

Reading difficulties occur on a continuum, meaning that there is a wide range of students who experience reading difficulties. There are those students who are diagnosed with a reading-related disability but there is an even larger group of students (without diagnoses) who still require targeted reading assistance.

Vision and learning are intimately related. In fact, experts say that roughly 80 percent of what a child learns in school is information that is presented visually. So good vision is essential for students of all ages to reach their full academic potential. When children have difficulty in school – from learning to read to understanding fractions to seeing the blackboard – many parents and teachers believe these kids have vision problems. Eyeglasses or contact lenses often help children better see the board in the front of the classroom and the books on their desks. Ruling out simple refractive errors is the first step in making sure your child is visually ready for school. But nearsightedness, farsightedness and astigmatism are not the only visual disorders that can make learning more difficult. Any vision problems that have the potential to affect academic and reading performance are considered learning-related vision problems. Vision And Learning Disabilities Learning-related vision problems are not learning disabilities. Should Your Teen Wear Contacts? Mental retardation and emotional disturbances also are excluded as learning disabilities, along with learning problems related to environmental, cultural or economic disadvantage. But specific vision problems can contribute to learning problems, whether or not a child has been diagnosed as "learning disabled. Identifying all contributing causes of the learning problem increases the chances that the problem can be successfully treated. Types Of Learning-Related Vision Problems Vision is a complex process that involves not only the eyes but the brain as well. Specific learning-related vision problems can be classified as one of three types. The first two types primarily affect visual input. The third primarily affects visual processing and integration. If your child habitually places her head close to her book when reading, she may have a vision problem that can affect her ability to learn. Learning problems can lead to depression and low self-esteem. Seeing an eye doctor should be one of your first steps. Eye health and refractive problems. These problems can affect the visual acuity in each eye as measured by an eye chart. Refractive errors include nearsightedness, farsightedness and astigmatism, but also include more subtle optical errors called higher-order aberrations. Eye health problems can cause low vision – permanently decreased visual acuity that cannot be corrected by conventional eyeglasses, contact lenses or refractive surgery. Functional vision refers to a variety of specific functions of the eye and the neurological control of these functions, such as eye teaming binocularity, fine eye movements important for efficient reading, and accommodation focusing amplitude, accuracy and flexibility. Deficits of functional visual skills can cause blurred or double vision, eye strain and headaches that can affect learning. Convergence insufficiency is a specific type of functional vision problem that affects the ability of the two eyes to stay accurately and comfortably aligned during reading. Visual perception includes understanding what you see, identifying it, judging its importance and relating it to previously stored information in the brain. This means, for example, recognizing words that you have seen previously, and using the eyes and brain to form a mental picture of the words you see. Most routine eye exams evaluate only the first of these categories of vision problems – those related to eye health and refractive errors. Color blindness, though typically not considered a learning-related vision problem, may cause problems in school for young children if color-matching or identifying specific colors is required in classroom activities. For this reason, all children should have an eye exam that includes a color blind test prior to starting school.

Chapter 2 : Misunderstood Minds . Reading Difficulties | PBS

3 Common reading problems for students Submitted by Meredith Cicerchia on Tue, 12/20/ - Developing strong reading skills in students is one of the key goals of every early education program.

It is through reading that students expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing. And while 6 and 7 year olds are fluent speakers, they require instruction in how to navigate print. If a student is having problems with literacy skills, it can affect their performance across the school curriculum and have a negative impact on motivation to learn and self-esteem. Sometimes there may be an undiagnosed learning difficulty to blame as is the case for students who struggle with dyslexia or slow processing. In these situations parents and educators are tasked with understanding the root of the problem and providing children with appropriate coping strategies , to ensure they continue to progress and achieve reading milestones. How reading works Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills , including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words. As more terms become familiar to a beginner reader , the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary. When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time. Being a fast and efficient reader is important for classroom based lessons, but also for satisfying homework requirements and performing well on standardized exams. Learn more about teaching children to read. If a child continues to struggle , there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language. Learn more in our posts on dyslexia and visual impairment in the classroom. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. Speed The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from overlearning sight words such as those on the Dolch List. If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Reading and spelling in English English is full of silent letters and unexpected sounds. Often a student must simply memorize the spelling of a word in order to recognise its written form in the future. Mnemonic devices can be of assistance in this respect, as can repeatedly drilling vocabulary and taking a multi-sensory approach to learning. The latter entails hearing a word read aloud, seeing it in its written form and even incorporating a tactile aspect, such as typing the word at the same time. Learn how teaching kids touch typing skills can improve reading and spelling skills. Another reason why English is not the easiest language for beginner readers is because of the lacking 1: In other words, there is more than one way to spell the same sound. This can cause plenty of problems for English speaking children. Now imagine that English is not your native language and you may get a sense of how challenging it can be for bilingual ELL students , particularly when they have not yet mastered reading and writing in their native tongue. Reading strategies that can help Activate ideas Help students activate their prior knowledge of a topic and take guesses about what they are about to read by analyzing pictures and titles or skimming a text to assess the main idea. You can also create mind-maps as a pre-reading activity or put a few questions on the board and have the students start by discussing them in order to prepare for the reading. Build vocabulary The more words a student knows, the easier it will be to recognize them in reading. Teaching vocabulary is also helpful for spelling skills. Teachers can provide a glossary alongside a text or pre-teach key terms before the

reading begins. As learning words in context provides additional depth in meaning, teachers might also consider providing instruction on contextual guessing. Directly teaching these words and using a bespoke module from a computer program like Touch-type Read and Spell to reinforce them, can help kids read more quickly and efficiently. More ideas on how to motivate students to read and improve their literacy skills

