



**SPECIFIC LEARNING
DISABILITIES
DISTANT FORM**

Ivana Jůzová, Ph.D.

Assistant professor

Dept. of Special and
Inclusive Education



GENERAL INFORMATION



GENERAL INFORMATION

- **The aim of the course:**
 - Familiarized students with the basic terminology of Specific learning disabilities from the international perspective.
 - Student will be introduced to main types of SLD
 - Students will be introduced to contemporary provision provided for students with SLD and concepts of remediation care.



LEARNING OUTCOMES

Depends mostly on the you



COURSE REQUIREMENTS

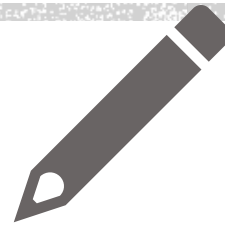


Active participation on the course meeting (24. 2. 10:00–13:50; 10. 3. 10:00–13:50; Pá 5. 5. 14:00–17:50) – 1 absence

Written tasks:

Repetition of main course topics

Final paper



Final paper


Essay on the effects of selected type of SLD on the overall child's development

You can draw from your own practice and use any particular example

Homework vault – 20th of May (20.5. 2023)

Length 2-3 pages



A solid orange vertical bar is positioned on the left side of the slide, extending from the top to the bottom.

SPECIFIC LEARNING DISABILITY DEFINITION

WHO DEFINES HEALTH TERMINOLOGY ACROSS THE WORLD?



**World Health
Organization**



WHO – FAMILY OF INTERNATIONAL CLASSIFICATIONS

WHO-Family of International Classifications (WHO-FIC)

RELATED CLASSIFICATIONS

- International Classification of Primary Care (ICPC)
- International Classification of External Causes of Injury (ICECI)
- International Classification for Nursing Practice (ICNP)
- The Anatomical, Therapeutic, Chemical (ATC) classification system with Defined Daily Doses (DDD)
- Verbal autopsy standards: ascertaining and attributing causes of death
- Technical aids for persons with disabilities - Classification and terminology (ISO9999)

REFERENCE CLASSIFICATIONS



DERIVED CLASSIFICATIONS

- International Classification of Diseases for Oncology, 3rd Edition (ICD-O-3)
- The ICD-10 Classification of Mental and Behavioural Disorders
- Application of the International Classification of Diseases to Dentistry and Stomatology, Third Edition (ICD-DA)
- Application of the International Classification of Diseases to Neurology (ICD-10-NA)
- The Startup Mortality List (ICD-10-SMoL)

The World Health Organization's



**International Classification of
Diseases**

**THE WORLD HEALTH
ORGANIZATION - ICD**



CHAPTER 6 – ICD 11

MENTAL, BEHAVIOURAL OR NEURODEVELOPMENTAL DISORDERS

6A03 Developmental learning disorder

- **6A03.0** Developmental learning disorder with impairment in reading
- **6A03.1** Developmental learning disorder with impairment in written expression
- **6A03.2** Developmental learning disorder with impairment in mathematics
- **6A03.3** Developmental learning disorder with other specified impairment of learning
- **6A03.Z** Developmental learning disorder, unspecified

6A04 Developmental motor coordination disorder



6A03 DEVELOPMENTAL LEARNING DISORDER

DEFINITION

- Developmental learning disorder is characterised by significant and **persistent difficulties in learning academic skills**, which may include reading, writing, or arithmetic.
- The individual's **performance** in the affected academic skill(s) is markedly **below what would be expected** for chronological age and general level of intellectual functioning, and results in significant impairment in the individual's academic or occupational functioning.
- Developmental learning disorder **first manifests** when academic skills are taught **during the early school years**.
- Developmental learning disorder **is not due to** a disorder of intellectual development, sensory impairment (vision or hearing), neurological or motor disorder, lack of availability of education, lack of proficiency in the language of academic instruction, or psychosocial adversity.



