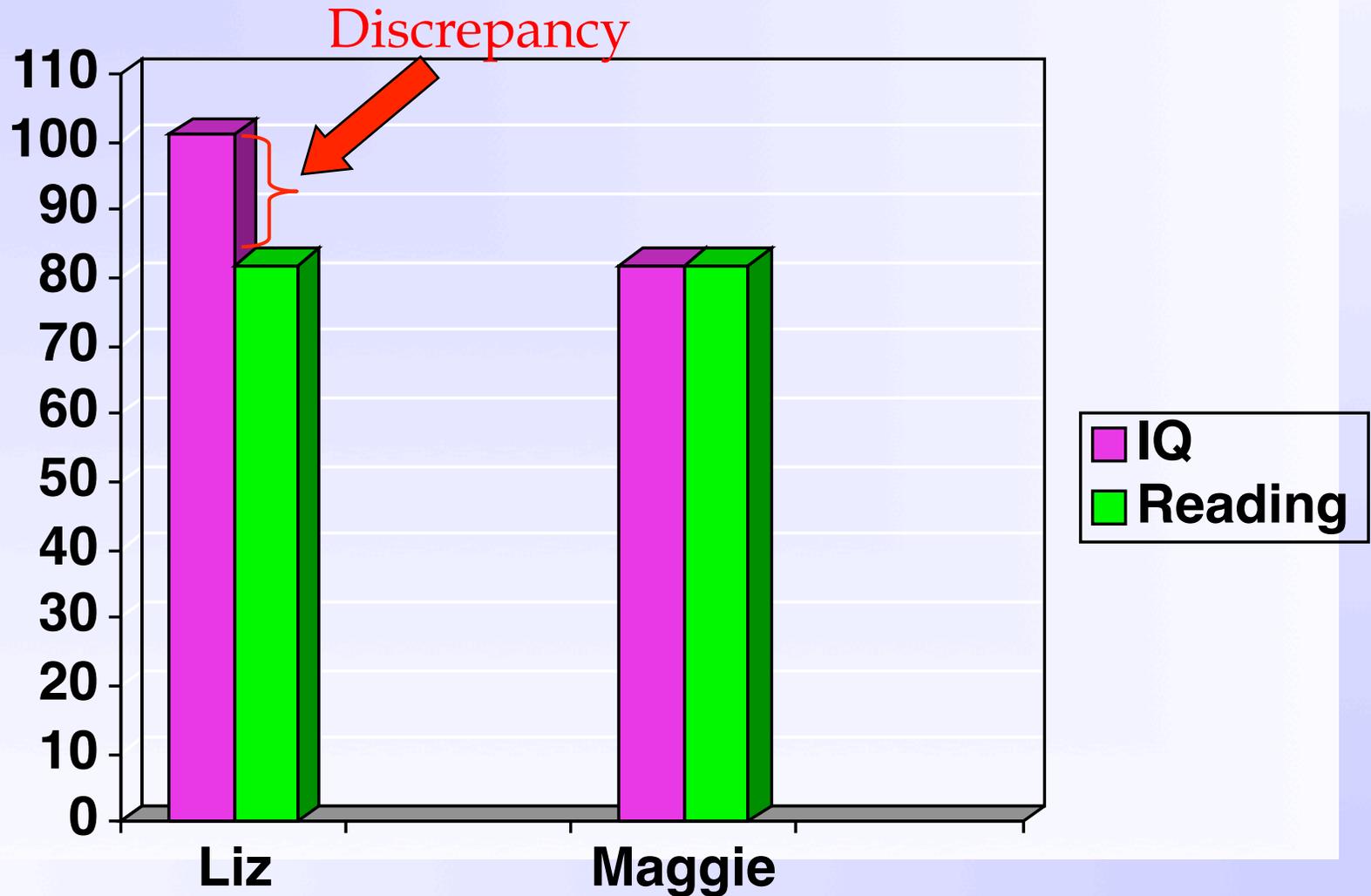
Achievement:

- Reading = 82
- Math = 99
- Spelling = 78
- Gen Info = 100

Achievement:

- Reading = 82
- Math = 85
- Spelling = 78
- Gen Info = 82

Liz and Maggie



Learning Disabilities Diagnostic Inventory

Section I. Identifying Information About the Student and Examiner

Student Name _____ Female Male Grade _____
 Year _____ Month _____ Day _____ City, State _____
 Date of Rating _____ Examiner's Name _____
 Date of Birth _____ Examiner's Position _____
 Age _____

Section II. Record and Profile of Scores

Record of Scores

	Raw Score	%ile	Stanine		Raw Score	%ile	Stanine
1. Listening (LI)	_____	_____	_____	4. Writing (WT)	_____	_____	_____
2. Speaking (SP)	_____	_____	_____	5. Mathematics (MT)	_____	_____	_____
3. Reading (RD)	_____	_____	_____	6. Reasoning (RE)	_____	_____	_____

