

LEARNING DISABILITIES

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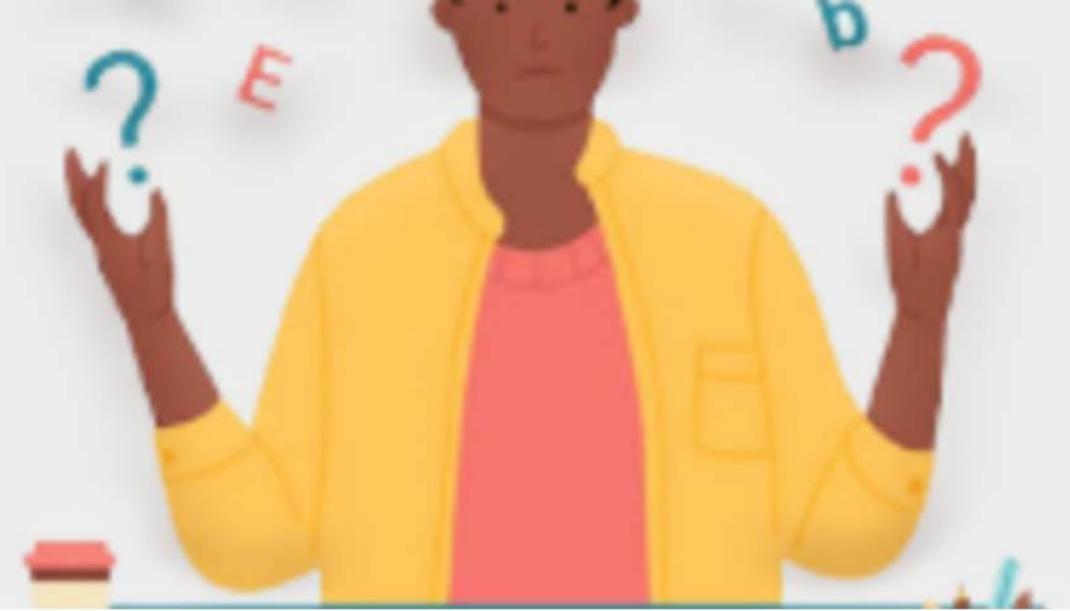


DEFINITION

IS A NEURODEVELOPMENTAL DISORDER PRODUCED BY THE INTERACTIONS OF HERITABLE AND ENVIRONMENTAL FACTORS THAT INFLUENCE THE BRAIN'S ABILITY TO EFFICIENTLY PERCEIVE OR PROCESS VERBAL AND NONVERBAL INFORMATION

CHILDREN WITH LEARNING DISABILITIES ARE NOT DUMB OR LAZY. IN FACT, THEY USUALLY HAVE AVERAGE OR ABOVE & AVERAGE INTELLIGENCE. THEIR BRAINS JUST PROCESS INFORMATION'S DIFFERENTLY.

VS



**LEARNING DISORDER
IS
A DIAGNOSTIC TERM.**

**A PSYCHIATRIC DIAGNOSES
A PERSON WITH A LEARNING
DISORDER BASED ON A LIST
OF SYMPTOMS.**

**LEARNING DISABILITY
IS A
LEGAL, SOCIAL TERM.**

**A PUBLIC SCHOOL IDENTIFIES
A STUDENT WITH A LEARNING
DISABILITY**



ETIOLOGY

**THERE IS NO SINGLE KNOWN CAUSE,
BUT RATHER MULTIPLE
CONTRIBUTING FACTORS:**

- **HEREDITARY**
- **TERATOGENIC**
- **MEDICAL**
- **ENVIRONMENTAL**

EPIDEMIOLOGY

LEARNING DISORDERS ARE AMONG THE MOST FREQUENTLY DIAGNOSED DEVELOPMENTAL DISORDERS IN CHILDHOOD.

- AN ESTIMATED 5 TO 15% OF SCHOOL-AGE CHILDREN STRUGGLE WITH A LEARNING DISABILITY.

80% OF THOSE WITH LEARNING DISORDERS HAVE AN IMPAIRMENT IN READING IN PARTICULAR.

- THERE IS AN INCREASED RISK OF FOUR TO EIGHT TIMES IN FIRST-DEGREE RELATIVES FOR READING DEFICITS AND ABOUT FIVE TO TEN TIMES FOR MATHEMATICS DEFICITS, COMPARED TO THE GENERAL POPULATION.

