

ATLANTIC INTERNATIONAL UNIVERSITY

COURSEWORK:

INTRODUCTION TO LEARNING DISABILITIES (ITO 248)

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INTRODUCTION

Learning disabilities is the group of disorder that effects people ability to interpret what they see and hear or link to information from different parts of the brain. This limitation can also show up in so many ways, as specific difficulties with written and spoken language, as far as dealing with self-control or attention, such difficulties extend to schoolwork and impeded learning to read, write, do math, organization, time management and other social communication skills. Learning disability can also have an impact on friendship, work, self-esteem etc. Students with LD can succeed when they have the necessary support specific instructions compensators strategies to help them overcome difficulties. They also may experience some problem within the classroom environment like reading, mathematical, writing and some other social situations. The child can also be affected or having problem learning the alphabet and even forgetting the sounds that the letters make and even confusing math symbols, and misreading numbers. A Learning can effect Disability students in different ways depending on the academic attacks. They also have problems recognizing words.

In writing they also experience serious difficulty in handwriting and problem in gathering thought on a paper, organizing writing words and spelling correctly. For example, in reading, breaking - down words into their individual (own) sounds, and read fluently and understanding what it means. Reading, Listening, and Speaking. Having one type of processing difficulty is common and these are the tasks that can be affected among learning disabilities.

Therefore, I want you to know that individual with LD, can learn some strategies to compensate for their own challenges and maximize their potential. Almost 2million students are being

diagnosed with LD and they also receive special service, Intellectual disability Autism, Deafness, Blindness Behavioral and ADD, or ADHD, are not learning LD. Therefore, these conditions are frequently confused with Learning.

LESSON 1:

CAN LEARNING DISABILITIES BE CURED?

Learning disabilities are the result of a neurological difference in a person's brain, and so they cannot be "cured." They are a lifelong challenge, but they do not have to prevent a person from becoming successful in school and in their careers. With appropriate support, individuals with LD can learn how to manage their learning differences and achieve their goals throughout their lives.

LESSON 2:

WHAT ARE THE TYPES OF LEARNING DISABILITIES?

Learning disabilities are the result of a neurological difference in a person's brain, and so they cannot be "cured." They are a lifelong challenge, but they do not have to prevent a person from becoming successful in school and in their careers. With appropriate support, individuals with LD can learn how to manage their learning differences and achieve their goals throughout their lives.

LD is a broad term. There are many different kinds of learning disabilities. Most often they fall into three broad categories:

- Reading disabilities (often referred to as **dyslexia**)
- Written language disabilities (often referred to as **dysgraphia**)
- Math disabilities (often called **dyscalculia**)

Other related categories include disabilities that affect memory, social skills, and executive functions such as deciding to begin a task.

LESSON 3:

HOW ARE LEARNING DISABILITIES IDENTIFIED?

Usually, a teacher or parent notices that a child is struggling to learn or is behind in class. An evaluation can be requested by the teacher or the parent. A comprehensive set of tests is given to see why the child has difficulty. The earlier a child gets tested, the more likely it is that a child can overcome a learning disability.

It is important for children who are learning a second language to be evaluated in their native language when possible so that a professional can determine whether a child's difficulties are due to a learning disability and or a problem learning the second language. If a child is misdiagnosed, she may end up in the wrong kind of class — for example, she may be placed in a special education class when she needs more English instruction, or vice versa.

LESSON 4:

WHAT ARE THE SIGNS OF LEARNING DISABILITY?

Children learn in very different ways and at different rates. When a child has a language or reading problem, the reason might be simple to understand and deal with, or it might be

complicated and require expert help. Often, children may just need more time to develop their language skills, and it is natural for children to experience some ups and downs in their learning patterns.

There is no one sign that shows that a person has a learning disability, but there are some signs and patterns that may indicate a learning disability if your child exhibits them frequently and/or over an extended period of time. A child probably won't show all or even most of these signs, but if your child shows a number of these signs, parents and teachers should consider having the child evaluated for a learning disability. These signs³ include:

IN PRESCHOOL

- Trouble understanding what is being said
- Delay in speech development
- Slow vocabulary growth
- Difficulty in learning numbers alphabet, days of the week, colors, and shapes
- Difficulty with rhyming words
- Poor coordination and uneven motor development, such as delays in learning to sit, walk, color, or use scissors
- Difficulty following directions or routines
- Frequent restlessness and distraction
- Trouble interacting with peers

IN ELEMENTARY SCHOOL

- Problems connecting letters and sounds
- Problems forming letters and numbers

- Difficulty understanding what she reads
- Many mistakes when reading aloud, and frequent pauses
- Problems with basic spelling and grammar
- Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt/left), and substitutions (house/home)
- Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- Difficulties learning math skills and doing math calculations
- Difficulty with remembering facts
- Difficulty losing, forgetting, or organizing materials (notebook, binder, papers), information, and/or concepts
- Difficulty understanding oral instructions and or expressing oneself verbally
- Difficulty learning about time
- Difficulty gripping a pencil and very messy handwriting
- Poor coordination, frequent accidents
- Trouble following directions

IN MIDDLE AND HIGH SCHOOL

Some types of LD are not apparent until middle school or high school. With increased responsibilities and more complex work, students may avoid using certain skills and new areas of weakness may become apparent such as:

- Difficulty with spelling and letter sequence (left / felt)
- Trouble with handwriting and pencil grip
- Difficulty with grade-level reading comprehension, written language or math skills

- Difficulty planning time and assignments, especially long-term assignments with multiple parts
- Difficulty understanding discussions or expressing thoughts when speaking
- Trouble interacting with peers and making friends
- Difficulty organizing personal space and school materials
- Difficulty organizing thoughts when writing or speaking
- Avoids reading tasks, reading out loud or writing assignments
- Trouble adjusting to new settings

CONCLUSION

Children with learning disabilities do not tend to experience on specific learning disability. The DSM-V reflects this perspective by categorizing learning difficulties as one group (SLD), however, which appears to be necessary because impairments often overlap, and children experience more difficulties in the one area. Snowing (2013) and Rose (2009) support the (DSM-V perspective that dyslexia is a multi-faceted disorder. Therefore, there are number of challenges for children with dyslexia. So, if the condition is not yet diagnosed early when the child is still young and which enables interventions to be implemented, this can have a negative effect for the child's future. Children can also experience a lack of motivation and a low self-esteem which can defiantly affect their education achievement and have a negative affect when they are adults. Snowing (2013) therefore stresses the importance of early detection and earl intervention strategies for children that are risk form dyslexia, particularly when there is a family history in general, children with SLD can sometimes experience bullying.

Disabilities Education Act (IDEA) is a law that was passed to support and help students who are undergoing this terrible situation every day in life. Therefore, it's our responsibility as teachers to help these children to learn despite their present condition to become independent and better citizens for tomorrow.

References:

<http://www.lonline.org/article/27925/>

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