

How Difficult Can This Be?

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How Difficult Can This Be?

- The F.A.T. City Workshop
 - F- Frustration
 - A- Anxiety
 - T- Tension
- Presented by Richard D. Lavoie, Director of the Eagle Hill Outreach Program, CT
- Video Topic- Understanding Learning Disabilities

require direct
instruction
and time...

FACTS about students with Learning Disabilities...

- ★ 6% to 10% of our student population suffer from Learning Disabilities.
- This impacts many of our children and families.
- When we view these children we must look at what the child is- not what the child is not.
- Effects a child's every waking moment... at home, in school and in the community.

- not functioning
in school / home / etc.

6 = 10%

(sarcasm is not best for young kids)

2/28/2011

Anxiety

- Can be caused by a variety of factors in the classroom, home and community.
- Anxiety is a common reaction that children with Learning Disabilities will have.
- They may look away thinking if I don't see the teacher, they won't see me.

- fast-paced...

rushing
creates
anxiety

Processing

- Children with Learning Disabilities have a difficult time processing language.
- When presented with questions in the classroom, they will process the question first, then a response.
- Children without a Learning Disability will process the response as they already processed the question.

• proximity cues can decrease anxiety

LD child processes
question before
answer...
(takes more time)

Distractibility vs. Attention Span

- The child with no attention span will pay attention to nothing.
- LD • The child who is distractible will pay attention to everything.
- The child with a Learning Disability is distractible .
- They may be listening and interested, but are having problems processing and keeping up with the lesson.

Risk Taking

- Children with Learning Disabilities do not like surprises and prefer to know when things are coming.
- They won't take risks or volunteer .
- When they provide the correct answer it is not often positively reinforced and when they provide an incorrect answer, it is negatively reinforced.
- It is important for teachers to monitor this in the classroom.

ex- 1st part was confusing
- no one volunteered for 2nd part

Visual Perception

- Children with Learning Disabilities have a difficult time perceiving information visually.
- They will look at it and see it, but require direct instruction to perceive it.

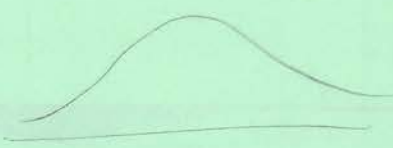
ex: cow picture unclear

its not that they aren't trying/ motivated... they can't perceive it

Reading Comprehension

- 93% of teachers teach reading through vocabulary.
- Teachers assume that if a child understands vocabulary, then they can understand a story.
- Comprehension has more to do with background knowledge than with vocabulary words.
- Children with Learning Disabilities require direct instruction on building their background knowledge.

- ex: paragraph about statistics vs. paragraph about ooblek, weirdness random



Effects of Perception on Behavior

- Children with Learning Disabilities will get into trouble and don't know why.
- They are really being honest and don't understand why they got in trouble.

-picture was 2 things
confusing...
-skull
vs.
girl + mirror

Visual Motor Coordination

- Children with Learning Disabilities receive mixed messages when it comes to the writing process.
- This creates inaccurate responses as they are confused.

ex - drawing
from mirror

Oral Expression , pt. 1

- Children with Learning Disabilities suffer from Dysnomia.
- This is viewed as a word finding problem where their storage and retrieval system is having difficulties.
- When asked a question we retrieve the information from storage and then put it back into storage.
- Children with Learning Disabilities retrieve information from storage, but when returning it to storage, put it in the wrong place.

dysnomia -
word finding
problem

next page too

Oral Expression (continued)

- Everything we do is either an Associative Task (being able to do two things at once such as driving and talking) or a Cognitive Task (being able to do one thing at a time).
- Children with Learning Disabilities complete tasks cognitively.
- It is difficult for them to listen and take notes at the same time.
- They need the Gift of TIME!!!!

two or more things
ex: drive/talk

driving in bad conditions
NO TALKING!

Reading & Decoding

- Children with Learning Disabilities have difficulties with comprehending passages read.
- They have reversal errors frequently.
- They often have difficulties in reading because they putting all their effort into decoding the words in the passage.
- The result is that they are not actually reading or understanding what they have read.

Learned birth-5
spatial orientation
does not dictate what it is

ex: - round robin
storytelling, 1 sent/person
- try again without using letter 'n' in any words...

dictate what it is
(ex: watch vs. b/p/d/a)

Auditory and Visual Capabilities

- Children with Learning Disabilities have difficulties with understanding directions.
- They can read it, but they do not understand what they have read.
- They often require hearing it.
- They can understand it through their ears, but not through their eyes.



ex: They went to the store and got food.
np ob.

reading (eyes) vs. hearing (ears)

fairness

Fairness

- Fairness does not mean that everyone gets the same...it means... **what he or she needs.**
- Has nothing to do with anyone else.
- In order to be "fair", we must treat each child differently to meet their needs.

- ex: lecture on honesty/morals
 vs. "tell them
 your 10..." for
 cheaper ticket

you get
 what you
 NEED...