

MAIN TYPES OF LEARNING DISABILITIES



ADHD

is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.



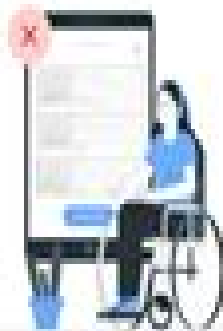
Dyslexia



Dyscalculia



Dysgraphia



Auditory & Visual Processing Disorders



Dyspraxia

is a common disorder that affects movement and co-ordination. It affects skills such as tasks requiring balance, playing sports or learning to drive a car.

Learning Disabilities In The Primary Classroom

Tony Eaude



Learning Disabilities In The Primary Classroom:

Learning Disabilities in the Primary Classroom Leonora Harding, 2020-02-17 First published in 1986 This book is concerned with the problems children have in learning in normal or remedial classrooms within ordinary primary schools It deals with children in the 5 to 11 age range but much is also applicable to children at the lower end of the secondary school It looks at a wide range of difficulties and for each area it classifies and describes the difficulties considers the numbers of children with the difficulty and discusses problems of diagnosis and remediation It reviews certain psychological theories and research findings and relates them to practice and it describes the work of professionals such as speech therapists showing how the classroom teacher can support such professionals but the major concern of the book is to help practicing teachers and teachers in training to work out intelligently for themselves how to improve their performance in this area **Learning Disabilities in the Primary Classroom** Deborah Frain Reed, 1976 **Dyslexia in the Primary Classroom** Wendy Hall, 2009-05-07 This book is an important resource for all primary trainees It provides an explanation of what dyslexia is and how it affects a child's learning suggests simple activities which can be used to screen children ready for referral and outlines some easy to follow activities addressing different learning styles It is full of practical suggestions on how to teach reading spelling and mathematics develop writing and help with classroom organisation for children displaying difficulties in these areas The Primary National Strategy is considered throughout and clear links are made to the Professional Standards for the Award of QTS *Inclusion and how to Do it* Sue Briggs, 2005 Accompanying disc contains resources featured in the book *Learning and Learning Difficulties* Peter Westwood, 2013-05-24 This text explores a number of different perspectives and theories on human learning and motivation The author gives significant attention to different types of learning across the curriculum and examines effective types of teaching to facilitate different forms of learning Detailed consideration is given to factors that contribute to common learning problems in school and many practical suggestions are provided for preventing or overcoming some of these difficulties *Handbook of Learning Disabilities, Second Edition* H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical methodological and instructional advances that have occurred in the field of learning disabilities With contributions from leading researchers the volume synthesizes a vast body of knowledge on the nature of learning disabilities their relationship to basic psychological and brain processes and how students with these difficulties can best be identified and treated Findings are reviewed on ways to support student performance in specific skill areas including language arts math science and social studies as well as general principles of effective instruction that cut across academic domains Authoritative and up to date the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation **Teaching Special Needs** Sylvia McNamara, Gill Blenco, 2018-09-03 First published in 1993 This book is about teaching Children with Special Needs in mainstream primary classroom Normal practice was and

often still is to remove children who find it difficult to learn in the classroom environment and teacher them in small groups elsewhere This damages their self esteem and impacts negatively on their ability to learn Out premise that it is better to change the classroom so that all children can be successful learners within it It takes the view that it is beneficial for all children to learn to be helpers of each other within the classroom and for all children to be helped The book offers a range of strategies including teaching the children skills for working in a pair and how to use structured group work to deliver any curriculum This has developed into an approach called Talk for Learning which is applicable to all children and all ages of learners

