

A Guide To

THE 7 TYPES OF LEARNING DISABILITIES

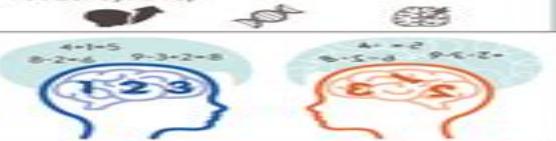
As Defined by the Learning Disabilities Association of America



Dyscalculia

(also known as number dyslexia)

5 to 10%
of the population



Affects a person's ability to comprehend numbers and memorize math facts. It is common and often overlooked. You probably know someone who has it. Even some scientists, engineers, and mathematicians have it!

May struggle with:

- Seeing how numbers fit and associate together
- Counting
- Recalling math facts like $2 + 4 = 6$
- Memorizing symbols like + and -
- Reading a clock
- Understanding concepts like "greater than" and "less than"
- Working with money
- Telling left from right

Dyslexia

5 to 10%
of the population



Affects a person's ability to read, spell, and write. They often read slowly and make mistakes. Dyslexia does not mean a lack of intelligence. Many people thrive with it, including actors, elected officials, and entrepreneurs. It is NOT a problem with reading letters backward or changing the order. That is a myth.

May struggle with:

- Sounding out written words
- Spelling
- Reading comprehension
- Word recognition, even with common words
- Learning a foreign language
- Solving mathematical word problems
- May struggle with phonemic and phonological awareness, which is the ability to hear, identify, and change the sound structure of a spoken word (for example, picking out words that rhyme or counting syllables)

Dysgraphia

5 to 20%
of children



Affects a person's ability to write effectively. Impacts handwriting, typing, and spelling. Rooted in difficulty with memorizing and automatically retrieving letters and numbers.

May struggle with:

- Forming letters
- Writing with proper grammar
- Spacing letters correctly
- Writing in a straight line
- Holding and using a writing instrument effectively
- Messy handwriting
- Often associated with motor skill struggles

Auditory Processing Disorder (APD)

5% of school-age children
15% of military veterans due to blast exposure



Affects a person's ability to understand what words or sounds mean. They hear the sounds but have trouble making sense of them.

Not related to hearing or intelligence. May be caused by brain injuries, premature birth, or illness.

May struggle with:

- Noticing, comparing, and differentiating separate sounds (such as cat and bat)
- Focusing on specific and important sounds in noisy settings
- Recalling auditory memories, even in the middle of a conversation
- Understanding and remembering the proper order of sounds and words
- Following directions with multiple steps
- Slow to respond in conversation

Language Processing Disorder (LPD)

5%
of children



Subset of auditory processing disorder. The Learning Disabilities Association of America states: "There is difficulty attaching meaning to sound groups that form words, sentences, and stories." Two types: expressive and receptive

May struggle with:

- Expressive: expressing thoughts and feelings
- Receptive: understanding what people are saying or following conversation
- May be a late talker as a child
- May appear spacey or "shy"
- Limited vocabulary
- Verb tense confusion
- Words get stuck "on the tip of their tongue"
- Comprehending jokes
- Inappropriate answers due to lack of understanding the question
- Nonsensical sentences

Nonverbal Learning Disorder (NLVD)

3-4%
of the population



Affects a person's ability to decode nonverbal behaviors and social cues.

May also cause difficulty with motor and visual-spatial skills.

May excel academically but struggle in social/emotional aspects

May struggle with:

- Understanding body language
- Understanding facial expressions
- Understanding tone of voice
- Often well-spoken and can write well but struggle with subtle social cues
- Abstract concepts comprehension
- Early speech and language (talks like a "grown-up" from a young age)
- Poor coordination, may be "clumsy"
- Extremely literal; struggles with innuendo, sarcasm, and other nuances
- Anxiety and difficulty coping with change

Visual Perceptual/Visual Motor Deficit



Affects a person's hand-eye coordination, which influences using tools, keeping track of words while reading, and navigating surroundings.