SPECIFIC LEARNING DISORDER OCCURS TWO TO THREE TIMES MORE OFTEN IN MALES THAN IN FEMALES



DSM-5 DIAGNOSTIC CRITERIA

TO BE DIAGNOSED WITH A SPECIFIC LEARNING DISORDER (SLD), A PERSON MUST MEET FOUR CRITERIA.



1. HAVE DIFFICULTIES IN AT LEAST ONE OF THE FOLLOWING AREAS FOR AT LEAST SIX MONTHS DESPITE TARGETED HELP:

- **DIFFICULTY READING** (E.G., INACCURATE, SLOW AND ONLY WITH MUCH EFFORT).
- **DIFFICULTY UNDERSTANDING** THE MEANING OF WHAT IS READ.
- **DIFFICULTY WITH SPELLING.**
- **DIFFICULTY WITH WRITTEN EXPRESSION** (E.G., PROBLEMS WITH GRAMMAR, PUNCTUATION OR ORGANIZATION).
- **DIFFICULTY UNDERSTANDING NUMBER CONCEPTS, NUMBER FACTS OR CALCULATION.**
- **DIFFICULTY WITH MATHEMATICAL REASONING** (E.G., APPLYING MATH CONCEPTS OR SOLVING MATH PROBLEMS).

DSM-5 DIAGNOSTIC CRITERIA



2. HAVE **ACADEMIC SKILLS THAT ARE SUBSTANTIALLY **BELOW WHAT IS EXPECTED****

FOR THE CHILD'S AGE AND CAUSE PROBLEMS IN SCHOOL, WORK OR EVERYDAY ACTIVITIES.