Dyslexia and learning difficulties Children who have a specific learning difficulty may fall behind their peers in literacy skills development. One of the most common reading problems teachers encounter is in students who struggle with phonological dyslexia. You may also consider a programme that helps learners build confidence and enhance reading by learning a secondary skill, such as typing.

Chapter 3 : 3 Common reading problems for students

Originally published in , this book constitutes a scientific enquiry into the basis of reading, and dyslexia. Professor Vernon considers visual perception, reasoning, motivation, and outlines work in psycholinguistics in order to define the basic psychological processes involved in learning to read.

Page Reading Recovery Reading Recovery, which is singled out for a relatively extensive review, has garnered significant attention in the United States. It requires extensive training of teachers, as well as intensive one-on-one instruction with children, rendering it quite costly. The program was designed by Marie Clay for the purpose of intervening with young children in New Zealand identified as having reading problems. For complete descriptions of the instructional program, the reader is referred to Clay and Pinnell et al. The program has a particular framework for providing instruction to the tutees. These activities occur in a minute block of time on a daily basis. The short books used by the children have been sequenced on the basis of teacher judgment of difficulty. Once the child has achieved the level of functioning that matches within a. Helping Children with Reading Difficulties in Grades 1 to 3. Preventing Reading Difficulties in Young Children. The National Academies Press. Typically, this translates into 60 minute sessions over a to week period. Typically, teachers conduct Reading Recovery lessons with four children a day and spend the remainder of their day as first-grade teachers. During the course of a school year, about 8 to 11 children per Reading Recovery teacher generally complete the program successfully and another 27 percent of children are dismissed from the program without having successfully reached criterion performance. By most professional development standards, the preparation of Reading Recovery teachers is quite extensive. Following 30 hours of training before the beginning of the school year, Reading Recovery teachers participate in weekly sessions in which the central activity is the observation and discussion of two lessons that are conducted by Reading Recovery teachers working behind one-way viewing windows with one of their students. There are now a number of publications asking the question, "Does Reading Recovery work? In addition, a number of thoughtful syntheses and reviews have been reported by others, including Center et al. In fact, it appears that the data available through these reviews exceed the data available through firsthand published investigations of Reading Recovery; that is, the reviewers have included in their syntheses technical reports and unpublished documents that have not been disseminated by the Reading Recovery organization. These authors point out that, although Clay provides clear evidence that children improve on measures that she has designed, there is no evaluation for transfer to Page Share Cite Suggested Citation: Perhaps more troubling is their finding that the results reported by Reading Recovery are only for children who have successfully been discontinued from the program, excluding about 30 percent of the participants. Because children are not randomly assigned to Reading Recovery or an appropriate control group, the question is raised whether the growth demonstrated in Reading Recovery might not be explained simply in terms of normal development. Finally, maintenance measures comparing the performance of students successfully graduated from Reading Recovery with other low-progress students who did not receive Reading Recovery tutoring indicate that 12 months after the intervention there are very small differences between the reading achievement of Reading Recovery children and the other low-progress children Glynn et al. This finding regarding the failure of the low-progress children to respond to Reading Recovery in the long run was replicated in a reanalysis of Pinnell et al. Similar analyses and conclusions have been presented by Hiebert a and Shanahan and Barr In a study of Reading Recovery conducted by Pinnell et al. The study being described here contained high amounts of familiar book reading time for the reading recovery group and for one additional intervention group compared to much less time for the other groups. The group that equaled Reading Recovery method in time spent reading familiar books equaled Reading Recovery in outcome data. However, after three months, post-tests using standardized measures did not reveal any statistical differences among the treat- Page Share Cite Suggested Citation: In their own research investigating Reading Recovery, Center et al. They divided their Reading Recovery instructional groups into children who were totally "recovered" versus those who were unsuccessful and examined the profiles of these children in terms of their pretest measures. This hypothesis received support

from the instructional research of Iverson and Tunmer , who conducted a study including a condition in which they modified Reading Recovery to include explicit code instruction involving phonograms common elements in word families, such as the letter sequence, "at" in "bat, cat, sat". Children who were assigned to the modified condition achieved criterion performance more quickly than children in the standard condition. Despite the controversies regarding the efficacy of Reading Recovery, a number of intervention programs owe their design features to it, and it offers two important lessons. First, the program demonstrates that, in order to approach reading instruction with a deep and principled understanding of the reading process and its implications for instruction, teachers need opportunities for sustained professional development. Second, it is nothing short of foolhardy to make enormous investments in remedial instruction and then return children to classroom instruction that will not serve to maintain the gains they made in the remedial program. Page Share Cite Suggested Citation:

Chapter 4 : Early signs of a reading difficulty | Parenting

When a preschool child's home language is not primarily English, the ease of learning to read printed English is likely to be impeded to some extent, particularly if reading instruction in English begins before the child has acquired oral proficiency in English (see August and Hakuta,).