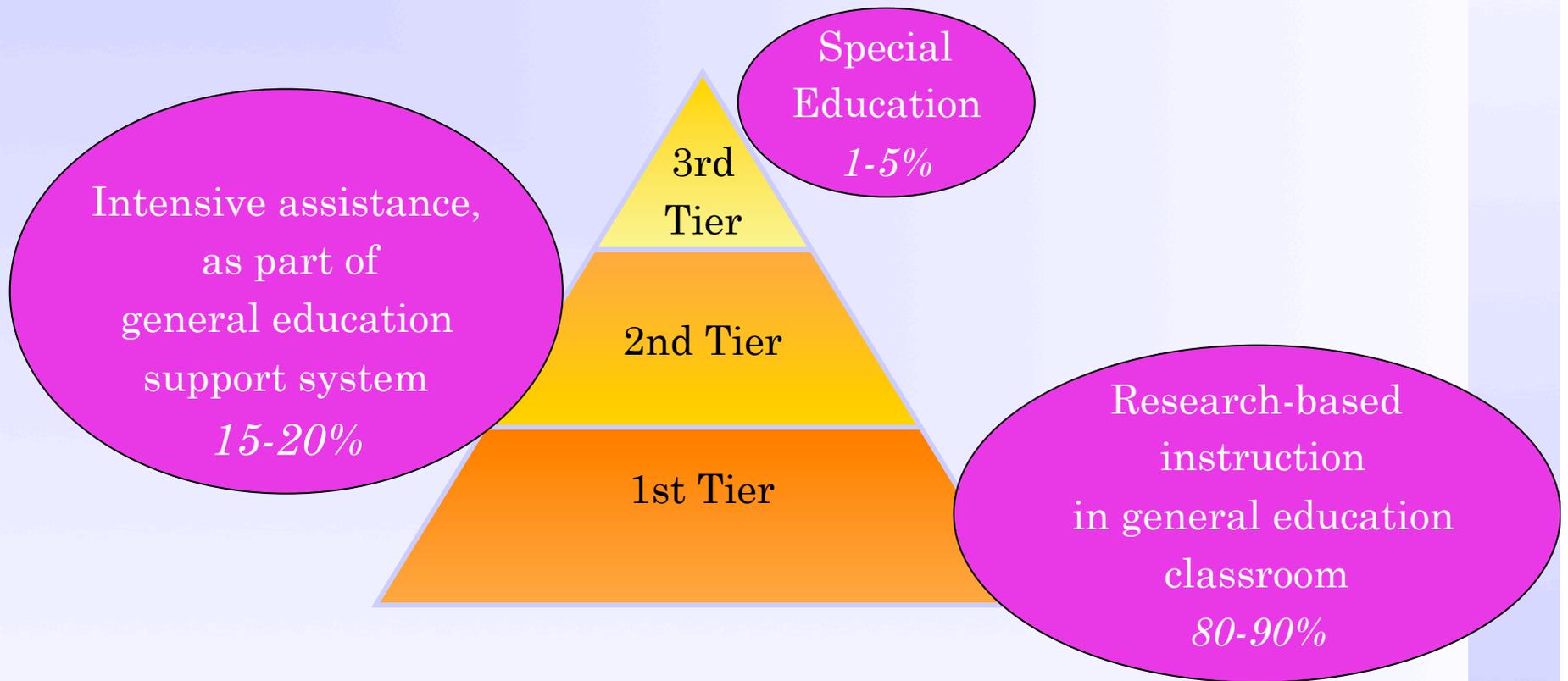
Profile of Scores

Stanine	LI	SP	RD	WT	MT	RE	Likelihood of an Intrinsic Processing Disorder
7, 8, 9	<input type="checkbox"/>	Unlikely					
6	<input type="checkbox"/>	Possibly					
1, 2, 3, 4, 5	<input type="checkbox"/>	Likely					

Section III. Diagnostic Conclusions

- The student is unlikely to have learning disabilities.**
 This diagnostic conclusion is based on the fact that either all LDDI scores fall above 6 or all LDDI scores fall below 6.
- The student is likely to have learning disabilities.**
 This diagnostic conclusion is based on the fact that at least one LDDI score falls above 6 and at least one LDDI score falls below 6.
 Area(s) of LD (Check all that apply)
 Listening Writing
 Speaking Mathematics
 Reading Reasoning
- The student may have learning disabilities.**
 This diagnostic conclusion is based on the fact that the profile is equivocal (i.e., neither of the previous conclusions was checked—see the LDDI manual for details).

RTI/Three-Tiered Instruction



Response to intervention Model

If progress is
inadequate,
move to next
level



Intervention
increases in
intensity and
duration

Tier 1: ALL students

Core instruction to all students

Tier 2: SOME students

Supplemental intervention for
students who need it

Tier 3: FEW students

More intensive intervention (smaller
groups, more individualized)

*Key
Characteristic*

Common Characteristics

- academic difficulty
- language (oral & written)
- attention
- memory
- metacognition
- perception
- social/behavioral
- reasoning
- organization difficulties

Needs & Practices

Table 1-10. Percentage of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, in each educational environment, by disability category: Fall 2004

Disabilities	Time outside the regular class			Separate environments ^a
	<21 percent of the day (%)	21-60 percent of the day (%)	>60 percent of the day (%)	
Specific learning disabilities	51.6	35.4	12.0	1.0
Speech or language impairments	88.3	6.6	4.7	0.5
Mental retardation	13.8	29.3	50.5	6.4
Emotional disturbance	32.4	22.0	28.4	17.2
Multiple disabilities	13.0	16.8	45.1	25.0
Hearing impairments	47.1	18.7	20.9	13.4
Orthopedic impairments	48.5	19.4	25.6	6.5
Other health impairments	53.9	29.2	13.6	3.3
Visual impairments	56.8	16.0	14.7	12.5
Autism	29.1	17.7	41.8	11.3
Deaf-blindness	18.8	15.1	35.3	30.8
Traumatic brain injury	37.6	28.4	25.9	8.1
Developmental delay	56.8	25.2	16.7	1.2
All disabilities	52.1	26.3	17.5	4.0

87%

Areas of Differentiation & Instruction

- Setting
- Content
- Materials
- Intervention/Instruction
- Behavior
- Affective Concerns

Issues

- Lifelong concerns
- Postsecondary considerations
- Adulthood concerns
- LD & juvenile delinquency
- Students who are gifted & LD

BEST BUDDIES

