



THE BASICS ABOUT THE 3 D'S: LEARNING DISABILITIES

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Agenda



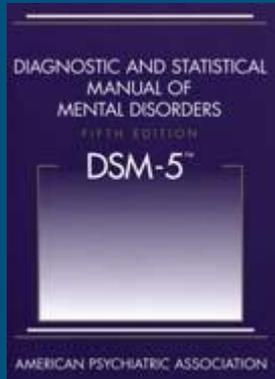
- Three types of learning disabilities: Dyslexia, Dysgraphia, and Dyscalculia
- Definitions
- Signs and symptoms
- Frequently co-occurring disorders to be aware of: ADHD (30% of those with dyslexia have coexisting AD/HD) &/or APD

Learning Disabilities

- Problems with age appropriate reading, spelling, and/or writing
- A learning disability is not about how smart a person is but more about how they process sounds and language
- Most people diagnosed with learning disabilities have average to superior intelligence

Definition of Dyslexia

- Dyslexia is no longer diagnosed with regard to an IQ discrepancy.
- We have known this from research that came out in the early 1990s (e.g., Siegel 1992).
- This was officially changed in the DSM-5 (2013).



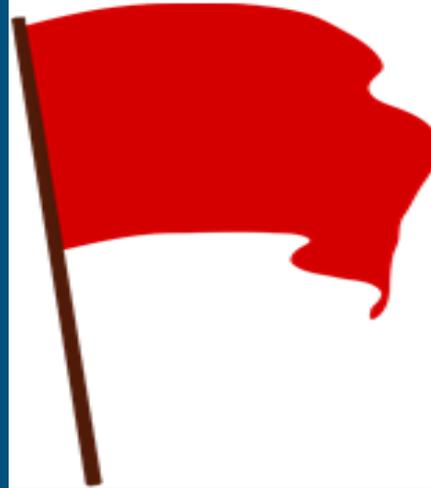
Definition of Dyslexia- IDA definition average to above average intellectual ability with an unexpected difficulty in reading

1. Dyslexia is a language-based learning disability.
2. Dyslexia is hereditary and lifelong.
3. Dyslexia is more common than many people think.
4. Before school starts, dyslexia may not be obvious.
5. Dyslexia isn't as simple as it may seem.
6. For students with dyslexia, some words and activities are harder than others
7. There is not a "one size fits all" solution
8. Use accommodations wisely but sparingly.
9. Strategies that work with students with Dyslexia help all students.

Dyslexia: Signs and Symptoms

Biggest red flags

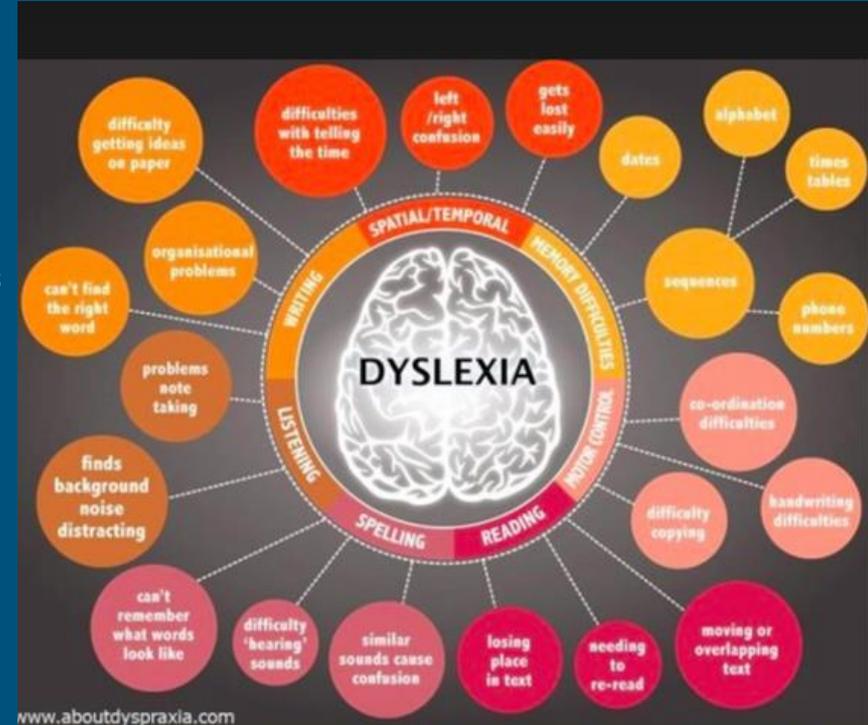
- Delayed speech in pre-K
- Trouble recognizing and remembering rhymes
- Family history of dyslexia
- Baby talk/pronunciation issues
- Trouble learning letter names and sounds
- Inability to sound out simple words like “mat” or “hot” • Slow, laborious reading
- Difficulty remembering sight words