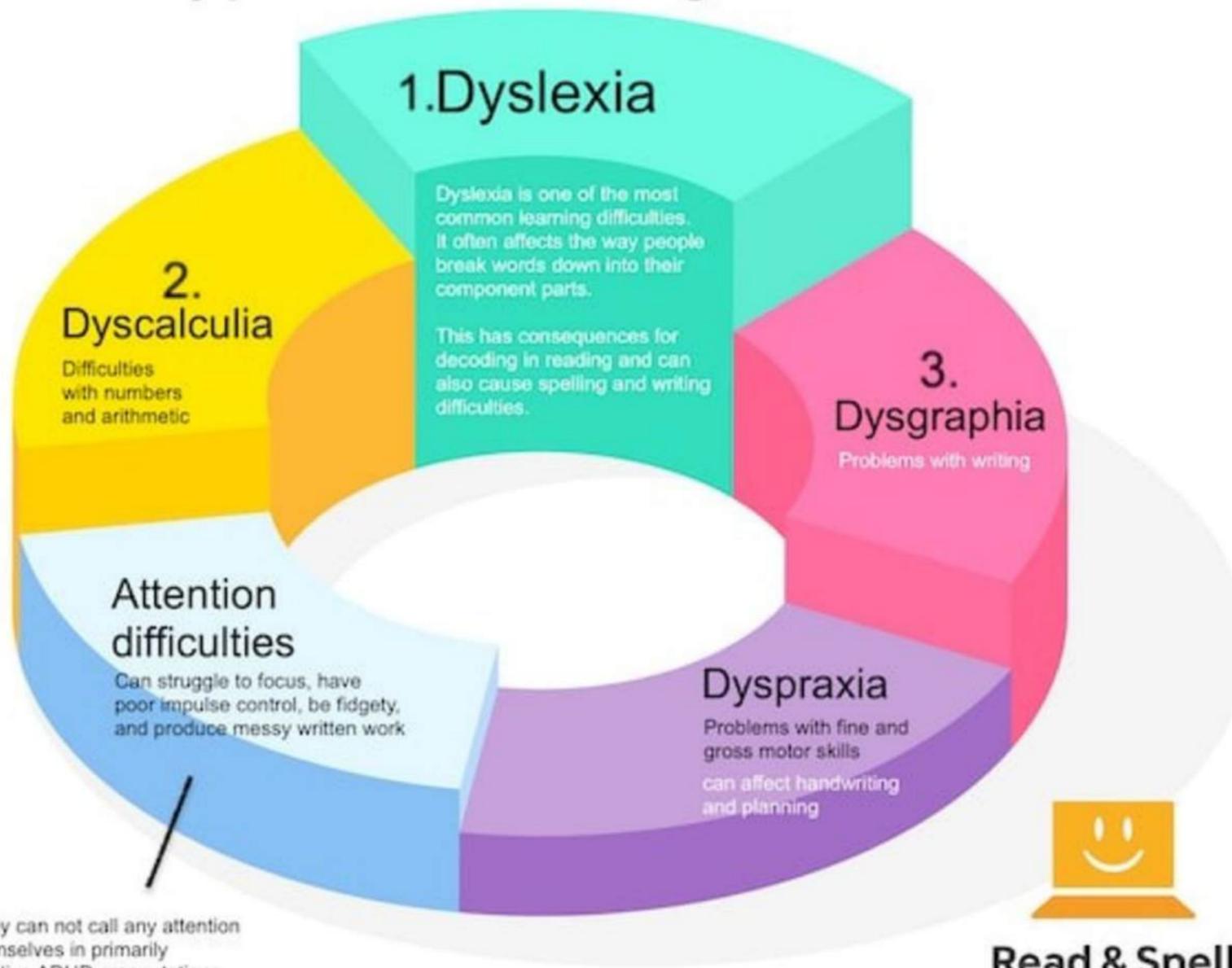
3. THE DIFFICULTIES **START DURING SCHOOL-AGE EVEN IF SOME PEOPLE DON'T**

EXPERIENCE SIGNIFICANT PROBLEMS UNTIL ADULTHOOD (WHEN ACADEMIC, WORK AND DAY-TO-DAY DEMANDS ARE GREATER).

4. LEARNING **DIFFICULTIES ARE NOT DUE TO OTHER CONDITIONS, SUCH AS INTELLECTUAL DISABILITY, VISION OR HEARING PROBLEMS, A NEUROLOGICAL CONDITION (E.G., PEDIATRIC STROKE), ADVERSE CONDITIONS SUCH AS ECONOMIC OR ENVIRONMENTAL DISADVANTAGE, LACK OF INSTRUCTION, OR DIFFICULTIES SPEAKING/UNDERSTANDING THE LANGUAGE**

