

**Table 1.2 - Learning Discrepancies: Common Areas, Strategies and Interventions**<sup>3</sup>

AREA OF PROBLEM	CHARACTERISTICS	COMMON LABELS	REMEDICATION <sup>4</sup>	ACCOMMODATION <sup>5</sup>
1. Language	<ul style="list-style-type: none"> <li>• problem in understanding and/or expression of language/reading</li> <li>• often strengths in non-language areas such as math, science, mechanics, design</li> </ul>	Language - Learning disabled	<ul style="list-style-type: none"> <li>• training in grammar, syntax, vocabulary development, paraphrasing to check understanding</li> </ul>	<ul style="list-style-type: none"> <li>• provide several explanations (perhaps using diagrams) until concept is learned</li> </ul>
2. Reading	<ul style="list-style-type: none"> <li>• problems with decoding of single words, understanding what is read</li> </ul>	Specific <sup>6</sup> reading disability "Dyslexia" <sup>7</sup>	<ul style="list-style-type: none"> <li>• teach decoding or comprehension strategies in practical, non-threatening ways</li> <li>• high-interest, low-vocabulary books</li> </ul>	<ul style="list-style-type: none"> <li>• provide additional time for reading</li> <li>• checklists with pictures</li> <li>• books on tape</li> </ul>
3. Spelling	<ul style="list-style-type: none"> <li>• misspell words either phonetically (e.g. "thot" for "thought) or non-phonetically(e.g. the art)</li> </ul>	Specific spelling disability	<ul style="list-style-type: none"> <li>• teach self-analysis and spelling strategies in practical, non-threatening ways</li> <li>• Encourage reading, dictionary of "problem" words</li> </ul>	<ul style="list-style-type: none"> <li>• if phonetic misspelling, use a spell checker</li> <li>• dictionary of misspelled words</li> <li>• have editor proof read written submissions</li> <li>• use a Dictaphone</li> </ul>

adapted from Scholten, Samuels, Conte and Price (1993)

<sup>3</sup> Note: These problem areas are mutually exclusive. Often individuals experience one or more areas of difficulty.

<sup>4</sup> This list provides some example of the types of remedial activities and is by no means exhaustive.

<sup>5</sup> Accommodations given for workplace and academic settings.

<sup>6</sup> A specific LD exists in isolation otherwise problems in specific content areas are part of a verbal or non-verbal learning disability.

<sup>7</sup> The term "dyslexia" means inability to read, but tends to be used erroneously to refer to perceptual difficulties.

AREA OF DIFFICULTY	CHARACTERISTICS	COMMON LABELS	REMEDIATION	ACCOMMODATION
4. Visual-spatial	<ul style="list-style-type: none"> <li>• problems with math and sciences, written work, messy writing, directions; strengths often in language areas</li> </ul>	Visual-spatial learning disability Non-verbal learning disability Perceptual-Motor learning disability	<ul style="list-style-type: none"> <li>• use verbal skills to “think aloud” and assist with problem-solving</li> <li>• math work on graph paper</li> </ul>	<ul style="list-style-type: none"> <li>• reduce written output (point form)</li> <li>• use of word processor</li> </ul>
5. Math	<ul style="list-style-type: none"> <li>• determine cause of math problems i.e., if they are due to poor knowledge of math facts or steps in doing calculations, carelessness or inability to read or understand math questions. Use appropriate strategy to remediate cause.</li> </ul>	Specific math disability Dyscalculia	<ul style="list-style-type: none"> <li>• for math facts use of flash cards or manipulatives</li> <li>• recipe cards with steps</li> <li>• show how to determine the importance of information in understanding questions</li> </ul>	<ul style="list-style-type: none"> <li>• use of calculator</li> </ul>
6. Written Expression	<ul style="list-style-type: none"> <li>• messy writing, lack of logical sequence to writing, missing words</li> </ul>	Dysgraphia	<ul style="list-style-type: none"> <li>• reteach letter formation</li> <li>• planning strategies</li> <li>• proof reading</li> </ul>	<ul style="list-style-type: none"> <li>• use of word processor for written work helps in organization and presentation</li> <li>• provide scribe or oral exams</li> </ul>

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AREA OF DIFFICULTY	CHARACTERISTICS	COMMON LABELS	REMEDIATION	ACCOMMODATION
7. Organization	<ul style="list-style-type: none"> <li>• problems sequencing, organizing work</li> </ul>		<ul style="list-style-type: none"> <li>• teaching of metacognitive strategies such as systematic, planful approach to problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• assist in learning organizational strategies</li> <li>• write list of step-by-step instructions</li> <li>• teach editing and multiple drafts</li> <li>• use of word processor</li> </ul>
8. Attention	<ul style="list-style-type: none"> <li>• problems filtering out distracting noises</li> <li>• impulsive</li> <li>• may occur with hyperactivity</li> <li>• problem completing tasks</li> </ul>	Attentional difficulties Attention Deficit Hyperactivity Disorder “Attention Deluxe Dimension” Attention Deficit Disorder	<ul style="list-style-type: none"> <li>• medication</li> <li>• remediation in areas of content difficulty</li> <li>teach systematic problem-solving strategies and how to evaluate OWN performance</li> </ul>	<ul style="list-style-type: none"> <li>• work in a quiet area</li> <li>• provide frequent breaks or energy release</li> <li>• use earplugs or walkman</li> <li>• avoid interruptions</li> </ul>
9. Social competence <sup>8</sup>	<ul style="list-style-type: none"> <li>• poor social skills, insensitivity, interrupting, passivity or aggression</li> </ul>		<ul style="list-style-type: none"> <li>• life skills training</li> </ul>	<ul style="list-style-type: none"> <li>• understanding by co-workers</li> </ul>

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<sup>8</sup> There is debate among experts as to the accuracies of social disability as a primary problem or as a problem which is secondary to other problem areas such as impulsivity or language.