May struggle with:

- Lose their place in reading and math
- Using pencils, crayons, scissors
- Fine motor activities
- Unusual eye activity when reading or completing assignments
- Lack of coordination
- Letter discrimination (confusing "n" and "u")
- Writing in a straight line
- Remembering what they have seen
- Recognizing parts of objects, like part of a car or chair

Note: The Learning Disabilities Association of America and other mental health practitioners consider these seven disorders as specific learning disabilities. It is recognized that autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) are related disorders that affect learning, but they are not specific learning disorders. Coexisting disorders and conditions are extremely common for those with ADHD and ASD.



Source: www.ld.org/learning-disabilities | www.ldonline.org/ | www.mhfd.com/

Service User Guide Learning Disabilities

Martin Goodwin, Catharine Edward



Service User Guide Learning Disabilities:

Communicate with Me! Martin Goodwin, Catharine Edward, 2017-07-05 How can I communicate even more effectively with people who have learning disabilities Communicate with Me is an invaluable toolkit for carers professionals schools and services striving to improve the quality of their communication with those they support Key features include a comprehensive range of techniques and guidance for carers and professionals around how to communicate with and involve children and adults with learning disabilities a wealth of practical examples and case studies to illustrate and contextualise the suggested approaches a detailed quality assurance framework to help schools and services develop CPD establish excellence across their organisations in the way that they communicate with people with learning difficulties and improve outcomes for those they support Communicate with Me is a resource for anyone involved in supporting children or adults with a learning disability including residential or community support workers play workers advocates and teachers who work directly with people as well as line managers and service managers who can facilitate change within service structures and promote good practice in their teams Martin Goodwin is an experienced practitioner who has more than 18 years experience in working with children and young people in a range of capacities including management and direct delivery Martin is a qualified teacher trainer in post compulsory education and children s rights advocate with a BA Hons in Professional Studies Learning Difficulties PG Cert in Social Studies and MA in Youth and Community studies Jennie Miller specialises in working with adults with a learning disability in the residential setting where she has over ten years experience holding a management role since 2004 Jennie has a BA hons in Professional Studies Learning Difficulties Cath Edwards has over thirty years experience of working with children and young people with learning disabilities including autism and severe and profound multiple learning disability Cath has a BEd in education a degree level qualification in special educational needs and is a Master Practitioner of Neuro Linguistic Programming Cath is also a qualified yoga teacher and a professional storyteller Review The publication of this resource is timely Services are shrinking and specialist support is contracting People with learning disabilities need informed committed and skillful partners in their struggle to take their rightful place in society and this accessible interactive and comprehensive guide will prove an invaluable support to everyone who has the privilege and the challenge of sharing their lives and work with people who have difficulties in communication Dr Nicola Grove Consultant in Communication and Narrative Honorary Senior Lecturer Tizard Centre Founder Openstorytellers

A guide to resource materials, for anti-poverty and community groups, on social analysis and linking practice and policy, 1998

Managing Aggressive Behaviour in Care Settings Andrew A. McDonnell, 2011-09-23 A practical guide for health professionals and trainers offering evidence based low arousal approaches to defusing and managing aggressive behaviours in a variety of health care settings Provides both an academic background and practical advice on how to manage and minimize confrontation Illustrates low arousal approaches and offers clear advice on physical restraint and the reduction of

these methods Describes the evidence base for recommended approaches Includes a wide range of valuable case examples from a variety of care settings

Ready Reference Guide : Resources for Disabled People United States. Rehabilitation Services Administration,1977