Learning Disorders Peter Westwood, 2017-07-14 What are learning disorders How can schools endeavour to address these disorders in today's inclusive classrooms This book answers these important questions in practical terms and discusses in detail the instructional needs of students with dyslexia dysgraphia dyscalculia dyspraxia and other significant disorders that affect learning Peter Westwood draws on international research literature to provide supporting evidence of best practices The book is unique in linking the teaching methods recommended for overcoming learning problems directly to each of the three tiers of support in the Response to Intervention Model It presents examples of effective whole class teaching intensive small group instruction and individual tutoring as well as addressing key topics such as educational progress of students with learning disorders principles for teaching dyslexic students difficulties with writing and spelling developing students numeracy skills specific intervention strategies nonverbal learning disabilities Learning Disorders will be of interest to practising teachers trainee teachers teaching assistants educational psychologists school counsellors and parents It will also provide valuable insights for any school planning to upgrade its support system for students with special educational needs

Developing the Expertise of Primary and Elementary Classroom Teachers Tony Eaude, 2018-01-25 Developing the Expertise of Primary and Elementary Classroom Teachers challenges many current assumptions about primary education Tony Eaude uses international research and the experiences of teachers at different career phases to indicate that primary classroom teachers with a high level of expertise adopt a wide repertoire of strategies and a flexible reciprocal and intuitive approach to planning assessment and teaching He explores why a deep understanding of how young children learn the ability to create an inclusive environment relationships of care and trust and teachers who are attuned to children are essential Eaude argues that to develop qualities such as confidence and resilience to exercise informed intuition and to create a robust professional identity many constraints on manifesting expertise some of which are emotional some more structural must be overcome Drawing on the research on professional learning Eaude shows that these abilities and qualities are learned over time through regular sustained contextualised opportunities relating theory and practice with the years soon after qualification particularly significant He highlights that the professional knowledge and judgement required in complex changing situations is acquired and refined mainly through guided practice and experience backed by reflection and engagement with research The need for supportive professional learning communities and for policy which encourages

primary classroom teachers enthusiasm creativity and willingness to innovate is emphasised and an enriched apprenticeship model using a variety of processes including observation of other teachers practice mentoring case studies and discussion is advocated

Reading Strategies for Elementary Students With Learning Difficulties William N. Bender, Martha J. Larkin, 2009-01-12 Packed with research based strategies for use with RTI this resource covers brain compatible reading instruction for students with learning disabilities or reading difficulties

Nonverbal Learning Disabilities at School Pamela Tanguay, 2001-10-01 Topics such as finding the right school curriculum modifications and social and emotional issues experienced by children with NLD are covered The bulk of the book outlines specific teaching strategies from how to deal with essay questions to tips on helping the student master long division and ideas for improving reading comprehension

Learning About Learning Disabilities Bernice Wong, Deborah L. Butler, 2012-08-14 This book is intended to provide a summary of current research in learning disabilities suitable for use as a reference source for researchers and as a graduate level text

Learning disabilities screening and evaluation guide for low- and middle-income countries Anne M. Hayes, Eileen Dombrowski, Allison H. Shefcyk, Jennae Bulat, 2018-04-29 Learning disabilities are among the most common disabilities experienced in childhood and adulthood Although identifying learning disabilities in a school setting is a complex process it is particularly challenging in low and middle income countries that lack the appropriate resources tools and supports This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process It also describes a phased approach that countries can use to assess their current screening and evaluation services as well as determine the steps needed to develop strengthen and build systems that support students with learning disabilities This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development Although this guide primarily addresses learning disabilities the practices processes and systems described may be also used to improve the identification of other disabilities commonly encountered in schools

Commonsense Methods for Children with Special Needs Peter S. Westwood, 1997 This is a book that should be required reading for all Secretaries of State for Education It was easy to read and ought to find a place in as many staff libraries as possible Education Review