Children with math learning disorders might also have trouble with counting principles such as counting by twos or counting by fives or have difficulty telling time. Learning disabilities in writing dysgraphia Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing. They include problems with: Other types of learning disabilities involve difficulties with motor skills movement and coordination , understanding spoken language, distinguishing between sounds, and interpreting visual information. Learning disabilities in motor skills dyspraxia Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills cutting, writing or gross motor skills running, jumping. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action. Signs that your child might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt. Language is also considered an output activity because it requires organizing thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else. Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc. Auditory and visual processing problems: An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing. Visual processing disorder – Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye-hand coordination. Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and autism sometimes co-occur or are confused with learning disabilities. Children with ADHD often have problems sitting still, staying focused, following instructions, staying organized, and completing homework. Children with autism spectrum disorders may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact. Hope for learning disabilities: The brain can change How does understanding the brain help a learning disorder? Using a telephone analogy, faulty wiring in the brain disrupts normal lines of communication and makes it difficult to process information easily. If service was down in a certain area of the city, the phone company might fix the problem by re-wiring the connections. Similarly, under the right learning conditions, the brain has the ability to reorganize itself by forming new neural connections. These new connections facilitate skills like reading and writing that were difficult using the old connections. Science has made great strides in understanding the inner workings of the brain, and one important discovery that brings new hope for learning disabilities and disorders is called neuroplasticity. Throughout life, the brain is able to form new connections and generate new brain cells in response to experience and learning. Innovative programs, such as the Arrowsmith program, use strategic brain exercises to identify and strengthen weak cognitive areas. For example, for children who have difficulty distinguishing between different sounds in a word, there are new computer-based learning programs that slow down the sounds so that children can understand them and gradually increase their speed of comprehension. These discoveries about neuroplasticity provide hope to all students with learning disorders, and further research may lead to additional new treatments that target the actual causes of learning disabilities, rather than simply offering coping strategies to compensate for weaknesses. That said, you should trust your instincts. If you think something is wrong, listen to your gut. If you feel that a teacher or doctor is minimizing your concerns, seek a second opinion. Keep in

mind that finding someone who can help may take some time and effort. Even experts mix up learning disabilities with ADHD and other behavioral problems sometimes. You may have to look around a bit or try more than one professional. Leave that to the professionals. Focus instead on steps you can take to support your child and address his or her symptoms in practical ways. The diagnosis and testing process for learning disabilities Diagnosing a learning disability is a process. It involves testing, history taking, and observation by a trained specialist. Finding a reputable referral is important. Types of specialists who may be able to test for and diagnose learning disabilities include:

Chapter 5 : Learning Disabilities and Disorders: Types of Learning Disorders and Their Signs

The subject of this investigation focus on determining the reading difficulties and its relation to the academic performance of grade two pupils of Tuyom Elementary School having a total population of pupils.

Rate It Thank you for your rating. MentalUP Brain Exercises is an application that includes intelligence games developed by academicians who are specialized in their fields and specialist doctors. Among the exercises MentalUP includes like especially attention games, memory games, verbal intelligence and word games are powerful exercises for eliminating deficits of children with dyslexia. Because of the game format of these exercises, they attract attention of the child and do not seem to be an extra responsibility. MentalUP also includes logical intelligence games that require using the left site of the brain at the same time. Try It Now 4 Do not compare with others: This is not just for dyslexic children but it is also for all children. Do not compare your child with others and remember that children with learning disabilities may be much more sensitive on this subject. It is not enough that just you are careful. Also talk to the school personnel and share your knowledge with them about how the dyslexic child should be treated. Children with reading impairment or in general term learning disabilities have special interests that they are usually very good at. Discover them and push the children on these. Give your child various tasks. Tell them that you trust them and follow these little tasks. Congratulate them for completing their work so that motivate them. Just follow the steps as on scientific intelligence game application MentalUP we mentioned above. MentalUP gives your child games tasks per day. Your child develops cognitive skills while performing this fun task. MentalUP congratulates them for their increasing score, the level they passed, and the tasks they completed. The whole process is planned to provide the children a strong motivation for their development. Children with reading impairment and learning disabilities can also have quite short attention time. Keep their room tidy and organized all the time. We have just talked about games, but try to do other things like it is a game such as homework, lessons, and reading books as much as possible. For example, while your child is studying, you can also scratch something. Remember that children with learning difficulties may be introverted for some reasons we mentioned above. Love is a great power, so show them your love in any situation. Do not worry about their failures and make them feel that your love for them is not related to any successful work they have done. How to correct reading impairment? Dyslexia has no definite treatment yet. There are several treatment processes for other disorders that can be seen with dyslexia. Attention deficit and hyperactivity impairment can be seen with dyslexia. In this case, various medications and treatments without medication are available for attention deficit. Reading and learning impairments decrease with aging, but may not recover completely. Generally it is predicted that reading slowly and some small typing mistakes may be permanent. The best progress for dyslexia treatment is possible with special training programs. Special educational tools games, educational institutions, various materials and curriculums provide overcoming the biggest obstacles in learning even if do not completely finish the disorder. Specialist doctors in the field of child mental health can carry out several tests to diagnose dyslexia such as reading impairment test, learning difficulties test. They have reading difficulty such as reading the words not as written but the other way round, jumping words, jumping syllables, mixing syllables, mixing letters, and reading with stopping. It is likely to write letters reversely when they want to write, mix numbers with some letters, in short, mix similar symbols and use them incorrectly. They can write the letter "E" reversed or "3" instead of "E". Especially lower case "d" and "b" and letters with and without dotes are often mixed. Learning difficulties - Learning disabilities: They cannot follow simple commands and experience learning disabilities. They can mix their right and left, and wear shoes wrong. Situations like these cause them to fall behind from their peers. This is related to attention. Children with dyslexia may have difficulty with maintaining their attention. It is likely to observe attention disorder and dyslexia together. Because of these, they may have the comprehension impairment problem. They can perform surprising performances in areas such as painting, music, mathematics and do much better works than their peers. Children with dyslexia are gifted. This may confuse your mind as it could make you to think about the wrong ideas such as "if they want, they can do it". In fact, reading impairment is not related to their intelligence.