Dyslexia: Signs and Symptoms

Difficulty with:

- Verbal expression
- Learning new vocabulary
- Understanding questions and following directions
- Recalling numbers
- Understanding details of a story
- Reading and comprehension of written material
- Learning the alphabet
- Identifying sounds that correspond to letters
- Spelling (one of most accurate indicators 1st gr)
- Telling time
- Memorizing math fact

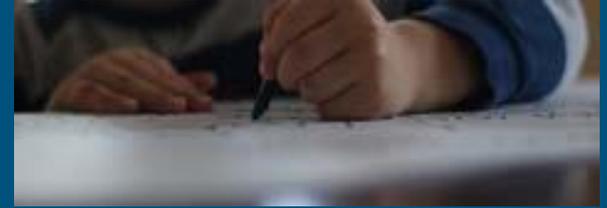


Dyslexia: Best Practices

15 things you should never say to a parent of a child with dyslexia:

1. They'll grow out of it.
2. Poor spelling makes people look unintelligent.
3. You don't want your child labeled.
4. She/he is smart... she/he just needs to apply her/himself.
5. Have you tried reading aloud to them?
6. I know someone who used to be dyslexic.
7. Have you tried colored overlays?
8. It's because he has ADHD.
9. Dyslexia is just an umbrella term.
10. Can't the school just teach her/him to read?
11. Isn't dyslexia when they see words backwards?
12. He LOOKS fine.
13. Every parents needs to supplement their child's education?
14. What are you worried about? Your child is at a benchmark.
15. Not everyone is an "A" student.

Dysgraphia: Definition



Definition: A distinct learning disability related to writing.

Symptoms

- illegible handwriting
- inconsistent spacing
- poor spatial planning on paper
- poor spelling
- difficulty composing writing
- difficulty thinking and writing at the same time



Dysgraphia: Signs and Symptoms

- May have illegible printing and cursive writing (despite appropriate time and attention given for the task)
- Shows inconsistencies: mixtures of print and cursive, upper and lowercase, irregular sizes, shapes or slant of letters.
- Has unfinished words or letters, omitted words.
- Inconsistent spacing between words and letters.
- Exhibits strange wrist, body or paper position.
- Has difficulty pre-visualizing letter formation.
- Copying or writing is slow or labored.
- Shows poor spatial planning on paper.
- Has cramped or unusual grip/may complain of sore hand.
- Has great difficulty thinking and writing at the same time (taking notes, creative writing.)

Dyscalculia: Definition

• A distinct learning disability that affects a person's ability to understand numbers and learn math facts.

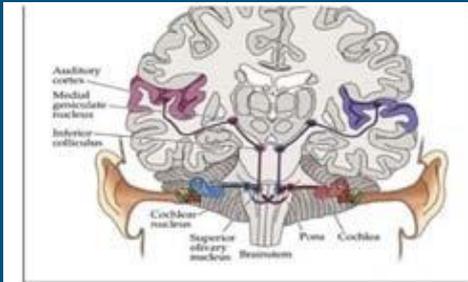
Symptoms include:

- poor comprehension of math symbols
- difficulty with memorizing and organizing numbers
- difficulty telling time
- trouble with counting

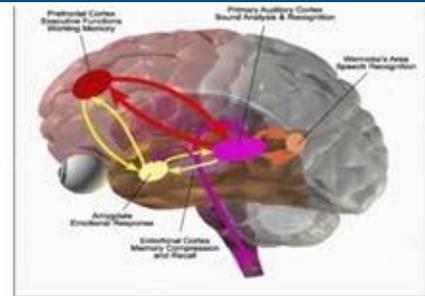


Frequent Co-Occurring Disorders

- Auditory Processing Disorder (APD)
 - Approximately 70% of children diagnosed with dyslexia have an APD
 - An audiologist is the only professional who can diagnose APD
 - Different types of APD
 - Different types of treatments for APD



APD is when a specific deficit occurs in processing pathways beyond the sensory organs of the ear. The primary auditory pathway begins with the auditory receptors in the inner ear which lead to the cochlear nucleus, the superior olive, the inferior colliculus, the medial geniculate nucleus, and finally on to auditory cortex. Significant numbers of nerve fibers cross the brain and make connections with neurons on the side opposite from the side of the ear in which they begin.



