

Understanding Learning Disabilities Screening and Eligibility for Services

Peggy J. S. Whitby, Ph.D., BCBA-D

David Hanson, M.Ed., C.A.L.T.

University of Arkansas Fayetteville



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Today's Discussion

- What are Learning Disabilities?
- Prevalence of Learning Disabilities?
- Where do Students with LD receive services?
- Eligibility for Services
 - 504 Plan Versus IEP
- Dyscalculia, Dysgraphia, and Dyslexia
- RTI

Federal Definition (IDEA, Part A)

- **"Specific learning disability"** is defined as follows:
 - **The term "specific learning disability" means** a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
 - **Disorders included.** Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 - **Disorders not included.** Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- IDEA, 2004

For Example



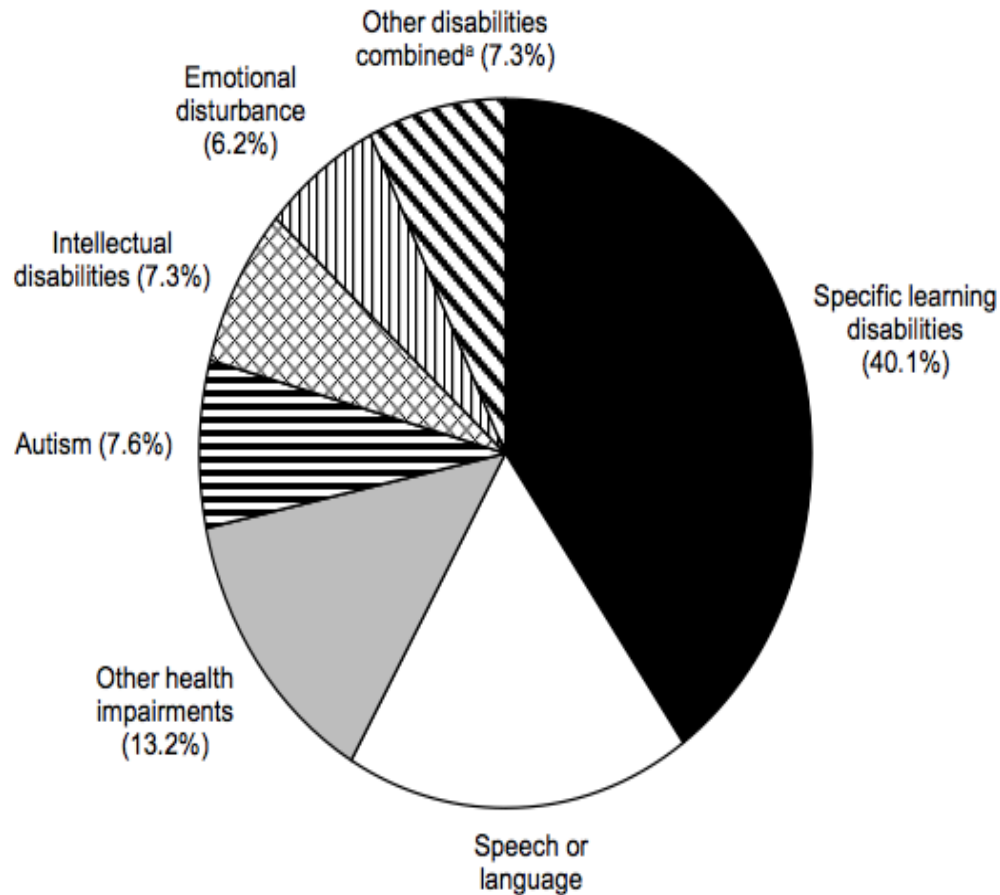
Prevalence

- Learning Disabilities are both real and permanent.
 - Teach Strategies and provide accommodations
 - Legal Protections under IDEA, 504, and ADA
 - 7-8% of the population