Types of special learning disorders

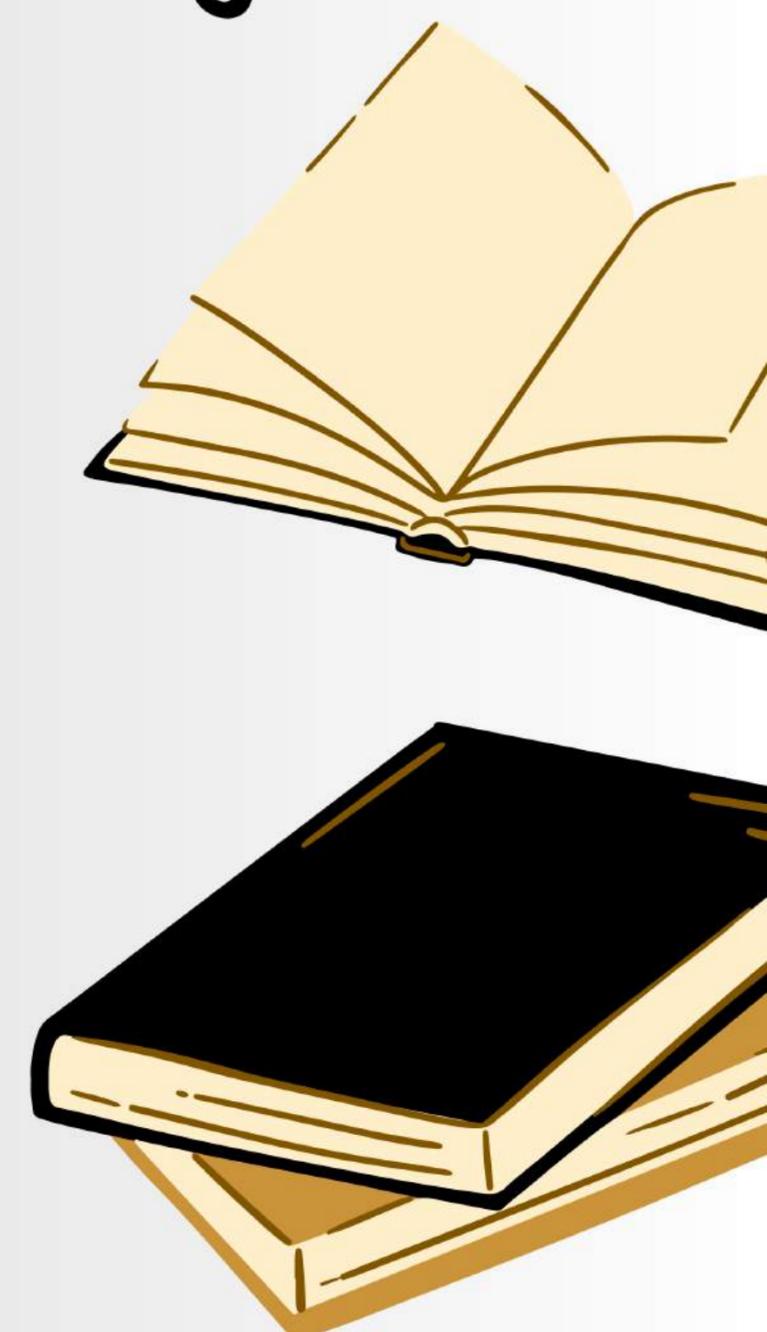
3 Types of learning difficulties



Or, they can not call any attention to themselves in primarily inattentive ADHD presentations