Extensive interconnections between the auditory cortex and other brain areas highlight the importance of Auditory Processing in many brain activities including motor-behavioral reactions, speech recognition, higher executive functions, discerning and identifying emotional and motivational stimuli, and more.

Why Do We Care?

- Reading is the most predictive of academic and life success.
- Emotional issues
- The earlier the identification, the better the outcome.

Why Do We Care?

Adolescents with significant reading problems are at higher risk for behavioral and emotional difficulties than adolescents with typical reading ability. Moreover, youth with learning disabilities (LD) have been suggested to be at increased risk for suicidal behaviors (Assessment of Behavioural and Emotional Difficulties in Children and Adolescents).

Basic Literacy Facts National Literacy Council (2008)

The educational careers of 25 to 40 percent of American children are imperiled because they don't read well enough, quickly enough, or easily enough.

SLD are twice as likely to suffer from mental health issues specifically related to their disability. This contributes to elevated drop out rates, poorer graduation rates, and meager employment options (National Center for Learning Disabilities, 2011).

The graduation rates of students with SLD is just 64%, well below that of non SLD students.

It is estimated that more than \$2 billion is spent each year on students who repeat a grade because they have reading problems.

Children who have not developed some basic literacy skills by the time they enter school are 3-4 times more likely to drop out in later years

Importance of Early Remediation

- **Begins with early detection**
- **Dyslexic children who receive effective phonological & phonemic training in K & 1st grade**
 - **75% to 90%** will learn to read on grade level
- **Vs. children not identified until >3rd grade**
 - **Only 26%** will learn to read on grade level
 - ***** SO, DON'T DELAY !! *****

Part two: Screening Tools

Sally Shaywitz Screener - 5 minute (online questionnaire) 10 questions rated as never, rarely, sometimes, often, almost ways, always

Rapid

WIAT-III screener

TILLS^(TM) Student Language Scales (SLS) - 12 question screener filled out by parents, teachers and students

Follow students over multiple years in order to determine if difficulties are persistent

“Catch Them Before They Fall”

- We can screen a child at 4 years of age for dyslexia with 88% reliability (Shaywitz)
- Since research has shown that the rapid growth of the brain and its response to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009), it is essential to identify the instructional needs of struggling students as soon as possible. It is imperative to “catch them before they fall” (Torgesen, 1998).

TOP PREDICTORS OF LD

- Mother's Education
- Speech/Language Difficulties
- Poverty (lower SES 2 ½ x likely to be reading below proficiency)
- Family history of learning difficulties
- Poor spelling
- Rhyming (only predictive in pre-k and k)
- Ear infections
- Phonemic awareness - say cat, now say cat without saying /k/

Resources for Dyslexics

- [**American Speech-Language-Hearing Association \(ASHA\)**](#)
- ASHA's website is for professionals (i.e. speech-language pathologists, audiologists) and students who are members of ASHA. It contains information about different language disabilities and a directory for you to find a professional within your state.
- [**International Dyslexia Association \(IDA\)**](#)
- IDA is a non-profit organization dedicated to helping dyslexic individuals and the families who support them. Their website contains information on dyslexia, an online bookstore, and much more.
- [**Learning Disabilities Association of America \(LDA\)**](#)
- LDA provides support to people with learning disabilities, their parents, teachers, and other professionals. Their website contains up-to-date information on learning disabilities, practical solutions, and a comprehensive network of resources.

Resources

Books

- Overcoming Dyslexia by Sally Shaywitz, MD
- The Proust and the Squid by Maryann Wolf, PhD
- The Dyslexia Empowerment Plan by Ben Foss, JD, MBA
- A Child's Touchstone by Lorraine Donovan

Websites

- dyslexiaville.com
- dyslexiaida.org
- ldaamerica.org

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