

From “Dummy” to Doctor / LD Simulation

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A Tale of Two Resumes

St. John's Prep (3.3)

Boston College, BA (3.3)

UGA, M.Ed (4.0)

UGA, Ed.D. (4.0)

UGA's Fanning Institute for Leadership / Faculty

Leadership Plus & Associates / President

Anderson & Ward Educational Services

GA State Dept. LRE

NEGA GLRS/RESA

UGA's Disability Resource Center (Grant Coordinator)

A Tale of Two Resumes

Diagnosed LD 4th Grade

Resource Room

“Bleak Future” Diagnosis

Repeated 7th Grade

17% High School Entrance Exam

Failed High School Algebra / Summer School

Almost Failed out of High School (Fresh / Soph)

Accommodations for the SAT (Time)

A Tale of Two Resumes

Provisional Acceptance to Boston College

Provisional Acceptance to UGA

Provisional Acceptance to UGA, Again!

Still LD!

How does this happen?

- Exploring the “gap” (Not as a diagnostic tool, but as a framework for thinking about students with learning difficulties).

Why should these students even be in the “regular education” classroom?

- Average to above average intelligence levels
- Improved achievement
- Improved self-concept / self esteem
- Opportunities to develop “success” attributes
- New perspectives
- New insights
- Creativity



When working with children who have struggled for years in school, a couple of things make sense...

“Laziness”



Acting Out



A Shift in the LD Literature

From Remediation to Life Skills Development



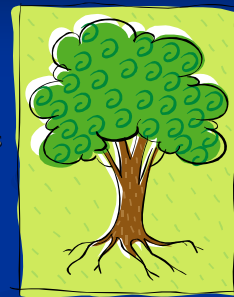
What does the LD literature say about success?

What are some of the skills, attributes, abilities, characteristics... of successful people with learning disabilities?

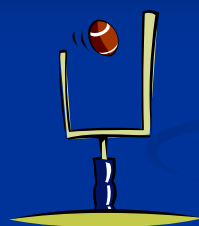


Life Success For People With Learning Disabilities

- Goal Setting
- Self-Awareness
- Perseverance
- Emotional Coping Strategies
- Support Systems
- Proactivity



Goal Setting

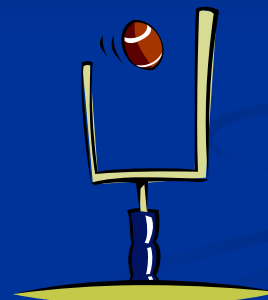


Too Low

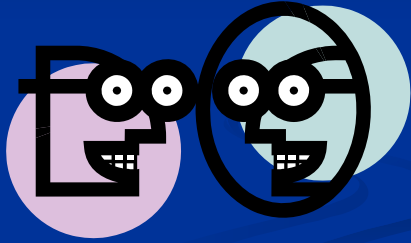
Too High

Teachers must remain focused on the goal as well!

Learning Objectives



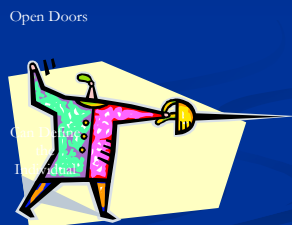
Self Awareness



Improving Self Awareness

- Take time to get to know them as well as you can
- Engage students in critical thinking / reflective exercises
- Help them to see their strengths
- Help them to identify their “growth areas”
- Assist in the development of “action plans”

The Double Edge Sword of Labels



Proactivity



Teachers can be proactive by...

- Considering special education first
- Placing students in the right context
- Planning
- Providing advanced warning time
- Avoiding unnecessary “surprises”



Perseverance



Stick with them!

- Seek first to understand
- Try to empathize
- Find compassion in your heart



Support Systems



Be willing to...

- Take the time
- Make accommodations
- Bend over backwards
- Recognize the fact that these students need your support!

Emotional Coping Strategies

Frustration
Anxiety
Tension
Self-Esteem
Depression



Help students with disabilities by...

- Recognizing “state of mind” indicators
- Talk about emotions and feelings
- Helping students to identify “triggers”
- Working with them to manage feelings of anxiety and low self esteem
- Assist them in finding additional help if needed

Learning is “state of mind” dependant

Context → State of Mind = Desired Outcomes

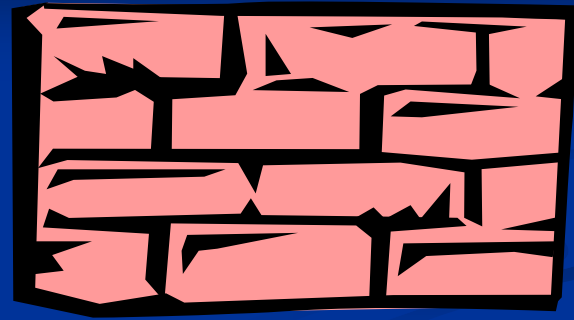
The Co-Morbid “Pile Up”

LD + Co-Morbid = LD

Learning
Disability

Learning
Difficulties

The Wall



Continue, Stop, Start: A Personal Assessment



A Study of 90-Year-Olds

Take More Risks

Reflect More

Contribute to Something Significant



Levine's (2001) Neurodevelopmental Constructs

- Attention Controls
- Temporal-Sequential Ordering
- Spatial Ordering
- Memory
- Language Functions
- Neuromotor Functions
- Social Cognition
- Higher Order Cognition

Students, if they are to be successful, must:

- Receive information;
- Process information; and
- Express information

Cognitive "Breakdowns" & Challenges: an "emic" perspective

- Oral Expressive Language
- Written Expressive Language
- Mathematical Calculation
- Receptive Language (Nonverbal/Reading)
- Receptive Language (Auditory Processing)
- Receptive Language (Visual Processing)
- Memory

Accommodations vs. Modifications

"How"	"What"

Questions

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