Willingness would not be enough for children with dyslexia as they have difficulty using the left frontal lobe of their brain. They need to be supported. All of these are powerful symptoms that can be considered as a learning difficulty statements. These dyslexia symptoms are not always observed all together or it cannot be diagnosed as dyslexia if any of these symptoms are present alone. In order for a child to be diagnosed with dyslexia, there should not be any problem in the intelligence level. In other words, children who have problems with language reading, writing, and speaking may be diagnosed with dyslexia even if they are equally successful or more talented than their peers in other areas. Only specialist doctors can diagnose dyslexia. Therefore, parents who ask "Is my child dyslexia? Parents or other consultants should not diagnose children with dyslexia by considering learning difficulty statements!

Chapter 6 : Learning disability - Wikipedia

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

As children enter school, they are expected to use these newly developed language skills as tools for learning and social negotiation. Subject Spoken language competence involves several systems. Children must master a system for representing meaning, and acquire a facility with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. This knowledge must be joined with their social competence. Much of this learning is accomplished without formal instruction, and what is known is largely tacit in nature. Preschool children begin to develop some awareness of this knowledge by rhyming words, for example, or taking a word apart into syllables. This ability to think about the sounds in words is called phonological awareness. Early reading development in alphabetic languages such as English depends on the integrity of phonological awareness and other related phonological processing abilities. It is common to differentiate between two main aspects of reading: Word recognition consists of knowing how a word is pronounced. Early in reading development, children need to recognize letters, be aware of and able to manipulate sounds within words, and use conventions about the relationship between letters and their pronunciation. In addition, the child needs to be able to interpret the meaning of the printed text. The skills involved in this aspect of reading are very similar to those used in listening comprehension. Although word recognition and comprehension are often considered separately, they can influence one another over development, in a bidirectional way. For example, vocabulary knowledge contributes directly to growth in word recognition,^{2,3} and later in the school years, skill in word recognition predicts the rate of vocabulary growth. Children with poor listening and speaking skills are referred to as having a language impairment LI or developmental language disorder DLD: In addition to academic difficulties, several studies have shown elevated rates of behaviour problems among children with LI, including externalizing and internalizing problems, and have an especially strong relationship with ADHD. Key Research Questions The prominent research questions have been concerned with the extent to which aspects of early language status are predictive of later reading and behaviour problems and what the possible bases might be for these relationships. Specifically, two hypotheses have figured prominently in the literature. One hypothesis is that the associations between spoken language and later outcomes are causal. Alternatively, the association of language and reading problems with behaviour problems may rest on a common underlying condition such as a neuromaturational delay that results in poor achievement in both domains. There are several possible causal relationships between language and behavioural disorders: This supports the notion that LI in conjunction with RD results in the child facing excessive failure, particularly within the classroom, which in turn results in reactive behaviour problems. Another possibility is a bidirectional relationship between language and behavioural difficulties. This idea is supported by evidence that language difficulties at age three increase the risk of conduct disorders at age five, and vice versa. Several recent studies have addressed the question of whether certain profiles of language weaknesses are associated with different types of behavioural outcomes. There is also a need for classroom-based studies of how children with language difficulties respond to communication demands and failure. Finally, given the risk of adverse outcomes such as incarceration or victimization, there is a need to continue to identify experiences and skills that contribute to resilience in children with early language difficulties. The basis of the relationship between early spoken language and later reading development is thought to be causal in nature, such that spoken language skills, especially phonological awareness and listening comprehension, are fundamental precursors to later successful reading. Children with limitations in phonological processing are at risk for early decoding problems, which can then lead to problems of reading comprehension. Children with problems of listening comprehension are at risk for reading comprehension problems even if they can decode words. These skills can also dynamically interact over development. The basis of the relationship between spoken language and later behaviour problems is less

