SO WHAT’S TYPICAL ANYWAY??
TYPES OF DISABILITIES

1. Learning disability: (SLD & Dyslexia)
2. Other Health Impaired: Attention Deficit/Hyperactivity Disorder (ADHD)
3. Gifted (and gifted/disabled)
4. Intellectually disabled (ID)
5. Autism
6. Emotionally disturbed (ED)
Types Of Disabilities

7. Deaf-Blindness
8. Hearing Impairment
9. Visual Impairment
10. Orthopedic Impairment
11. Traumatic Brain Injury
12. Multiple Disabilities
13. Speech language Impairment
Specific Learning Disability *

A disorder in one of more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include children who have learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

* 34 CFR 300.8 (c) (10)
Learning Disabilities

- Is a Neurological disorder. Affects how the brain receives, processes and responds to information.

- Heterogeneous group of disorders that impact listening, speaking, reading, writing, reasoning, math, and social skills.

- Dyslexia (reading) Dyscalculia (math) Dysgraphia (writing)

- Co-existing disorders: Dyspraxia (motor) Executive functioning: planning, organizing, strategizing, time management
Experience Disabilities

Based on FAT CITY

By

Rick Lavoie
What does fairness mean in terms of teaching students with disabilities?
Learning Disabilities
Accommodation Sheet

- Briefly discuss the FAT CITY experience, and complete Question 1 and share in small groups.

- View LD video (Nathan)
  How was Nathan able to hide his reading problem?
  Listen to Nathan’s mom describe his problems?
Videos
Attention Deficit Disorder

1. ADHD a condition characterized by severe problems of:

2. *inattention*,

3. *hyperactivity*,

4. and/or *impulsivity*;

5. symptoms must have occurred before the age of *seven* and exist in *two* or more settings and have persisted for at least *six* months to a degree that is maladaptive.
Prevalence: ADHD

- 3-5% of the population under the age of 18
- 3-6 times more frequently in boys
- 75% of the children with ADHD have significant learning/behavioral challenges
- 50% into teenage years and 25% adults
Inattention

1. Often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities
2. Often has difficulty sustaining attention in tasks or play activities
3. Often has difficulty organizing tasks and activities
4. Often forgetful in daily activities
5. Easily distracted by extraneous stimuli
Hyperactivity

1. Often fidgets with hands or feet or squirms in seat
2. Leaves seat in classroom
3. Acts as if “driven by a motor”
4. Often talks excessively
5. Runs about or climbs excessively
6. (adolescents: feelings of restlessness)
Impulsivity

1. Often blurts out answers before questions have been completed
2. Often has difficulty awaiting turn
3. Often interrupts or intrudes on others
4. Impulsive! (butts into conversations or games)
School Performance: ADHD

- Disruptive school behavior is commonplace
- Under-performing in school related to ability
- Repeat a grade
- Placed in one or more special ed programs
- School suspensions
- School expulsions
- Failure to graduate high school
Diagnosis: ADHD

- Childhood history from parents
- Official school records
- Classroom observations
- Teacher reports
- Academic and intellectual testing
- Behavior rating scales: different settings
- DSM V REVIEW OF CRITERIA
- Physical
- If eligible, qualifies under Other health impaired, or under Section 504 Plan
Gifted

- High Ability
- High Creativity
- High Task Commitment
Gifted in CT.

Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.
Connecticut State Department of Education’s

Definition of intellectual disability:

“Intellectual disability means significant deficits in conceptual, practical and social intelligence that adversely affects a student’s educational performance and is manifested during the developmental period (birth to 18).
Ranges of Intelligence

50% of students score below midpoint

Average range

50% of students score above midpoint

Intellectually deficient

Borderline

Low average

Midpoint (percentile 50)

High average

Superior

Very superior

WISC-III scores

69

70–79

80–89

90–109

110–119

120–129

130 +

Scale scores

1–3

4–5

6–7

8–11

12–13

14–15

16–19

Percentile

2

3–8

9–24

25–74

75–90

91–97

98 +

Note: From The WISC-III Companion (p. 30) by S. Truch, 1993, Austin, TX: Pro-Ed. Copyright 1993 by Pro-Ed. Reprinted with permission.
# Mental Retardation: Classifications

<table>
<thead>
<tr>
<th>Classification</th>
<th>IQ Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild Mental Retardation</td>
<td>50–55 to 70</td>
</tr>
<tr>
<td>Moderate Mental Retardation</td>
<td>35–40 to 50–55</td>
</tr>
<tr>
<td>Severe Mental Retardation</td>
<td>20–25 to 35–40</td>
</tr>
<tr>
<td>Profound Mental Retardation</td>
<td>Below 20–25</td>
</tr>
</tbody>
</table>
Mental Retardation: Characteristics

Limitations in Adaptive Skills

- communication
- self-care
- home living
- social skills
- community use
- self-direction
- health and safety
- functional academics
- leisure
- work

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Autism: Definition

- Identified by Leo Kanner in 1943
- Perspectives
  - Originally considered an emotional disturbance
  - Then categorized under “Other Health Impairments”
  - In 1991, added as separate category under IDEA
  - Redefined in DSM: V 2013: Autism Spectrum Disorders
Causes and Prevalence

- **Causes:**
  - Historically - parents were blamed
  - Today - parents are seen as collaborators.
  - Biomedical causes
    - abnormal brain development
    - neurochemistry
    - genetic factors

- **Prevalence:**
  - Recently the prevalence rate was reported as 5.5 children in every 10,000 ~ most current data indicates the rate has risen to 3.7 children in every 1,000. Now, in 2007, 1 in 150, 2014 1 out of 68, 1 out of 70 are boys. Diagnosed ASD. 10 fold increase in 40 yrs.
  - Boys 1-42, Girls 1-189
Autism: Characteristics

- **Broad Range of Characteristics**
  - Delayed language development
  - Lack of social interaction
  - Inappropriate behaviors that impede learning
  - Need for environmental predictability
  - Sensory and movement disorders
  - Intellectual functioning
    - 20 percent of individuals have normal intelligence
    - 30 percent have mild-to-moderate impairments
    - 42 percent have severe-to-profound impairments
  - Savant syndrome - individuals display exceptional abilities in one or more areas
Autism, as defined in IDEA 1997: “...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or change in daily routines, and unusual responses to sensory experiences.
Definition & Distinctions

- There is no cure for autism, but many individuals on the spectrum become highly productive, loving and contributing adults.
- It is important to recognize that not all of the traits associated with this disorder are negative.
EMOTIONAL DISTURBANCE:

1. Inability to learn not explained by other factors

2. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers

3. Inappropriate types of behavior or feelings under normal circumstances

4. General pervasive mood of unhappiness or depression

5. Tendency to develop physical symptoms or fears associated with personal or school problems
ED
Limiting Criteria (all three criteria for at least one characteristic)

1. Exhibited over a long period of time
2. Exhibited to a marked degree (significantly greater frequency and or intensity that seen in peer group)
3. Has an adverse affect on educational performance
ED

- Excludes students who exhibit Social Maladjustment unless student also has ED
- Social Maladjustment: deviant behavior with conscious control, behaviors are goal directed, self serving and manipulative
Activity

Follow directions in handouts to demonstrate your understanding of the various disabilities:
Questions