

SPECIFIC LEARNING DISABILITIES

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CZECH REPUBLIC & SLOVAKIA



- *„Specific learning disabilities are defined as the inability to learn, read, write and count, using common teaching methods with average intelligence and reasonable socio-cultural opportunities“*
- SLD cannot be cured
- SLD doesn't affect only school skills



USA



- „*Specific Learning Disability means a disorder in one or 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.*“
- should not be confused with learning problems
- people with SLD are average or above average intelligent
- by the Individuals with Disabilities Education Act (IDEA), the term is one of 13 categories of disability



UK



- Specific Learning Difficulties are defined as problems on neurological base
- they can have a significant impact on education and information processing
- umbrella term that includes diagnosis as dyslexia, dyspraxia, dyscalculia, dysgraphia, ADHD, ADD



MAIN FEATURES OF SLD IN CZECH REPUBLIC & SLOVAKIA



Zelinková:

- Visual perception and orientation
- Auditory perception
- Automation
- Memory
- Attention concentration.
- Motor, graphomotor (GM)



MAIN FEATURES OF SLD IN US



- Difficulty reading (e.g., inaccurate, slow and only with much effort)
- Difficulty understanding the meaning of what is read
- Difficulty with spelling
- Difficulty with written expression (e.g., problems with grammar, punctuation or organization)
- Difficulty understanding number concepts, number facts or calculation
- Difficulty with mathematical reasoning (e.g., applying math concepts or solving math problems)



MAIN FEATURES OF SLD IN UK



- Memory difficulties
- Organisational difficulties
- Writing difficulties
- Visual processing difficulties
- Reading difficulties
- Auditory processing difficulties
- Time management difficulties
- Sensory distraction: an inability to screen out extraneous visual or auditory stimuli
- Sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments

INTERNATIONAL CLASSIFICATION OF SLD

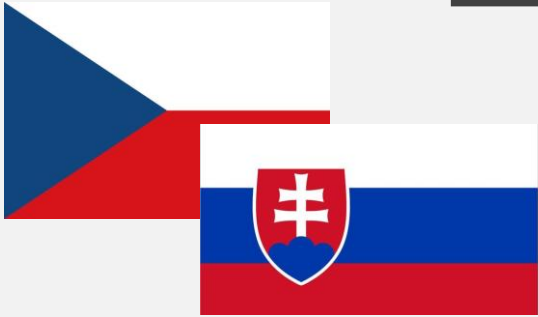
- ICD → V. *Mental and behavioural disorders* → block F80-F89 *Disorders of psychological development* → F81 *Specific developmental disorders of scholastic skills:*

„Disorders in which the normal patterns of skill acquisition are disturbed from the early stages of development. This is not simply a consequence of a lack of opportunity to learn, it is not solely a result of mental retardation, and it is not due to any form of acquired brain trauma or disease.“

- F81.0 *Specific reading disorder*
- F81.1 *Specific spelling disorder*
- F81.2 *Specific disorder of arithmetical skills*
- F81.3 *Mixed disorder of scholastic skills*
- F81.8 *Other developmental disorders of scholastic skills*
- F81.9 *Developmental disorder of scholastic skills, unspecified*



TYPES OF DIFFICULTIES IN THE SLD GROUP ON NATIONAL LEVEL



- **Dyslexia**
- **Dysgraphia**
- **Dyscalculia**
- *Dyspraxia*
- *Dysortographia*
- *Dyspinxia*
- *Dysmusia*

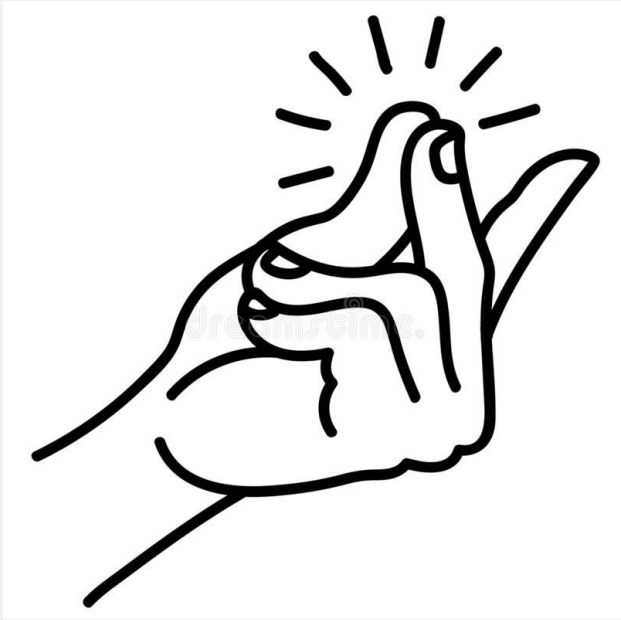


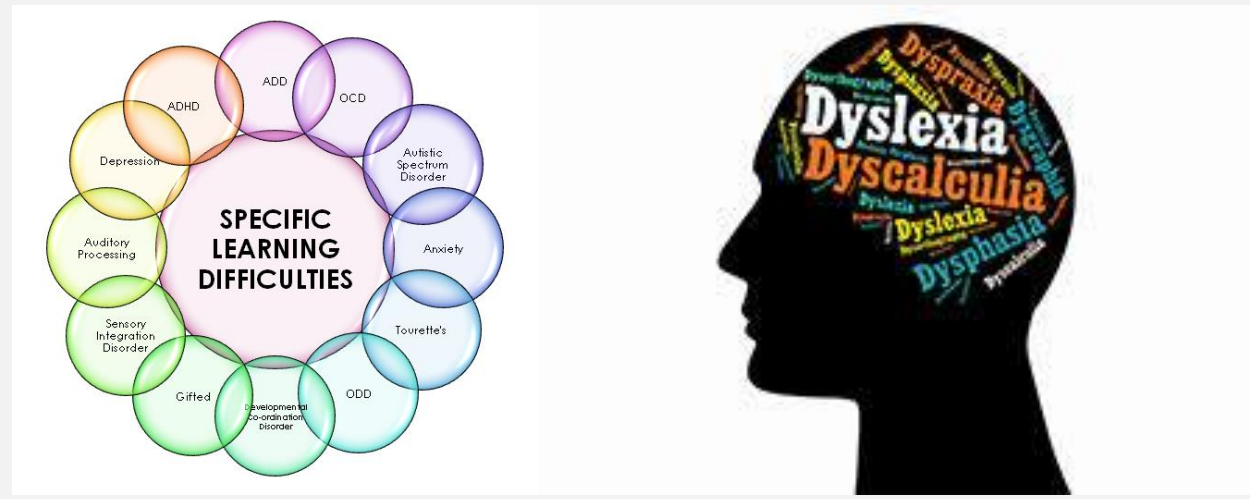
- **Dyslexia**
- **Dysgraphia**
- **Dyscalculia**
- *(Oral/written language disorder and specific reading comprehension deficit)*
- *(Non-verbal learning disabilities)*



- **Dyslexia**
- **Dysgraphia**
- **Dyscalculia**
- *Dyspraxial/ Developmental coordination disorder (DCD)*
- *Attention Deficit (Hyperactivity) Disorder*

TIME FOR AN ACTIVITY 😊





THANK YOU FOR YOUR
ATTENTION



RESOURCES

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