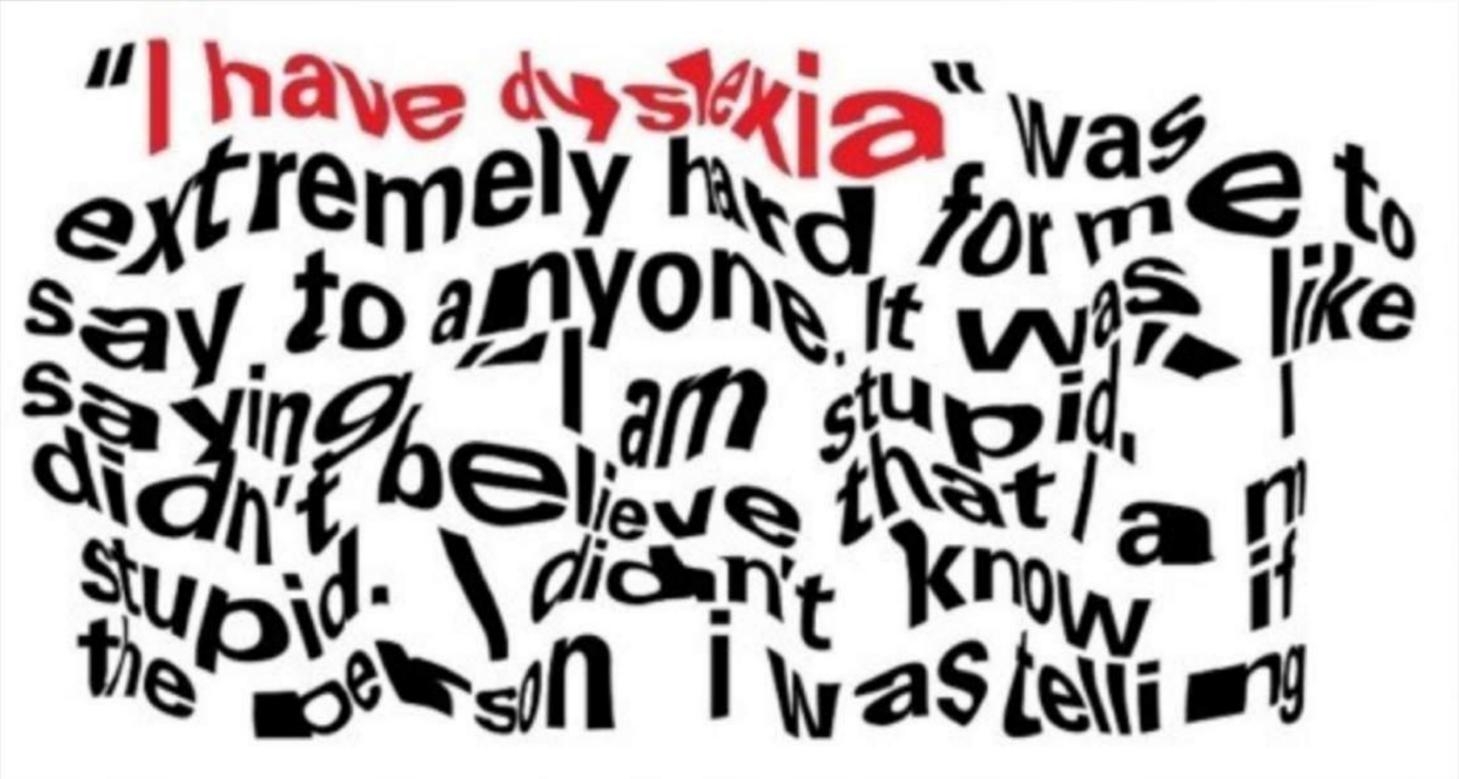
Read & Spell Blog



DYSLEXIA

(DIFFICULTY LEARNING READING)

A LEARNING DIFFICULTY THAT PRIMARILY AFFECTS THE SKILLS INVOLVED IN ACCURATE AND FLUENT WORD READING AND SPELLING



SYMPTOMS IN CHILDREN WITH DYSLEXIA:

- ★ DIFFICULTY IN RECOGNIZING WORDS
- ★ SLOW AND INACCURATE READING
- ★ POOR COMPREHENSION
- ★ DIFFICULTIES WITH SPELLING

WHAT IS DYSLEXIA?

DYSLEXIA FACTS & INFO

- EARLY SCREENING IS CRITICAL.
- IT TAKES FOUR TIMES LONGER TO INTERVENE IN FOURTH GRADE THAN IT DOES IN LATE KINDERGARTEN.
- DYSLEXIA IS THE MOST COMMON LEARNING DISABILITY.
- DYSLEXIA ACCOUNTS FOR 80-90% OF ALL LEARNING DISABILITIES.
- DYSLEXIA CAN RUN IN FAMILIES.
- SIGNS OF DYSLEXIA ARE IDENTIFIABLE AS EARLY AS AGE 3.
- DYSLEXIA IS NOT LINKED TO INTELLIGENCE.
- ALBERT EINSTEIN, PABLO PICASSO, AND EVEN GEORGE WASHINGTON WERE BELIEVED TO HAVE DYSLEXIA.

DYSLEXIA AFFECTS 15-20% OF PEOPLE IN THE US.

COMMON SIGNS TO LOOK FOR IN DYSLEXIA:

- MIXING UP OF THE MIRROR LETTERS "B" AND "D"
- WRITING LETTERS LIKE "S" AND "P" BACKWARDS
- THE SUBSTITUTION OF LETTERS LIKE THE "I" FOR THE "E" IN "BIG" AND "BEG"
- THE REVERSAL OF LETTERS, LIKE SEEING THE WORD "WAS" BUT READING "SAW"
- SKIPS OVER WORDS WHEN READING OUT LOUD
- MAKES UP WORDS READING OUT LOUD
- READS SLOWLY
- DOESN'T LIKE TO READ