clear, although it seems possible that there are multiple mechanisms that could explain the relationship. In particular, academic difficulties that result from LI may contribute to the increased risk of behavioural disorders. Implications The evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence. Children with poor language skills are therefore at risk for reading and psychosocial problems. Language difficulties could be identified efficiently at school entry. This identification process should be an especially high priority for children who already show signs of behavioural difficulties, given the high incidence and low identification of language difficulties in this group. Interventions are available for promoting language growth, and in particular, numerous programs exist to promote phonological awareness. Additionally, intervention efforts need to focus on approaches that provide supportive educational environments, to reduce the stressors that may result in maladaptive behaviours. Finally, early intervention efforts are warranted, to support the development of language skills prior to school entry. Preventing reading difficulties in young children. National Academy Press; Oullette G, Beers A. A not-so-simple view of reading: The Influence of Reading on Vocabulary Growth: A Case for a Matthew Effect. *Journal of Speech Language and Hearing Research* ;58 3: Prevalence of speech and language disorders in 5-year-old kindergarten children in the Ottawa-Carleton region. The impact of nonverbal ability on prevalence and clinical presentation of language disorder: *Journal of Child Psychology and Psychiatry* ;57 Hulme C, Snowling MJ. Commission on Emotional and Learning Disorders in Children. A national study of Canadian children with emotional and learning disorders. Psychiatric risk in children with speech and language disorders. Language delay and hyperactivity in preschoolers: Linguistic impairment and psychiatric disorder: Language, learning, and behavior disorders: Developmental, biological, and clinical perspectives. Cambridge University Press; Behaviour problems and language abilities at three years and behavioural deviance at eight years. Language, learning, and behavioral disturbances in childhood: Educational and psychosocial outcomes of language impairment in kindergarten. Understanding individual differences in language development across the school years. Examining the comorbidity of language disorders and ADHD. Changes in emotional health symptoms in adolescents with specific language impairment. Longitudinal trajectories of peer relations in children with specific language impairment. 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Screening tests reveal high risk among adjudicated adolescents of auditory processing and language disorders. *Journal of Speech Language and Hearing Research* ;61 4: Chow JC, Hollo A. Language ability of students with emotional disturbance: Discrepancies between teacher ratings and direct assessment. Conti-Ramsden G, Botting N. Social difficulties and victimization in children with SLI at 11 years of age. Language disorder and retrospectively reported sexual abuse of girls: *Journal of Child Psychology and Psychiatry* ;58 Association of reading disability behavioral disorders and language impairment among second grade children. Preschoolers with language disorders: A prospective study of the relationship between specific language impairment, phonological disorders and reading retardation. The impact of speech and language problems in kindergarten on academic learning and special education status in grade three. Oakhill JV, Cain K. From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. Longitudinal stability and predictors of poor oral comprehenders and poor decoders. *Journal of Experimental Child Psychology* ; 3: Enhancing the reading fluency and comprehension of children with reading disabilities in an orthographically transparent language. Meeting the needs of children and young people with speech, language and communication difficulties. Associations between toddler-age communication and kindergarten-age self-regulatory skills.

Chapter 7 : What is Dyslexia and Its Symptoms, How to Treat? | MentalUP

Does your child have reading issues? Problems with comprehension, sounding out words, and difficulty with vocabulary are all symptoms of a reading learning disability.