Oxford Handbook of Learning and Intellectual Disability Nursing Bob Gates,Owen Barr,2009 Intellectual disability nurses can be found working and supporting people in a variety of different care contexts These include the healthcare system social care and education as well as the private sector including voluntary and not for profit organizations Numerous other professional disciplines also work alongside these areas including clinical psychologists social workers occupational therapists speech and language therapists and consultant psychiatrists The Oxford Handbook of Learning and Intellectual Disability Nursing provides up to date concise and practical coal face information for use in all areas where intellectual disability nurses are located It includes a section on practical applications and therapeutic interventions as well as an emergencies section and coverage of the main points of mental health legislation Unique to this Oxford Handbook is the attention given to differences in legislation and social policy across the constituent countries of the UK and Ireland The Oxford Handbook of Learning and Intellectual Disability Nursing is clearly laid out and written in readable note based style It is an invaluable companion to both community and ward nurses and all those working with patients with learning and intellectual disabilities

The Wiley International Handbook of Correctional Psychology Devon L. L. Polaschek,Andrew Day,Clive R. Hollin,2019-02-08 A two volume handbook that explores the theories and practice of correctional psychology With contributions from an international panel of experts in the field The Wiley International Handbook of Correctional Psychology offers a comprehensive and up to date review of the most relevant topics concerning the practice of psychology in correctional systems The contributors explore the theoretical professional and practical issues that are pertinent to correctional psychologists and other professionals in relevant fields The Handbook explores the foundations of correctional psychology and contains information on the history of the profession the roles of psychology in a correctional setting and examines the implementation and evaluation of various interventions It also covers a range of topics including psychological assessment in prisons specific treatments and modalities as well as community interventions This important handbook Offers the most comprehensive coverage on the topic of correctional psychology Contains contributions from leading experts from New Zealand Australia Europe and North America Includes information on interventions and assessments in both community and imprisonment settings Presents chapters that explore contemporary issues and recent developments in the field Written for correctional psychologists academics and students in correctional psychology and members of allied professional disciplines The Wiley International Handbook of Correctional Psychology provides in depth coverage of the most important elements of the field

Handbook of Research-Based Practices for Educating Students with Intellectual Disability Karrie A. Shogren,2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students

with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness

Service User and Carer Participation in Social Work Janet Warren, 2007-06-28 This is the first text to examine the principal elements of service user involvement and participation across both adult and children's services A valuable learning resource it draws together information from research service users carers and practitioners across both groups In addition it gives an overview of the specific knowledge attitude and skills that social workers need for training at qualifying level and integrates theory with evidence to inform everyday social work practice Furthermore case studies and activities encourage reflection and the application of this knowledge to practice situations

Learning Disabilities Bob Gates, Helen Atherton, 2007-01-01 This title is directed primarily towards health care professionals outside of the United States It is the authoritative textbook for students of learning disabilities covering a wide variety of topics It is relevant not only for nursing courses but also for care workers OTs and other professional and non professional carers The new edition has been completely updated and includes the latest evidence for practice There are new chapters which means the book provides comprehensive coverage of learning disabilities throughout a person's life There are also new contributors including people with learning disabilities Each chapter is supported by information on further reading and other resources

Service User Involvement in Social Work Education Hugh McLaughlin, Joe Duffy, Brendan McKeever, June Sadd, 2019-10-23 In 2006 Social Work Education produced the first special edition vol 25 no 4 on service user and carer involvement in social work education with all of the articles coming from the United Kingdom In 2015 a mixed group of service users and social work academics wondered how and if the field had moved on since 2006 This publication confirms that it has Since 2006 service user and carer involvement in social work education has become embedded internationally this book contains contributions from Australia Israel Italy Norway Slovenia the Republic of Ireland and Sweden as well as all four nations of the United Kingdom Many of the contributions are jointly written with service users and carers highlighting the innovative practices which challenge social work academics students social workers and managers to think how we can all benefit from learning with and from service users and carers This book ably demonstrates that service users and carers can be effectively involved in social work curriculum planning delivery assessment and management This is not to say that these issues are not without their tension challenges or struggles but working with these helps to ensure that the social workers and managers of the future can practice more effectively meeting service user and carer priorities and needs The chapters in this book were