6A03 DEVELOPMENTAL LEARNING DISORDER

TYPES DEFINITION

- **6A03.0 Impairment in reading**
 - Learning difficulties are manifested in impairments in **reading skills** such as word reading accuracy, reading fluency, reading comprehension.
- **6A03.1 Impairment in written expression**
 - Learning difficulties are manifested in impairments **in writing skills** such as spelling accuracy, grammar and punctuation accuracy, organization and cohesion of ideas in writing.
- **6A03.2 Impairment in mathematics**
 - Learning difficulties are manifested in impairments in **mathematical skills** such as number sense, memorization of number facts, accurate calculation, fluent calculation, accurate mathematic reasoning.
- **6A03.3 Other specified impairment of learning**
 - Learning difficulties are manifested in impairments in learning and performance of specific academic skills that are not adequately characterized by one of the other available specifiers.
- **6A03.Z Developmental Learning Disorder, Unspecified**



DEFINITIONS OF SLD – USA/UK/CZECH





USA DEFINITION OF SLD





DEFINITION OF SLD IN USA

- Individuals with Disability Act – IDEA (2004)
- Specific Learning Disability
- "(A) IN GENERAL
 - The term 'specific learning disability' means a **disorder** in 1 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."
- "(B) DISORDERS INCLUDED
 - Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia."
- "(C) 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."



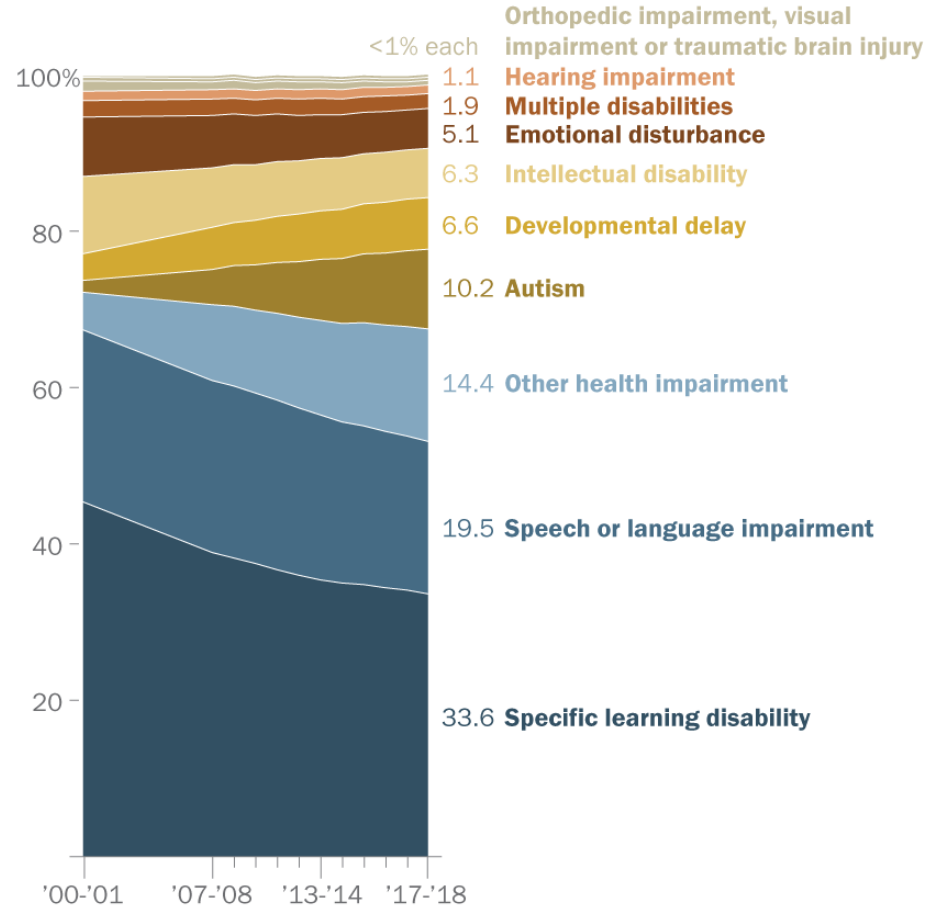
www.shutterstock.com · 249255058



About a third of disabled U.S. students have a 'specific learning disability,' such as dyslexia

% of students served in the 2017-18 school year under the Individuals with Disabilities Education Act (IDEA) who have ...