Resources in Education, 1998

Reading and Learning Difficulties Peter Westwood, 2016-09-01 The new edition of Peter Westwood's best selling Reading and Learning Difficulties addresses recent initiatives around the teaching of reading the value of a phonics based approach and international research around literacy teaching learning and pedagogy It presents evidence based methods for teaching reading skills looks at the increasing role of technology and online learning in literacy and evaluates the success of literacy interventions implemented in Australia and elsewhere Reading and Learning Difficulties provides guidance on how to develop flexible teaching methods to suit varied ways of learning By examining the way readers process texts and identifying the knowledge and skills needed to become a proficient reader it explains why learning problems can sometimes occur and

what can be done to prevent or overcome these difficulties

Pupils with Learning Difficulties in Mainstream Schools

Christina Tilstone, Christopher Robertson, Jill Porter, Penny Lacey, 2013-10-28 First Published in 2000 Written with the newly qualified or student teacher in mind the nature of this highly accessible book considers the nature of learning difficulties and the impact of legislation and policy on the teaching and learning of pupils with a wide range of special educational needs in the mainstream classroom The authors offer practical solutions to the many challenges facing teachers of inclusive settings and individual chapters provide the reader with guidance on meeting special needs appropriately in inclusive educational settings effective access to the curriculum classroom organisation and management to support pupils staff roles and responsibilities and staff development The writers are also sensitive to the views and experiences of pupils and how these can enhance opportunities for good quality learning Teachers and students will find this book an essential companion

Assessing Children with Specific Learning Difficulties Gavin Reid, Gad Elbeheri, John Everatt, 2015-07-16 This comprehensive book provides all the information that practitioners need to know about assessment in relation to their pupils with Specific Learning Difficulties The why how and what of assessment is addressed whilst the link between assessment and intervention is also a key focus Looking at the full range of Specific Learning Difficulties this book provides practical guidance on implementing strategies that are tried and tested for use in any classroom whilst also acknowledging that assessment is a process involving other professionals and parents Addressing issues and topics common in inclusive classrooms around the world key topics covered include Specific Learning Difficulties in context Teacher Assessment in literacy numeracy and movement Motor development and co ordination Attention factors in learning The key issues on learning differences Self esteem and emotional literacy How to enhance skills and the self sufficiency of teachers Assessing Children with Specific Learning Difficulties will be an invaluable guide for classroom teachers learning support departments psychologists and other professionals

Numeracy and Learning Difficulties Peter Westwood, 2012-12-06 By understanding why children struggle with maths teachers are better equipped to provide effective support and nurture confidence in low achievers Numeracy and Learning Difficulties includes how to tackle common learning difficulties by following different teaching practices and principles identifying gaps in students knowledge and developing curricula that bridges these gaps improves numerical literacy using problem solving strategies and skills and a handy checklist of benchmarks in achievement

Closing the Educational Achievement Gap for Students With Learning Disabilities Nyemba, Florence, Chitiyo, Rufaro Audrey, 2023-10-04 Recently there has been a growing demand for diversity and inclusion in schools worldwide to ensure effective learning for every student Efforts have been made to support teachers in promoting diversity in classrooms but research shows that students with learning disabilities LD including autism spectrum disorder neurodevelopmental disabilities dyslexia and executive dysfunction still struggle to keep up despite having individualized education programs IEPs These students are not receiving the necessary support they need to learn effectively in the classroom leaving them

behind and often completely unprepared for their futures When intersectional statistics are taken into account students who have a learning disability and are among minority ethnic groups have even lower rates of earning a diploma than their counterparts Changes in the educational system must be made to close this learning chasm and create a more equitable learning environment Closing the Educational Achievement Gap for Students With Learning Disabilities increases awareness of the issue of inequalities in education for students with learning disabilities through improved training programs for teachers recommendations for policy changes and development of new strategies to close the gap between these students and their classmates The goal of this book is to educate and empower educators researchers and policymakers on how they can help students with learning disabilities thrive academically and emotionally It examines the barriers that prevent teachers from effectively providing instruction to these students This book covers topics such as achievement gaps student centered approaches and culturally responsive teaching and is ideal for educators professionals researchers special education professionals speech and occupational therapists disability service providers intervention strategists psychologists parents and local communities

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