Take notes Solutions to common reading problems There are certain steps you can take to alleviate the damage done by some of the previously mentioned reading problems. Just knowing about these techniques is not enough; be sure to use and practice them as you read the sample passages. Take breaks Remember, cognitive fatigue can lead to all of the aforementioned problems, and to other problems as well. If you do not rest your mind, you will likely get fatigued and it will cost you points. Trace your place You can mark your place either by pointing to each word as you read it, or by placing a sheet of paper underneath the line you are reading. Pointing to each word with a pencil or your finger can help your eye see where it should be reading. Placing a piece of paper under the line you are reading can help you to move smoothly from one line to the next. Read aloud If you are in your own room, you can actually say each word aloud. If you must remain silent, mumble the words to yourself, or at least mouth the words, and say them in your head. It is important that you actually hear the sounds, even if you only hear them in your imagination. This multisensory approach to reading allows you to see, hear, and feel with your mouth what you are reading. Reading aloud should help you stay focused, understand better, and remember what you are reading. Take Notes If you are thinking about what is important enough to write down, you will pay more attention to the reading. This will keep your mind from wandering, help you process the main point of the passage, and improve the likelihood you will remember things. In addition, the notes you take are a record of the passage that you can refer back to if you do forget elements. Here are some things you should note: The subject and thesis of the passage A summary of each paragraph Anything important that happens with regard to the subject of the passage Anything that is discussed for more than a few sentences in long passages Notes should be written in the margin next to the relevant text, so you can easily find the portions to which they refer. Notes about the entire passage the thesis should be at the bottom of the page. You will lose many of the benefits of note taking if you underline or highlight text instead. Advice for specific learners Dyslexia Passage-Based Reading is designed to test your ability to understand. Dyslexia is a difficulty in reading, not in understanding, so you can still do very well in this section. You must, however, be sure to get the right words from the page into your mind if you are to correctly understand the passage. Therefore, if you have dyslexia, it is very important that you focus first on figuring out the words on the page, and then focus on understanding the ideas. Read carefully and deliberately The SAT is not a race. Take your time when you are reading. Focus your attention on each word and be sure that you read what is written. While you cannot eliminate every mistake, breezing through the passages is sure to increase your mistakes. Re-read for mistakes and content Too often, dyslexic readers skip words or read slightly different words than are written. Therefore, when you come to the end of a complicated sentence, your first re-read should focus on the words more than the ideas. After you are sure that the words you read are the words that are on the page, you can move on to re-reading for content. Be patient with unfamiliar words When sounding out a word, take your time and be patient. Remember that the SAT is not a race. See the "Solutions for Common Reading Problems" above. This section has lots of valuable tips that can help you tremendously while you are trying to grasp the meaning of a particular passage. Here are some ways that you can extend your focus and deal with distractions. Try to avoid breaks during passages Try your best not to take a break while reading a passage. In addition, if you lose focus, you can review your notes to see what you have already learned about the passage, which should help you return to the passage more quickly. Any idea you have about the passage should be written down and the location should be noted with an arrow. Visual processing difficulties Visual processing difficulties can make it difficult to navigate the text, since doing so relies heavily on using visual cues. You will have to learn to use other techniques to navigate the text. Trace your place The biggest problem for students with visual processing errors or other spatial difficulties in the Passage- Based Reading section will be tracking your place while you read. When reading, be sure to trace your place with your finger, a pencil, or a piece of paper to keep from losing your place. Mark the location of notes When you

make a note about a passage, be sure to use an arrow to indicate the part of the text to which the note refers. Test takers with text readers Test takers with text readers lose some control of the testing process because someone else is doing the reading. The most important thing to do to regain control is to speak up and ask for whatever it is you need from your reader. Others only want to hear the text. Be sure to follow along with the text as it is being read to you, if that helps. Take the time to ask the reader to stop so you can write proper notes on a passage. Memory difficulties With so much text to read, at times it can be difficult to manage it all. If you have a hard time remembering, the most important thing you can do is find ways to limit the amount of information you try to remember. Take notes Notes allow you to avoid relying on your memory to keep track of the different elements of the passage. Take notes of everything. Organizational difficulties A lot of information is packed into each passage, and to understand it, you will have to see the connections between different ideas, which can be challenging for students with organizational difficulties. Here are some things you can do to help yourself organize the information and find the central ideas. Mark the location of notes When you make a note about a passage, be sure to put an arrow to indicate the area to which the note refers. Look for connections between ideas in each passage Because seeing connections between ideas does not come automatically, it is important for you to take some time to try to find the connections between sentences, paragraphs, and any other ideas you see in the passages. Excerpted from Osborne, P

Chapter 8 : Reading disability - Wikipedia

Moreover, because of its importance, difficulty in learning to read crushes the excitement and love for learning, which most children have when they enter school.

Definitions[edit] Representatives of organizations committed to the education and welfare of individuals with learning disabilities are known as National Joint Committee on Learning Disabilities NJCLD. One such difficulty was its belief of central nervous system dysfunction as a basis of understanding and diagnosing learning disability. This conflicted with the fact that many individuals who experienced central nervous system dysfunction, such as those with cerebral palsy, did not experience disabilities in learning. On the other hand, those individuals who experienced multiple handicapping conditions along with learning disability frequently received inappropriate assessment, planning, and instruction. The NJCLD notes that it is possible for learning disability to occur simultaneously with other handicapping conditions, however, the two should not be directly linked together or confused. These disorders are intrinsic to the individual and presumed to be due to Central Nervous System Dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions e. The LD Roundtable produced the following definition: Strong converging evidence supports the validity of the concept of specific learning disabilities SLD. This evidence is particularly impressive because it converges across different indicators and methodologies. The central concept of SLD involves disorders of learning and cognition that are intrinsic to the individual. SLD are specific in the sense that these disorders each significantly affect a relatively narrow range of academic and performance outcomes. SLD may occur in combination with other disabling conditions, but they are not due primarily to other conditions, such as intellectual disability, behavioral disturbance, lack of opportunities to learn, or primary sensory deficits. The DSM-5 does not limit learning disorders to a particular diagnosis such as reading, mathematics, or written expression. Instead, it is a single diagnosis criterion describing drawbacks in general academic skills and includes detailed specifiers for the areas of reading, mathematics, and written expression. People with learning disabilities generally have intelligence that is average or higher. It addresses the educational needs of children with disabilities from birth to the age of Originally called the Association for Children with Learning Disabilities, the Learning Disabilities Association of Canada â€” LDAC was created to provide awareness and services for individuals with learning disabilities, their families, at work, and the community. Since education is largely the responsibility of each province and territory in Canada, provinces and territories have jurisdiction over the education of individuals with learning disabilities, which allows the development of policies and support programs that reflect the unique multicultural, linguistic, and socioeconomic conditions of its area. In the UK, the term "learning disability" refers to a range of developmental disabilities or conditions that are almost invariably associated with more severe generalized cognitive impairment. The first definition for learning disability was coined in , and in , the Enrichment Project for the Support System for Students with Learning Disabilities was established. Since then, there have been significant efforts to screen children for learning disabilities, provide follow-up support, and provide networking between schools and specialists. Neuropsychological differences can affect the accurate perception of social cues with peers. It has generally been difficult to determine the efficacy of special education services because of data and methodological limitations. Emerging research suggests adolescents with learning disabilities experience poorer academic outcomes even compared to peers who began high school with similar levels of achievement and comparable behaviors. Students with a positive perception of their academic abilities generally tend to have higher self-esteem than those who do not, regardless of their actual academic achievement. However, studies have also shown that several other factors can influence self-esteem. Skills in non-academic areas, such as athletics and arts, improve self-esteem. Another important finding is that students with learning disabilities are able to distinguish between academic skill and intellectual capacity. This demonstrates that students who acknowledge their academic limitations but are also aware of their potential to succeed in other intellectual tasks see themselves as intellectually competent individuals, which increases their self-esteem. However, some causes of neurological impairments include: Heredity and genetics Learning

