

### **Work Place Modifications & Accommodations**

- Reduced-distraction work environments;
- Computer technology for written work;
- Reading materials presented in auditory formats;
- Extended time to learn job tasks or to perform work;
- Instructions presented both in written and oral formats;
- Allowing the employee to tape-record important info;
- Clearly defined job requirements, including the dates when projects assignments are due; advance notice of any changes;
- Providing handouts and visual aids;
- Using more than one way to demonstrate or explain information;
- Breaking information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically);
- Allowing time for clarification of directions and essential information;
- Providing assistance with the proof-reading of written work;
- Allowing the use of spell check and grammar-assistive devices

### **Resources**

Rothstein, L. F. (1995). Special education law. Longman Publishers USA, 10 Bank Street, White Plains, NY 10606. 396pp.

Turnbull, H. R. III. (1993). Free appropriate public education: The law and children with disabilities. Love Publishing Company, 1777 South Bellaire St., Denver, CO 80222. 389pp.

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (1992). Summary of existing legislation affecting people with disabilities. (ED355701). ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. 800-443-3742. 235pp

MORONGO UNIFIED SCHOOL DISTRICT  
Special Education Local Plan Area (SELPA)

## **An Educators Guide To**

## ***Syndromes, Disabilities, & Disorders***

### **IDEA**

## **Specific Learning Disabilities**

### Symptoms of Behaviors

A student identified with a specific learning disability means the student has 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 an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage

When a child has a learning disability, he or she:

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- may have trouble learning the alphabet, rhyming words, or connecting letters to their sounds;
- may make many mistakes when reading aloud, and repeat and pause often;
- may not understand what he or she reads;
- may have real trouble with spelling;
- may have very messy handwriting or hold a pencil awkwardly;
- may struggle to express ideas in writing;
- may learn language late and have a limited vocabulary;

- may have trouble remembering the sounds that letters make or hearing slight differences between words;
- may have trouble understanding jokes, comic strips, and sarcasm;
- may have trouble following directions;
- may mispronounce words or use a wrong word that sounds similar;
- may have trouble organizing what he or she wants to say or not be able to think of the word he or she needs for writing or conversation;
- may not follow the social rules of conversation, such as taking turns, and may stand too close to the listener;
- may confuse math symbols and misread numbers;
- may not be able to retell a story in order (what happened first, second, third); or
- may not know where to begin a task or how to go on from there.

### **Instructional Strategies and Classroom Accommodations**

- breaking tasks into smaller steps, and giving directions verbally and in writing;
  - giving the student more time to finish schoolwork or take tests;
  - letting the student with reading problems use textbooks-on-tape (available through Recording for the Blind and Dyslexic, listed under Organizations);
  - letting the student with listening difficulties borrow notes from a classmate or use a tape recorder; and
- letting the student with writing difficulties use a computer with specialized software that spell checks, grammar checks, or recognizes speech