

Definition Chart

Name

Institution Affiliation

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	Description	Causes/Characteristics	Teaching Stratagems
Learning Disabilities	<p>These are neurologically-centred processing challenges that can disrupt acquiring necessary aptitudes such as math, writing, and reading. Moreover, they can affect advanced skills such as abstract reasoning, short-term/long-term memory, time planning, and organization (Learning Disabilities Association of America, 2016).</p>	<p><b>Characteristics</b></p> <p>Inconsistencies between advanced verbal capacity and weaker motor, social and visual-spatial competences (Learning Disabilities Association of America, 2016). There is significant difficulty understanding nonverbal signs such as body language, facial expressions, and also poor coordination.</p> <p>Inability to distinguish slight differences between sounds in words, even when they are clear and loud enough to be perceived. Additionally, there is trouble identifying the location of sounds, figuring out the sound order, and obstructing opposing background noises.</p> <p>Trouble incorporating meaning into sound groups that create words, sentences, and words. Referred to as LPD (Language Processing Disorder), this condition is linked to language</p>	<p>Emphasizing on what is possible with the student and developing their strengths.</p> <p>Ensuring a reassuring relationship with the learner.</p> <p>Explaining meanings, streamlining language, and repeating words.</p> <p>Evaluating the student's instruction method and acting accordingly.</p> <p>Giving assignments that are achievable by the student's skills.</p> <p>Allowing the student to succeed by establishing sensible learning aims for every lesson.</p> <p>Incorporating a reward mechanism into the student's teaching and learning experience.</p> <p>Certifying that tasks are clear in their intention and implication.</p> <p>Employing semantic mapping to develop</p>

		<p>processing and can impact receptive/expressive language (Learning Disabilities Association of America, 2016).</p> <p>The incapacity to comprehend visual information and draw shapes. This implies that there is difficulty making out the small differences in printed letters or shapes, poor eye-hand synchronization, and challenges with cutting.</p> <p>Struggles in grasping math concepts and interpreting numbers. This includes poor understanding of math symbols, difficulty arranging and memorizing numbers, trouble telling the time, and finding it hard to count.</p> <p>Discrepancies in reading and language-based skills and includes problems with recalling, reading fluency, speech, writing, spelling, and deciphering reading comprehension.</p> <p>Poor motor skills and handwriting which include poor spatial</p>	<p>the learner's existing knowledge. Utilizing assistive technology (voice recognition, keyboard overlays, lowercase keyboards, and optimal mice) in the learning of ICT (Learning Disabilities Association of America, 2016).</p> <p>Applying short successive stages in instruction.</p> <p>Providing opportunities for repetition and over-learning in class.</p> <p>Creating chances for the student to simplify skills and knowledge.</p> <p>Assisting learners to recognize the essentiality of mistakes in the learning process.</p> <p>Separating teaching from questioning sessions.</p> <p>Considering the student's skills, aptitudes, interests, and experiences into teaching and learning.</p> <p>Using a multi-sensory methodology</p>
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		<p>planning on paper, obscured handwriting, poor spelling, inconsistent spacing, failure to think/write, and trouble composing writing.</p>	<p>to spelling.</p> <p>Applying active participation, teamwork, and learning with colleagues.</p> <p>Paying proper attention to communication and language in every aspect of the curriculum.</p> <p>Using methods such as employing subject dictionaries, sequencing activities, highlighting important words in printed text, and mind-mapping.</p> <p>Fostering the acquisition of social and personal skills in every section of the curriculum.</p> <p>Utilizing an extensive range of learning resources (charts), accessible texts, concrete objects, and computer software.</p> <p>Offering worksheets or that reduce the amount of writing needed.</p> <p>Providing learners with curriculum that focus on pre-vocational skills.</p>
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			Allow opportunities for self-evaluation and immediate feedback
Communication Disorders	<p>Communication disorder incorporates a broad assortment of challenges in hearing, language, and speech. Language and speech deficiencies include voice disorders, fluency problems (stuttering), articulation problems, delays in language/speech, and aphasia (problems using words) (Healthy Children, 2015). Delays in language and speech are attributed to some factors that include hearing loss or environmental factors.</p>	<p><u>Language disorders</u></p> <p><b>Characteristics</b></p> <p><b>Stuttering.</b> This the most common but least understood fluency condition. The student with stuttering issues exhibits swift repetitions of vowel sounds, particularly at the introductions of entire verbal blocks, prolongations, words, hesitations, and interjections. An estimated 3 million people in the U.S have a stuttering problem (Healthy Children, 2015).</p> <p><b>Cluttering.</b> This is a kind of fluency disorder where there is rapid speech with mangled sounds or extra words. The student's speech is distorted to the extent of incomprehensibility (Healthy Children, 2015). The difference</p>	<p>Creating a classroom where there is great understanding and acceptance between the teacher and the learner.</p> <p>Instructing peers to acknowledge student's with speech disorders.</p> <p>Follow and ensure easy and effectual communication skills through shaping proper listening aptitudes.</p> <p>Ensuring there is participation of all students in lesson activities and discussions.</p> <p>Allow for enough time and space to accommodate augmentative communication.</p> <p>Assisting the student</p>

		<p>between stuttering and cluttering is that a stutterer knows he/she has fluency problems while a clutterer is not aware of the condition.</p>	<p>with practice in difficult words when there is introduction to new words.</p> <p>Separating words into syllables and voicing every syllable to develop the learner's writing and reading (Healthy Children, 2015).</p> <p>Utilizing a variety of listening activities that will help the student to understand and decide his/her generation of sounds.</p> <p>Providing the student with extra time to finish school tasks, activities, and assignments.</p> <p>Seating the student close to the teacher to understand his/her learning requirements.</p> <p>Evaluating probable areas of difficulty and cooperating with the learner to execute accommodations.</p> <p>Regularly informing the learner before offering help, and applying positive reinforcement when there independent completion of tasks by the learner</p>
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			<p>(Healthy Children, 2015).</p> <p>Correctly employing peer assistance.</p> <p>Changing exercises or activities so that classwork can be finished by the student, but giving similar learning aims.</p> <p>Devising examinations that are relevant to the learner with speech disorders (like oral exams).</p> <p>Providing interpreters for exams when the student requires help.</p> <p>Ensuring that the student comprehends exam instructions fully and giving extra help when needed</p>
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## References

- Healthy Children. (2015). Learning, motor skills, and communication disorders. *Healthy Children*. Retrieved from <https://www.healthychildren.org/English/health-issues/conditions/adhd/Pages/Learning-Motor-Skills-and-Communication-Disorders.aspx>
- Learning Disabilities Association of America. (2016). Types of learning disabilities. Retrieved from <https://ldaamerica.org/types-of-learning-disabilities/>