NCLD, 2015

IDEA, 2015

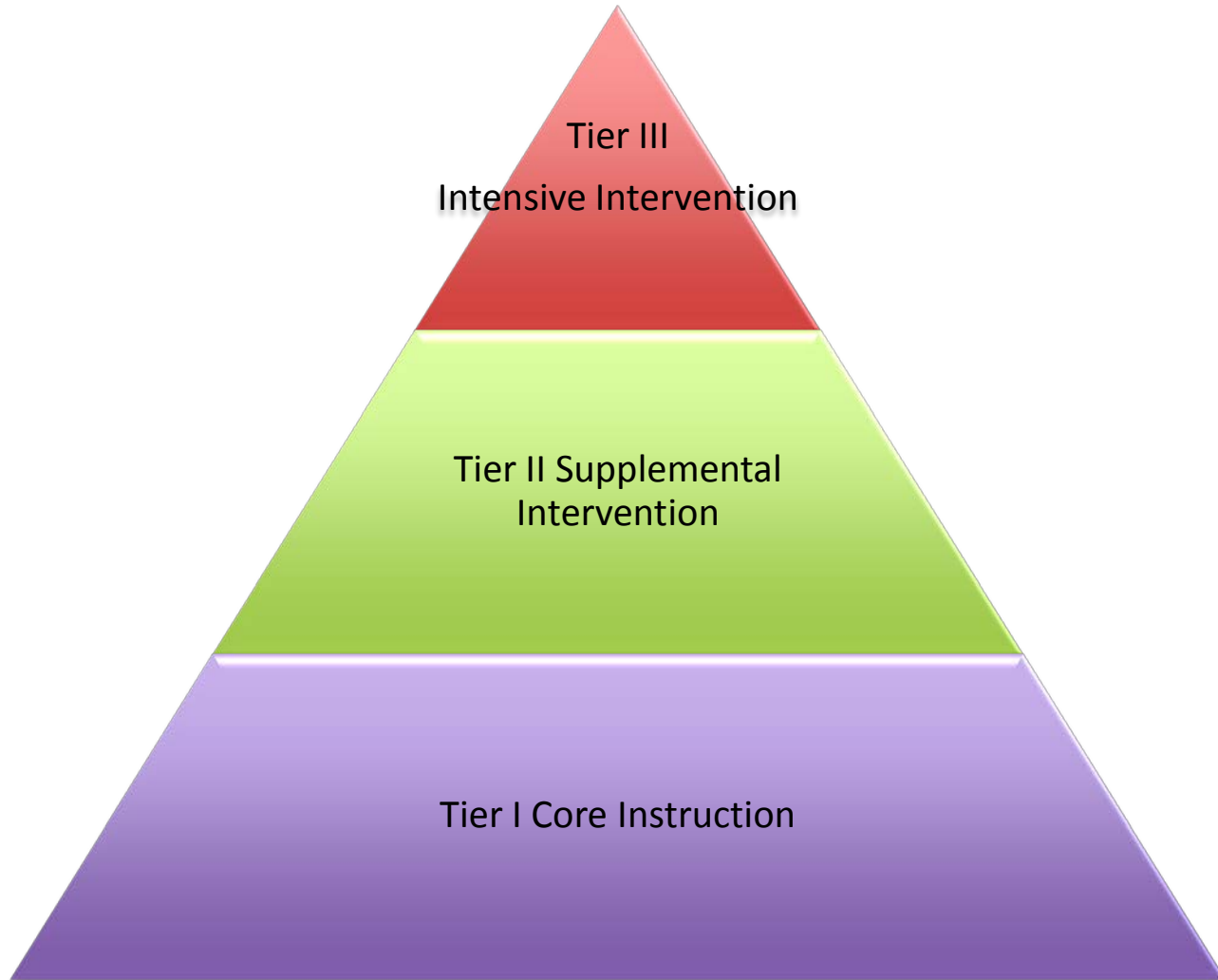
Exhibit 20. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2012



Diagnosis VS Eligibility for Services

- DSM-V criteria used for clinical diagnosis
- RTI used for eligibility for educational services
 - IDEA 2004 requires RTI versus the discrepancy model