USA



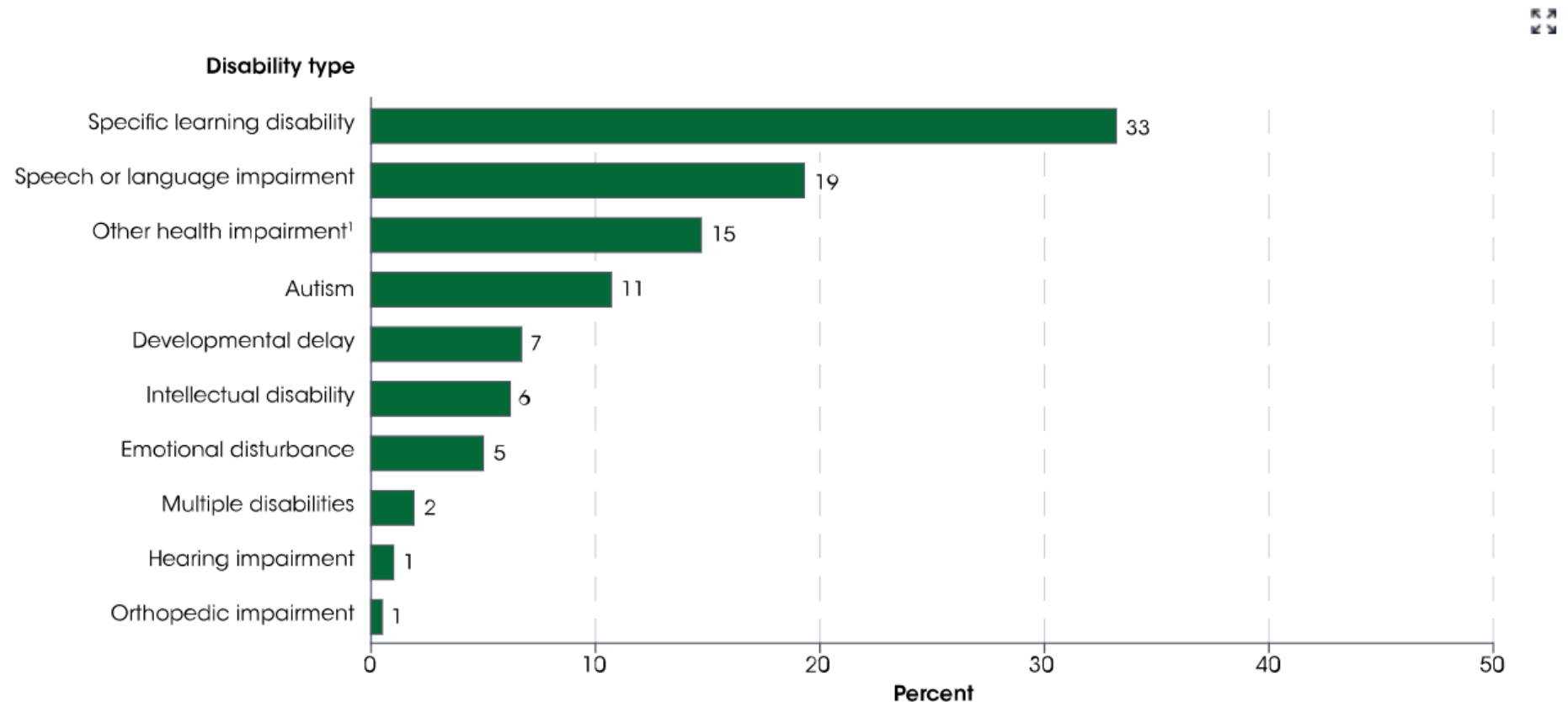
Notes: "Specific learning disability" includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Data is for public school students ages 3 to 21 served under IDEA. Source: National Center for Education Statistics.