****MOST COMMON LEARNING
DISABILITY, WITH 20% HAVE
COMORBID ADHD AND MALE
PREDOMINANCE**

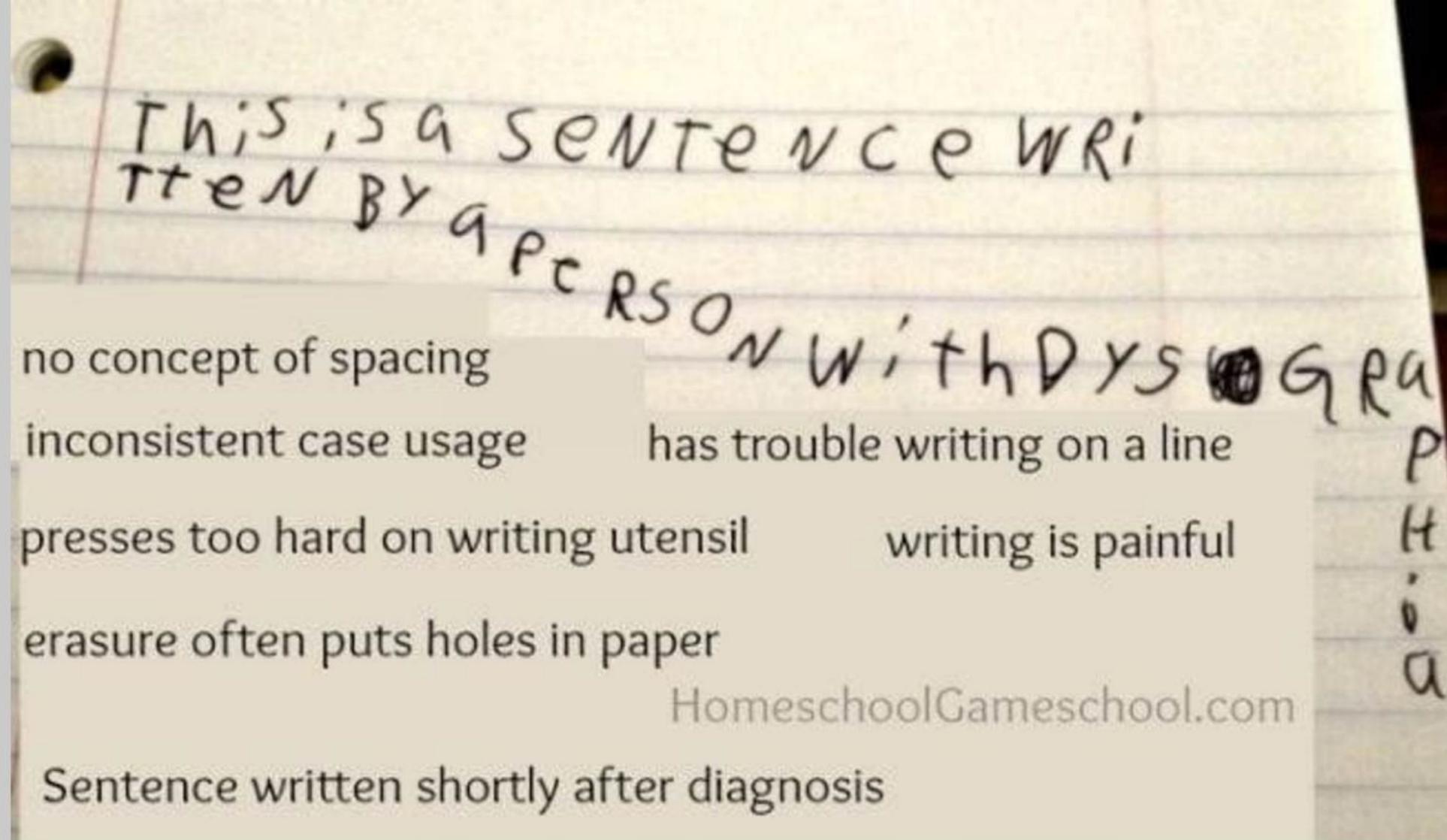
There were many rules in the house that
daddy lived in one of the dig ones was
that no one was allowed to play with the
computer or printer unless mommy or
bobby said it was all right.

Daddy loved to use the printer because
mommy would make up pictures for him
on the computer he would then print them
off and color them.

One day when mommy was busy with
something else daddy decided that he
wanted to make some pretty pictures
with the printer he knew that he wasn't
supposed to touch it without permission
but he just couldn't wait

DYSGRAPHIA

(TROUBLE WITH WRITING)



SYMPTOMS IN CHILDREN WITH DYSGRAPHIA:

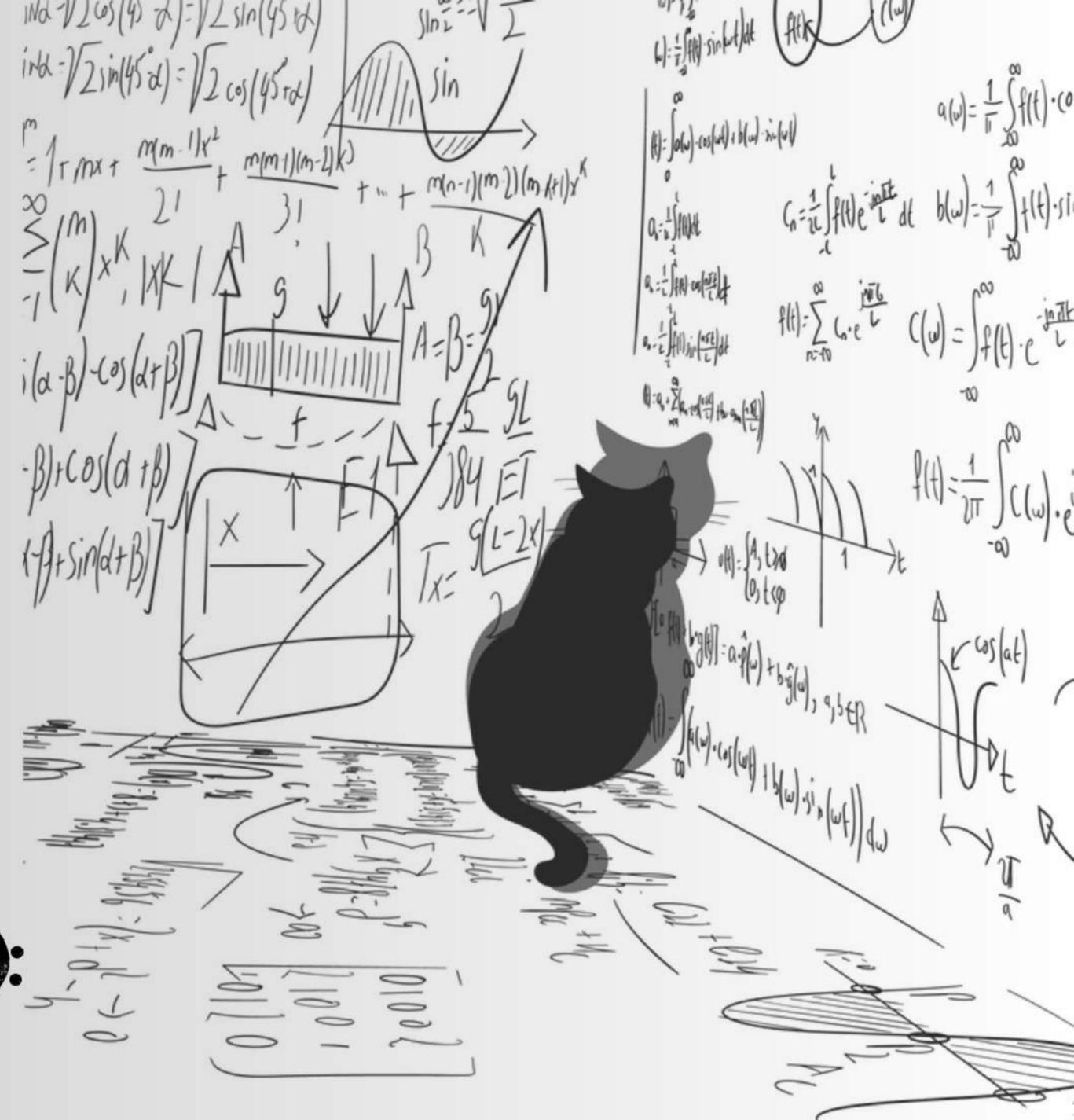
- ☆ **DIFFICULTY IN WRITING LETTERS.**
- ☆ **TROUBLE IN SPACING LETTERS CORRECTLY ON THE PAGE.**
- ☆ **DIFFICULTY IN WRITING IN A STRAIGHT LINE.**
- ☆ **TROUBLE WITH SPELLING, GRAMMER AND PUNCTUATION.**

DYSCALCULIA

THE TERM “DYSCALCULIA” IS USED TO DESCRIBE DIFFICULTIES WITH LEARNING NUMBER NUMBER-RELATED CONCEPTS, WITH PROCESSING NUMERICAL INFORMATION, WITH LEARNING ARITHMETIC FACTS OR WITH USING THE SYMBOLS AND FUNCTIONS TO PERFORM ACCURATE OR FLUENT MATH CALCULATIONS.

