

# F.A.T. CITY

HOW DIFFICULT CAN THIS BE?

*Credit to Richard Lavoie*

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# F.A.T.



❖ FRUSTRATION

❖ ANXIETY

❖ TENSION

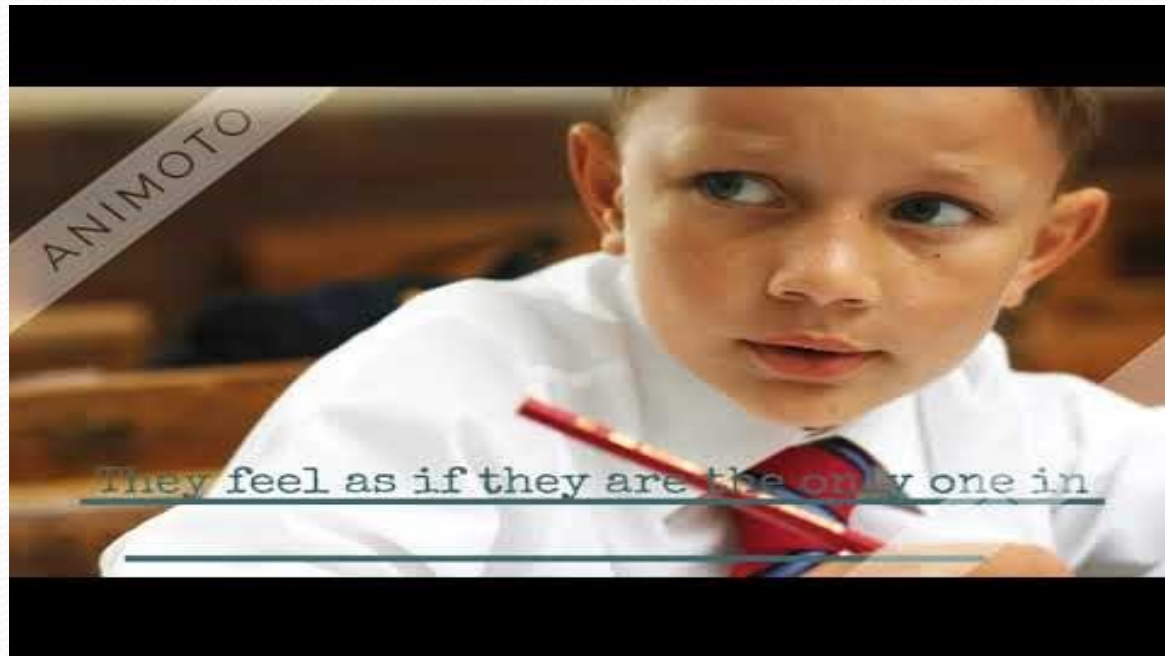


# AGENDA

## **Learning Disabilities Workshop**

During our time together  
you will be experiencing  
life the way a learning  
disabled student does.