originally published as a double special issue of Social Work Education **Handbook of Psychopathology in Intellectual Disability** Elias Tsakanikos, Jane McCarthy, 2013-10-01 The complex intersecting of genetic biological and environmental factors can make intellectual impairments difficult for clinicians to assess and treat When such comorbid conditions as substance abuse or bipolar disorder are part of the equation so are increased risks for clinical uncertainties and therapeutic dead ends The Handbook of Psychopathology in Intellectual Disability reflects the diversity of its subject in prevalence and presentation testing methods and treatment options Besides focusing on specific pathologies as they affect the course of intellectual disability ID its coverage spans the field from in depth analyses of psychosocial aspects of ID to promising new findings in genetics and the ongoing challenge of providing personalized care tailored to individual client needs Expert contributors bridge gaps between the evidence base and best practices and improved policy for maximum utility In addition chapters are written to benefit the widest variety of professionals treating clients with ID across disciplines Key areas featured in the Handbook include General issues and assessment methods Core etiological approaches including neuroimaging Comorbid psychopathology including mood anxiety and personality disorders Common clinical conditions such as ADHD autism and behavior problems Medical and psychological interventions as well as community and inpatient services Future directions in research and evidence based practices The Handbook of Psychopathology in Intellectual Disability is an essential reference for researchers professors and graduate students as well as clinicians and other scientist practitioners in clinical psychology psychiatry social work rehabilitation medicine public health and neuropsychology *Learning Disabilities and e-Information* Peter Williams, 2020-06-30 Digital Technology is becoming ever more used by people with learning disabilities for information entertainment to socialise and enjoy self expression This book explores these important issues establishing how page design use of images and other factors facilitate or inhibit information access and information behaviour more generally Offenders with Developmental Disabilities William R. Lindsay, John L. Taylor, Peter Sturmey, 2004-07-16 For over a century developmental disabilities have been associated with crime in prejudicial and pejorative contexts Offenders with Developmental Disabilities provides a balanced comprehensive review of the prevalence nature and development of offending by those with intellectual disabilities Not only does this volume include coverage of evidence based assessment and treatment ideas strategies and plans but also places the field in a historical legal and ethical context William Lindsay John Taylor and Peter Sturmey have brought together a wealth of contributors from differing backgrounds to share new material and knowledge of assessments treatment and service issues in a single volume Divided into five parts Part I opens with theoretical issues Part II deals with legal and services contexts including ethical concerns Part III considers risk assessment general assessment and approaches to evaluation Part IV addresses specific issues of sexual offending anger and aggression fire raising dual diagnosis female offenders and personality disorder Part V concludes with service development professional and research issues Forensic practitioners and students from psychology and

psychiatry lawyers and advocates nurses and social workers will all find this comprehensive and practical book an inspiration in taking this field forward

Resources in Education ,2001-10

The Frith Prescribing Guidelines for People with Intellectual Disability Sabyasachi Bhaumik,Satheesh Kumar Gangadharan,David Branford,Mary Barrett,2015-09-11 The Frith Prescribing Guidelines for People with IntellectualDisability provides comprehensive guidance on prescribing forpatients with intellectual disability as well as generalinformation on the clinical care of this importantpopulation The guidelines have been conceived and developed byclinicians working in intellectual disability services They are based on both the latest evidence and expert opinion to provide a consensus approach to prescribing as part of a holistic package of care and include numerous case examples andscenarios New to this third edition is improved coverage ofchildren and the role of primary care teams The Frith Prescribing Guidelines for People withIntellectual Disability remains a practical guide for busyclinicians and a valuable reference for all primary and secondaryhealth care professionals caring for people with intellectuall disability