SLD IN USA



Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2018–19



TYPES OF LEARNING DISABILITIES IN USA (LDA USA, 2021)



- Dyslexia
- Dysgraphia
- Dyscalculia
- Non-verbal Learning Disabilities
- Oral/Written Language Disorder and Specific Reading Comprehension Deficity

Related Disorders:

- ADHD
- Dypraxia
- Executive Functioning



DEFINITION OF SLD - USA

- *„Although learning disabilities may occur concomitantly with other disabilities (for example, sensory impairment, intellectual disabilities, emotional disturbance), or with extrinsic influences (such as cultural or linguistic differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.“*
- National Joint Committee on Learning Disabilities Definition of Learning Disabilities, 2016
- Learning Disabilities (Kirk 1963)



www.shutterstock.com · 249255058





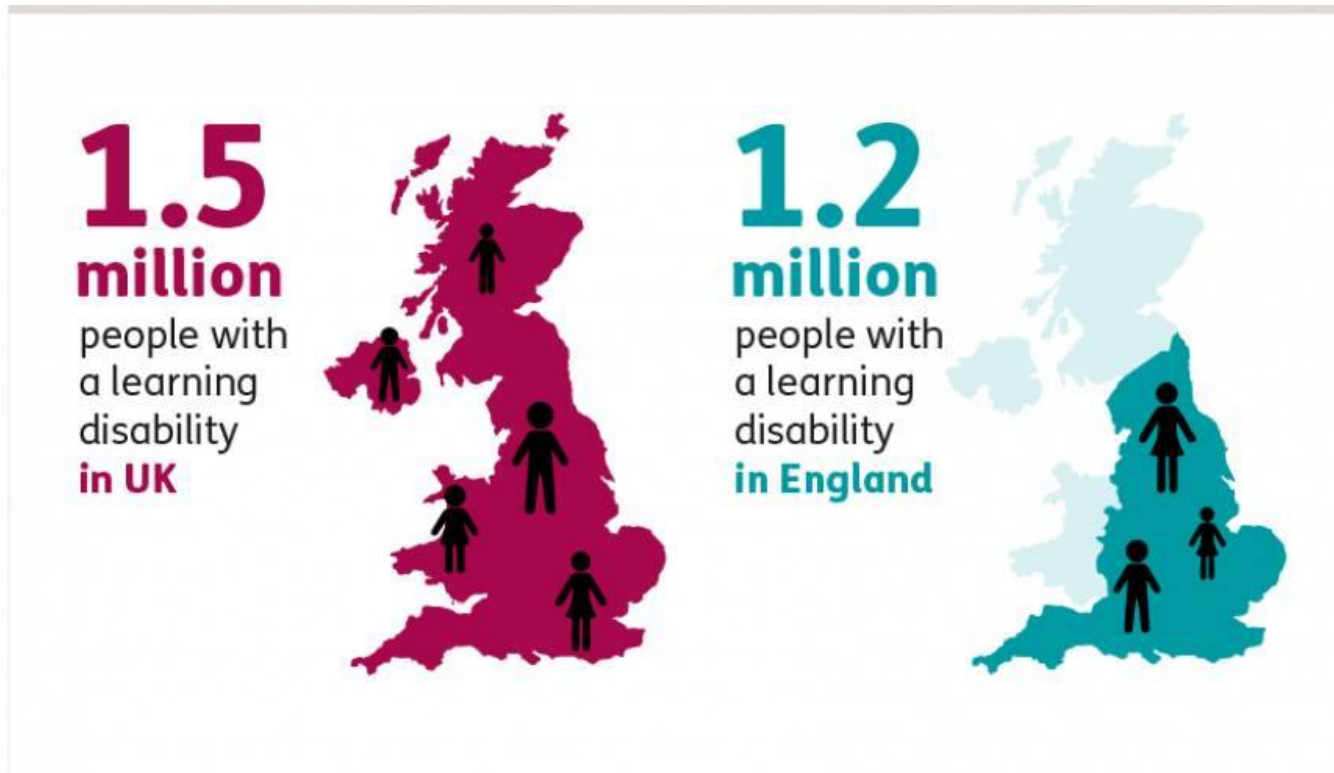
UK DEFINITION OF SLD



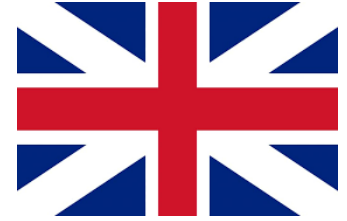


UK AND THE DIFFERENT PERSPECTIVE

- **Specific learning disability** = the result of cognitive and other impairment. Learning disability can be caused by autism and global developmental delay. He causes can be developed in pre-peri-postnatal period.