☆ **WITH IMPAIRMENT IN MATHEMATICS(DYSCALCULIA):**

- 0 NUMBER SENSE.**
- 0 MEMORIZATION OF ARITHMETIC FACTS.**
- 0 ACCURATE OR FLUENT CALCULATION.**
- 0 ACCURATE MATH REASONING.**



DEVELOPMENTAL COORDINATION DISORDER:

DEVELOPMENTAL COORDINATION DISORDER (DCD) AND DYSPRAXIA ARE GENERALLY HELD TO BE SYNONYMOUS AND REFER TO AN IMPAIRMENT OF, OR DIFFICULTIES WITH, THE ORGANIZATION, PLANNING, AND EXECUTION OF PHYSICAL MOVEMENT WITH A DEVELOPMENTAL, RATHER THAN ACQUIRED, ORIGIN.

COMMON SYMPTOMS

<p>Fine Motor Skills</p>  <p>Difficulty with fine motor tasks like writing or buttoning shirts</p>	<p>Gross Motor Skills</p>  <p>Challenges with running, jumping, or maintaining balance</p>	<p>Coordination Problems</p>  <p>Trouble with coordinated tasks like catching a ball</p>
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SEVERITY

IN ADDITION TO SPECIFYING THE DOMAIN OF LEARNING DISORDER, THE DEGREE OF SEVERITY SHOULD ALSO BE INDICATED IN THE SLD DIAGNOSIS.

-THERE ARE THREE LEVELS OF SLD SEVERITY:

- **MILD:** SOME DIFFICULTIES WITH LEARNING IN ONE OR TWO ACADEMIC AREAS, BUT MAY BE ABLE TO COMPENSATE WITH APPROPRIATE ACCOMMODATIONS OR SUPPORT SERVICES.

- **MODERATE:** SIGNIFICANT DIFFICULTIES WITH LEARNING, REQUIRING SOME SPECIALIZED TEACHING AND SOME ACCOMMODATIONS OR SUPPORTIVE SERVICES MAY BE NEEDED IN SCHOOL, IN THE WORKPLACE, OR AT HOME FOR ACTIVITIES TO BE COMPLETED ACCURATELY AND EFFICIENTLY.

- **SEVERE:** SEVERE DIFFICULTIES WITH LEARNING, AFFECTING SEVERAL ACADEMIC AREAS AND REQUIRING ONGOING INTENSIVE SPECIALIZED TEACHING FOR MOST OF THE SCHOOL YEARS. EVEN WITH ACCOMMODATIONS, AN INDIVIDUAL WITH A SEVERE SLD MAY NOT BE ABLE TO PERFORM ACADEMIC TASKS WITH EFFICIENCY.

PROGNOSIS

- **THE PROGNOSIS OF SLD IS MIXED AS IT REALLY DEPENDS ON A NUMBER OF FACTORS, LIKE THE AGE OF DIAGNOSIS AND COMORBIDITY OF CONDITIONS.**
- **GENERALLY, THE EARLIER THE DIAGNOSIS FOR SLD, THE BETTER THE PROGNOSIS. EARLY DIAGNOSIS ALLOWS FOR EARLY INTERVENTION.**
- **IT'S BEEN FOUND THAT THERE IS A BRIEF WINDOW OF OPPORTUNITY FOR SUCCESSFUL INTERVENTION, WHICH IS BEFORE THE AGE OF 8.**
- **MANY WHO RECEIVE EARLY INTERVENTION ARE ACTUALLY ABLE TO DO WELL ACADEMICALLY AND GO ON TO PURSUE HIGHER EDUCATION.**

TREATMENT

- **REQUIRES INTENSE EDUCATIONAL INTERVENTIONS AND BEHAVIORAL TECHNIQUES.**
- **EDUCATIONAL INTERVENTIONS INCLUDE SPECIAL CLASSROOMS, REMEDIALS, OR SYSTEMATIC INDIVIDUALIZED EDUCATION TAILORED TO CHILD'S SPECIFIC NEEDS (1 TO 1 TUTORING).**
- **REMEDICATION OF BASIC PROCESSING PROBLEMS AND COGNITIVE SKILLS (DYSLEXIA WILL ALSO UNDERGO A 2-YEAR REMEDIATION PROGRAM).**

“EVERYONE IS A GENIUS. BUT IF YOU JUDGE A FISH BY ITS ABILITY TO CLIMB A TREE, IT WILL LIVE ITS WHOLE LIFE BELIEVING IT IS STUPID.”

THANK YOU!