disabilities often run in the family. Children with learning disabilities are likely to have parents or other relatives with similar difficulties. One study [22] estimated that about one in children had such spontaneous mutations, for example a fault in the CDK13 gene which is associated with learning and communication difficulties in the children affected. Other areas of assessment may include perception, cognition, memory, attention, and language abilities. Although the discrepancy model has dominated the school system for many years, there has been substantial criticism of this approach among researchers. Low academic achievers who do not have a discrepancy with IQ i. Response to intervention[edit] Much current research has focused on a treatment-oriented diagnostic process known as response to intervention RTI. Researcher recommendations for implementing such a model include early screening for all students, placing those students who are having difficulty into research-based early intervention programs, rather than waiting until they meet diagnostic criteria. Their performance can be closely monitored to determine whether increasingly intense intervention results in adequate progress. Those who do not respond adequately to regular classroom instruction often called "Tier 1 instruction" and a more intensive intervention often called "Tier 2" intervention are considered "non-responders. Some models of RTI include a third tier of intervention before a child is identified as having a learning disability. A primary benefit of such a model is that it would not be necessary to wait for a child to be sufficiently far behind to qualify for assistance. In the United States, the reauthorization of the Individuals with Disabilities Education Act permitted states and school districts to use RTI as a method of identifying students with learning disabilities. RTI is now the primary means of identification of learning disabilities in Florida. Third, it requires a strong intervention program before students can be identified with a learning disability. Lastly, RTI is considered a regular education initiative and is not driven by psychologists, reading specialists, or special educators. Latino English language learners[edit] Demographers in the United State report that there has been a significant increase in immigrant children in the United States over the past two decades. Various teaching strategies are more successful for students that are linguistic or culturally diverse versus traditional methods of teaching used for students whose first language is English. It is then also true that the proper way to diagnose a learning disability in English language learners ELL differs. In the United States, there has been a growing need to develop the knowledge and skills necessary to provide effective school psychological services, specifically for those professionals who work with immigrant populations. With an unclear diagnosis, many students will suffer because they will not be provided with the tools they need to succeed in the public education school system. For example, in many occasions teachers have suggested retention or have taken no action at all when they lack experience working with English language learners. Students were commonly pushed toward testing, based on an assumption that their poor academic performance or behavioral difficulties indicated a need for special education. S dealing could be potentially dealing with. Many school districts do not have the proper personnel that is able to communicate with this population. Also, an emphasis is placed on informal assessment measures such as language samples, observations, interviews, and rating scales as well as curriculum-based measurement to complement information gathered from formal assessments. It is very unfortunate that many schools do not have school psychologist with the proper training nor access to appropriate tools. Also, many school districts frown upon taking the appropriate steps to diagnosing ELL students. Assessment[edit] Many normed assessments can be used in evaluating skills in the primary academic domains: These tests include measures of many academic domains that are reliable in identifying areas of difficulty. A more comprehensive list of reading assessments may be obtained from the Southwest Educational Development Laboratory. By stage of information processing[edit] Learning disabilities fall into broad categories based on the four stages of information processing used in learning: Difficulties with visual perception can cause problems with recognizing the shape, position, or size of items seen. There can be problems with sequencing , which can relate to deficits with processing time intervals or temporal perception. Some children appear to be unable to process tactile input. For example, they may seem insensitive to pain or dislike being touched. Integration This is the stage during which perceived input is interpreted, categorized, placed in a sequence, or related to previous learning. Students with problems in these areas may be unable to tell a story in the correct sequence, unable to memorize sequences of information such as the days of the week, able to understand a new concept but be