UK AND THE DIFFERENT PERSPECTIVE



- **Specific learning difficulty** - neurological (rather than psychological) disorder, usually run in families and occur independently of intelligence. They can have significant impact on education and learning and on the acquisition of literacy skills.

- SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties:
 - Dyslexia
 - Dyspraxia of Developmental Coordination Disorder (DCD)
 - Dyscalculia
 - Dysgraphia
 - Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or AD(H)D)

- It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia.



SEVERITY OF SLD

Mild specific learning difficulty

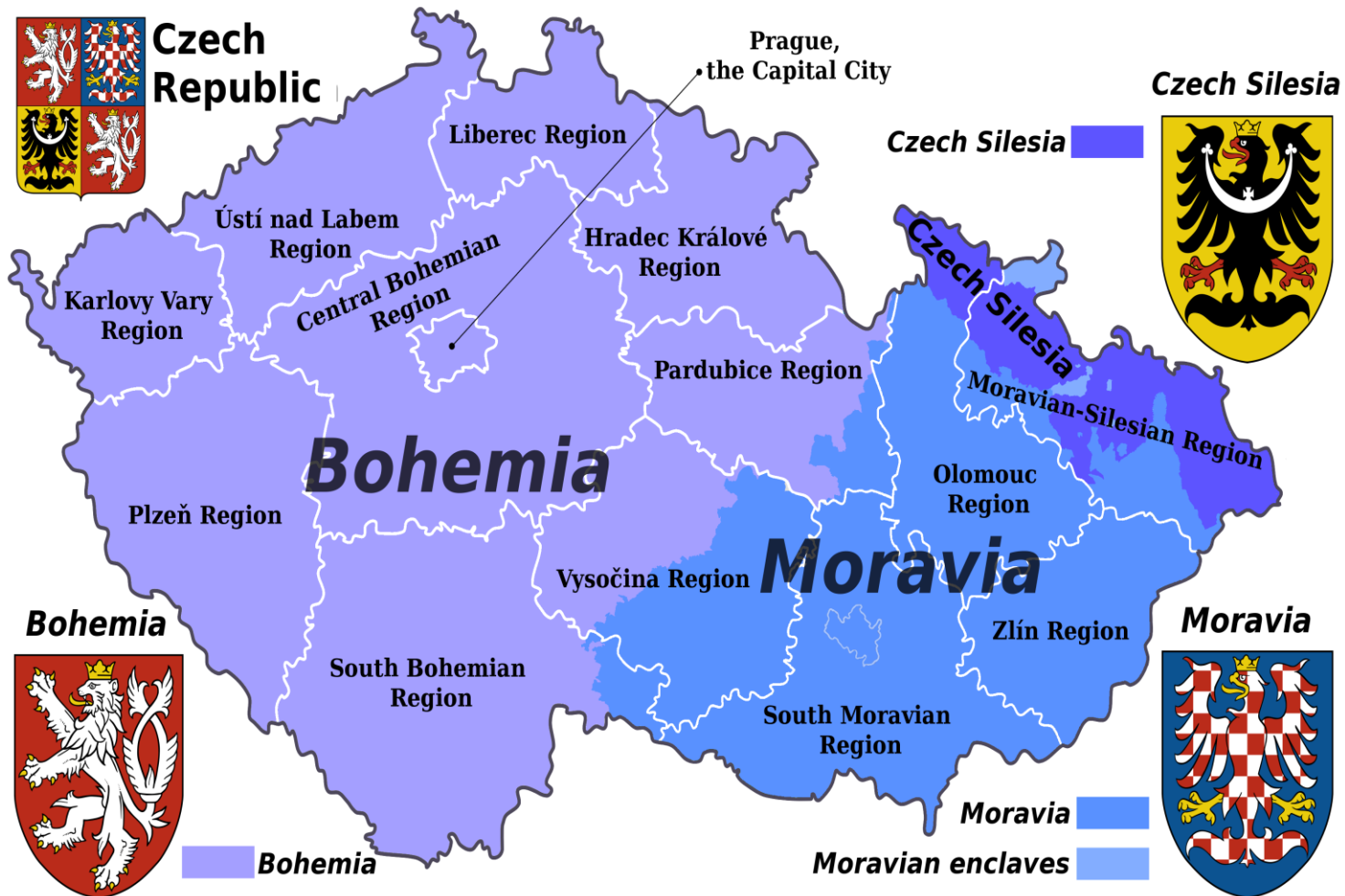
Moderate learning difficulty

Severe learning difficulty

Profound and multiple learning difficulty



DEFINITION OF SLD IN THE CZECH



DEFINITION OF SLD – CZECH DEFINITION

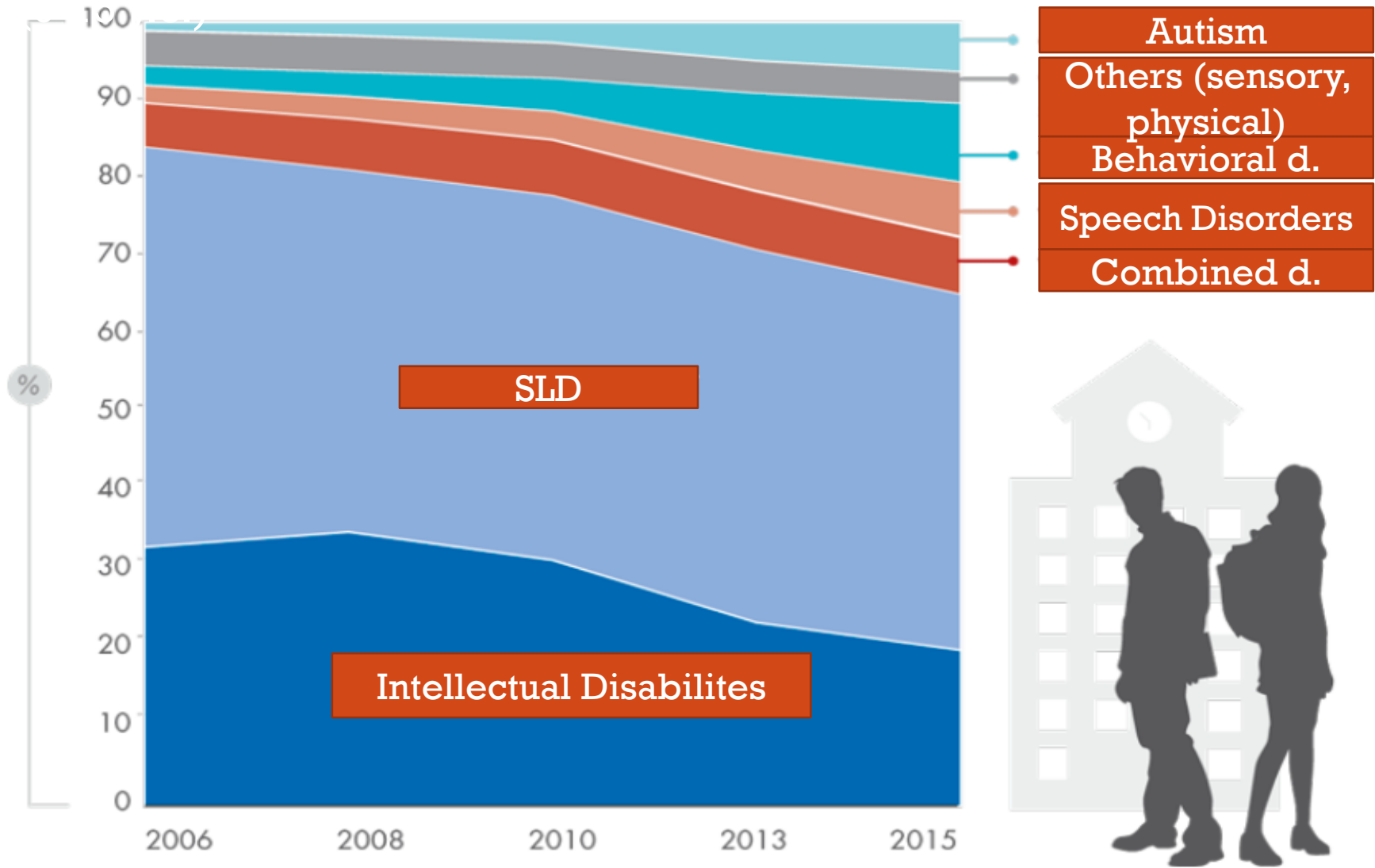


- *„Specific learning disabilities means inability to learn how to read, write or calculate while using standard teaching methods, in an adequate socio-cultural opportunity and an average intellect.“*