RTI Process



Common Types

- Dyslexia
- Dysgraphia
- Dyscalculia

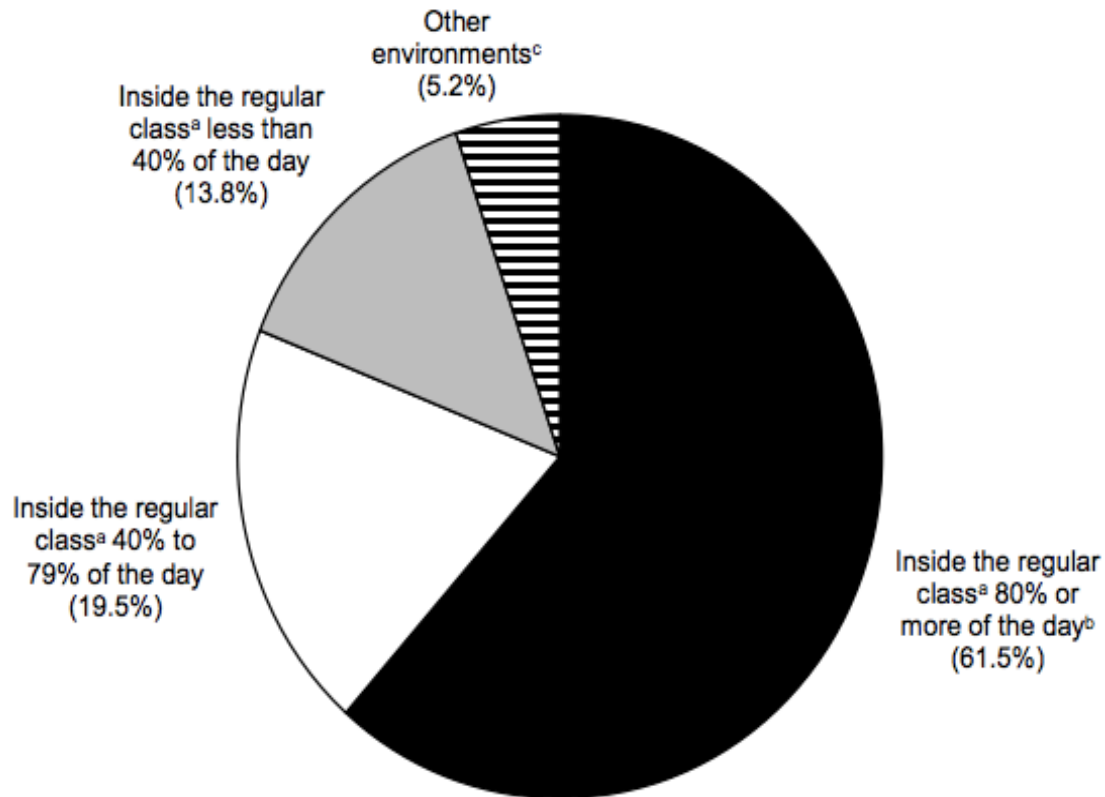
- Others
 - Nonverbal Learning Disability
 - Auditory Processing Disorder

Service Delivery (IDEA, 2015)

Educational Environments for Students Ages 6 Through 21 Served Under *IDEA*, Part B

To what extent were students served under IDEA, Part B, educated with their peers without disabilities?

Exhibit 27. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2012



Dyscalculia

- is the term associated with specific learning disabilities in math. Although features of LD in math vary from person to person, common characteristics include:
 - difficulty with counting, learning number facts and doing math calculations
 - difficulty with measurement, telling time, counting money and estimating number quantities
 - trouble with mental math and problem-solving strategies
- NCLD, 2015

Math Worksheet

Many people with learning disabilities see numbers backwards like /2 or /3. Sometimes they mix up the order of the digits like 15/51. They may also have problems with columns, keeping numbers in the right place or they mix up operation signs such as +, --, --, or x. Try solving the problems on this worksheet.

Check your answers when you're done.

Math Review Sheet

Name: _____

Solve the following problems:

$$\begin{array}{r} 1. \quad 31 \quad \underline{1} \\ \quad 23P \\ \quad \quad 1046 \\ + \quad \underline{1P6} \end{array}$$

$$\begin{array}{r} 2. \quad 863 \\ \quad 40 \\ + \quad \underline{2P} \end{array}$$

Dysgraphia

is the term associated with specific learning disabilities in writing. It is used to capture both the physical act of writing and the quality of written expression. Features of learning disabilities in writing are often seen in individuals who struggle with dyslexia and dyscalculia, and will vary from person to person and at different ages and stages of development.

NCLD, 2015

Dyslexia

- is the term associated with specific learning disabilities in reading. Although features of LD in reading vary from person to person, common characteristics include:
 - difficulty with phonemic awareness (the ability to notice, think about and work with individual sounds in words)
 - phonological processing (detecting and discriminating differences in phonemes or speech sounds)
 - difficulties with word decoding, fluency, rate of reading, rhyming, spelling, vocabulary, comprehension and written expression

- NCLD, 2015

First fo all, eht nole qushes its sharq mose niot eht soil ot test it. To qass eht test, eht soil nist de loose os eht nole cam big niot ti easily. ehT harb working nole them shoves eht birt o tome sibe with its dig forefeet. Them it qushes its doby agaimst eht sibe and roof.

ADE Dyslexia Definition

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

-Arkansas Dyslexia Resource Guide
January 2016

Response to Intervention (RTI)

RTI ensure all students receive

- Effective
- Research-based Instruction

RTI frameworks

Prevention + Intervention + Ongoing assessment = Identifying students' instructional needs and appropriate learning supports.

The Individuals with Disabilities Education Act (IDEA, 2004)

Allows for the use of a student's response to intervention for identifying specific learning disabilities, including dyslexia. Importantly, the

IDEA law requires

- ✓ high-quality,
- ✓ research-based general education instruction

This ensure a student's difficulties are not the result of inadequate instruction.

In Conclusion...

- **“Learning disabilities are not a prescription for failure. With the right kinds of instruction, guidance and support, there are no limits to what individuals with LD can achieve.”**

– **Sheldon H. Horowitz, Ed.D.**, Director of LD Resources National Center for Learning Disabilities