The Wiley Handbook on Offenders with Intellectual and Developmental Disabilities William R. Lindsay,John L. Taylor,2018-11-05 The essential resource to the most recent research and practice on offenders with intellectual and developmental disabilities The Wiley Handbook on Offenders with Intellectual and Developmental Disabilities is a comprehensive compendium to the research and evidence supporting clinical work with people with intellectual and developmental disabilities who offend or are at risk of offending With contributions from an international panel of experts the text reviews the most recent developments in the assessment treatment and management of various types of offenders with intellectual disabilities including violent offenders sexual offenders and firesetters The text also explores the developments in research on risk assessment and management of people with intellectual disabilities who offend or are at risk of offending In addition the handbook also contains information on developments in research into the epidemiology of offending in this population pathways into services and the trajectories of the criminal careers of those who will later go on to offend This important resource Includes contributions from expert international researchers and practitioners in the field Describes a range of theoretical conceptual and ethical assessments as well as treatment and service development issues that are relevant practitioners in clinical practice Presents the ethical legal considerations that offer a conceptual framework for the handbook Sets out a variety of the most current evidence based interventions Written for psychologists psychiatrists nurses and other mental health professionals and those in education and training The Wiley Handbook on Offenders with Intellectual and Developmental Disabilities offers a much needed resource on the latest developments in the field

Supporting People with Learning Disabilities in Health and Social Care Eric Broussine,Kim Scarborough,2011-12-12 This reflective and evidence based book will equip students as well as professionals who work with people with learning disabilities in primary secondary and specialist healthcare settings with the knowledge and skills they need to work effectively with people with learning disabilities Chapters written by leading academics and practitioners in the learning disabilities field examine

and discuss core issues while a case study approach ensures a solid grounding in practical skills This practical element is further reinforced by the inclusion of service user and practitioner voices whose lived experiences make the book even more engaging as well as a range of reflective exercises and regular opportunities for readers to self audit their learning Reflecting the multi professional nature of services for people with learning disabilities this book will help practitioners and students make a real difference to the lives of people with learning disabilities who access health and social care environments

Fundamentals of Person-Centred Healthcare Practice Brendan McCormack,Tanya McCance,Cathy Bulley,Donna Brown,Ailsa McMillan,Suzanne Martin,2020-12-29 Fundamentals of Person Centred Healthcare Practice presents evidence based perspectives on a broad range of approaches to person centred practice in healthcare Featuring contributions from internationally recognised experts in the field this valuable textbook helps students and staff across healthcare disciplines understand the essential concepts of person centred practice in various health related contexts Using the Person centred Practice Framework an innovative theoretical model based on more than two decades of research and practice students develop a strong understanding of the different components of person centredness their connections and interactions and how they can be implemented to promote positive healthcare experiences for care providers service users and families Recognising the dynamic and complex nature of person centredness the text emphasises the importance of a common language and a shared understanding of person centred practice in all areas of healthcare from hospital and social care systems to mental health learning disability and rehabilitation services This practical and insightful introduction to the subject Provides engaging student friendly coverage of the central principles and practice of person centredness within a multi professional and interdisciplinary context Features cases and examples of person centred practice in curricula worldwide Includes activities designed to support person centred practitioner development Discusses the future of person centred facilitation learning and practice Offers real world guidance on providing a holistic approach to developing person centred relationships that facilitate meaningful connections with others Fundamentals of Person Centred Healthcare Practice is an indispensable resource for nursing and allied health professionals and an important reference work for educators facilitators supervisors and healthcare practitioners

Oxford Textbook of the Psychiatry of Intellectual Disability Sabyasachi Bhaumik,Regi Alexander,2020 Oxford Textbook of Psychiatry of Intellectual Disability is the definitive resource on the subject Written and edited by world renowned experts with decades of experience in the field each chapter provides reliable evidence and practical advice for clinical situations with multiple choice questions for self evaluation

Communication Development and Disorders for Partners in Service Cheryl D. Gunter,Mareile A, Koenig,2010-09-15

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