Jucovičová & Žáčková, 2014



Students with the health disability in the czech elementary schools



CZECH SLD CLASSIFICATION

- Dyslexia
- Dysgraphia
- Dyscalculia
- „Dysortographia“
- Dyspraxia
- Dyspinxia
- Dysmusia



PREVALENCE OF SLD

- Internationally
 - 10 % in overall population
- Czech Republic
 - Unclear prevalence
 - In between 2 – 20 % in school population
 - 2 – 4 children in 100 (2 – 4 %) – Matějček, 1995

National Centre for Learning Disabilities, US.

1 in 5

children in the U.S. have learning and attention issues.



Only a *small subset* receive specialized instruction or accommodations...

1 in 16

public school students have Individualized Education Programs (IEPs) for specific learning disabilities (SLD) such as dyslexia and for other health impairments (OHI) such as ADHD and dyspraxia



1 in 50

public school students receive accommodations for disabilities through a civil rights statute called Section 504



...while millions of children with learning and attention issues are *not formally identified*.

ETIOLOGY OF SLD



- **Etiological factors:**
 - Central nervous system dysfunction
 - Minimal brain injury
 - Heredity (Dyslexia)
 - Combination of heredity and central nervous system dysfunction
 - Phonetic difficulties + phonological memory
 - Social causes
 - Neurotic etiology
 - Unidentified cause





ASSOCIATED DIFFICULTIES

Lack of sense for humor

Problems in self-regulatory behaviors

Problems in social perception (self-esteem)

Difficulties in social interaction

Difficulties in motor skills development

Difficulties in spatial orientation





**ONSET,
RECOGNITION
AND
DIAGNOSTIC
PROCESS IN SLD**

Differs across countries

Differential diagnostics

- Exclusion of causes such as ID, ADHD, Sensory disability, etc.
- Psychological assessment – Test of IQ (Wechsler Preschool and Primary Scale of Intelligence (WIPPSI), Wechsler Intelligence Scale for Children (WISC); Wechsler Adult Intelligence Scale (WAIS))
- Achievement tests - Woodcock-Johnson Tests of Achievement (WJ), the Wechsler Individual Achievement Test (WIAT), the Wide Range Achievement Test (WRAT)
- Psychologist – Trained Professional – Special Educator (CR)

Diagnostical milestones

- Persistent difficulties in learning keystone academic skills (criteria A)
- Performance below chronological age (criteria B)
- Apparent in the early school years (criteria C)

DSM V — DIAGNOSTIC CRITERIA FOR SLD

- Difficulties learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months, despite the provision of interventions that target those difficulties
 - Inaccurate or slow and effortful word reading (e.g., reads single words aloud incorrectly or slowly and hesitantly, frequently guesses words, has difficulty sounding out words).
 - Difficulty understanding the meaning of what is read (e.g., may read text accurately but not understand the sequence, relationships, inferences, or deeper meanings of what is read).
 - Difficulties with spelling (e.g., may add, omit, or substitute vowels or consonants).
 - Difficulties with written expression (e.g., makes multiple grammatical or punctuation errors within sentences; employs poor paragraph organization; written expression of ideas lacks clarity).
 - Difficulties mastering number sense, number facts, or calculation (e.g., has poor understanding of numbers, their magnitude, and relationships; counts on fingers to add single-digit numbers instead of recalling the math fact as peers do; gets lost in the midst of arithmetic computation and may switch procedures).
 - Difficulties with mathematical reasoning (e.g., has severe difficulty applying mathematical concepts, facts, or procedures to solve quantitative problems).





**THANK YOU
FOR YOUR
ATTENTION**