unable to generalize it to other areas of learning, or able to learn facts but be unable to put the facts together to see the "big picture. Storage Problems with memory can occur with short-term or working memory, or with long-term memory. Difficulties with visual memory can impede learning to spell. Output Information comes out of the brain either through words, that is, language output, or through muscle activity, such as gesturing, writing or drawing. Difficulties with language output can create problems with spoken language. Such difficulties include answering a question on demand, in which one must retrieve information from storage, organize our thoughts, and put the thoughts into words before we speak. It can also cause trouble with written language for the same reasons. Difficulties with motor abilities can cause problems with gross and fine motor skills. People with gross motor difficulties may be clumsy, that is, they may be prone to stumbling, falling, or bumping into things. They may also have trouble running, climbing, or learning to ride a bicycle. People with fine motor difficulties may have trouble with handwriting, buttoning shirts, or tying shoelaces. By function impaired[edit] Deficits in any area of information processing can manifest in a variety of specific learning disabilities. It is possible for an individual to have more than one of these difficulties. This is referred to as comorbidity or co-occurrence of learning disabilities. The term " Developmental Dyslexia " is often used as a synonym for reading disability; however, many researchers assert that there are different types of reading disabilities, of which dyslexia is one. A reading disability can affect any part of the reading process, including difficulty with accurate or fluent word recognition, or both, word decoding, reading rate, prosody oral reading with expression , and reading comprehension. Before the term "dyslexia" came to prominence, this learning disability used to be known as "word blindness. This difficulty must also cause significant impairment to academic achievement and tasks that require composition of written text Criterion B , and if a sensory deficit is present, the difficulties with writing skills must exceed those typically associated with the sensory deficit, Criterion C. A disorder in spelling or handwriting without other difficulties of written expression do not generally qualify for this diagnosis. By a number of organizations, the term " dysgraphia " has been used as an overarching term for all disorders of written expression. Dyscalculia Sometimes called dyscalculia , a math disability involves difficulties such as learning math concepts such as quantity, place value, and time , difficulty memorizing math facts, difficulty organizing numbers, and understanding how problems are organized on the page. Dyscalculics are often referred to as having poor "number sense". Nonverbal learning disabilities often manifest in motor clumsiness, poor visual-spatial skills, problematic social relationships, difficulty with mathematics, and poor organizational skills. These individuals often have specific strengths in the verbal domains, including early speech, large vocabulary, early reading and spelling skills, excellent rote memory and auditory retention, and eloquent self-expression. Difficulties that often co-occur with learning disabilities include difficulty with memory, social skills and executive functions such as organizational skills and time management. Spell checkers are one tool for managing learning disabilities. Learners work at their own level of mastery. Practice Gain fundamental skills before moving onto the next level Note: Emphasizes carefully planned lessons for small learning increments Scripted lesson plans Rapid-paced interaction between teacher and students Correcting mistakes immediately.

Chapter 9 : Are Learning-Related Vision Problems Holding Your Child Back?

Difficulty reading could be a sign of a common condition called dyslexia. There are other issues that could be affecting your child's ability to read. There's a lot you and your child's school can do to help. If your child has trouble reading, it can impact a lot more than schoolwork. It can.

An expert alerts parents to some of the earliest indicators of a reading difficulty. Print article Parents often ask: What are some early warning signs of a reading difficulty? What should I look for? In this article, Susan Hall, Ed. Difficulty manipulating sounds in words is one of the hallmark characteristics of reading difficulties and can be seen at a young age. Your child might struggle with rhyming, word games, or recognizing words that start with the same sound. Advertisement Often children who had repeated ear infections or speech delays during their early years eventually have trouble learning to read. Children who have articulation problems or are late to talk, as compared to peers, should not only receive a speech and hearing screening during the preschool years but should be monitored for possible reading difficulty. What were some warning signs they saw as early as the preschool years? He had experienced repeated ear infections and later had tubes inserted; his speech improved somewhat, but he eventually had reading problems. Another parent first began to suspect a problem when her preschool son disliked nursery rhymes. She would leave off the last word to see if he could fill in the blank of the rhyme. Problems include detecting differences in speech sounds and performing tasks that require this skill, such as: Pronouncing new words and remembering them Breaking words apart into sounds Blending sounds together to make words Remembering the names and sounds of the letters A child with weak phonological skills often prefers to guess at unknown words while reading because he is not very good at figuring out the sounds or blending them together. Being able to sound out unknown words is an important skill your child needs in order to read text. Beyond third grade, the text contains more difficult words that often cannot be predicted from context clues or limited pictures. Children who struggle often find reading is such a belabored process they avoid it. By the middle of first grade your child should be able to read at least common words, such as the, and, and is, and know the letter-sound associations well enough to read words in simple books. Watch for these warning signs as you listen to your child read aloud: By the end of kindergarten a child should be writing words that contain most of the consonant sounds in a word, even though the vowels will often be missing or inaccurate until later. Lists of early warning signs can help you be on the lookout; however, there is no precise list of surefire signs of a reading difficulty. Each child is unique and may exhibit only some of the signs. Knowing what to look for can help you decide whether you need to investigate further. Calm and reasoned reactions are the most effective for your child. Are you concerned your child might have dyslexia? Find out what to do next at Understood.