# F.A.T. City Video

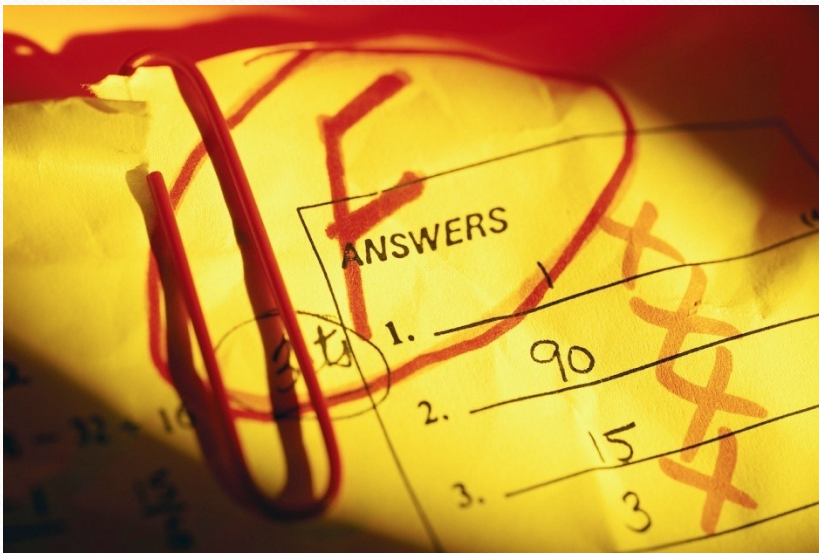


# Learning Disability

deficit in  
brain that  
affects  
processing  
of information



# Learning Disability continued



disability  
negatively  
impacts  
academic and  
functional skills

student unable to learn  
as an “average” student



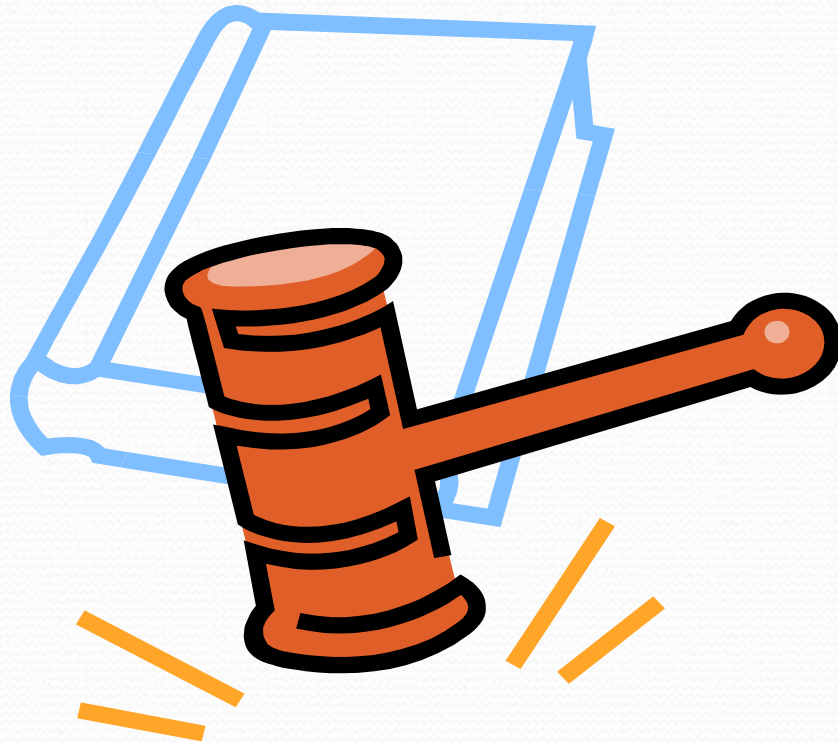
# Signs of a Learning Disability

Although all children with learning disabilities are different, each shows at least two or three warning signs.

- Organization
- Spoken or Written Language
- Memory
- Physical Coordination
- Attention and Concentration
- Social Behavior



# Students with Disabilities



must qualify  
under at least  
one of 13  
eligibility  
categories  
which are  
legal definitions

# 13 Eligibility Categories

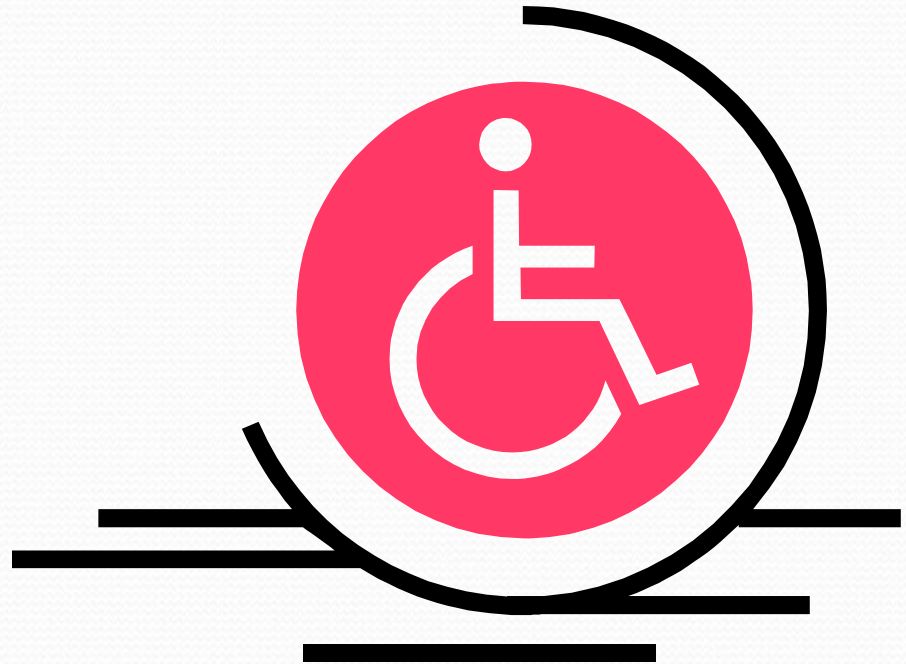
- Autism ~ AUT
- Deaf-Blindness ~DB
- Deafness ~D
- Emotional Disturbance ~ ED
- Hearing Impairment ~HI
- Intellectual Disability ~ID
- Multiple Disabilities ~MD

# 13 Eligibility Categories....cont.

- Orthopedic Impairment ~OI
- Other Health Impairment ~OHI
- **Specific Learning Disability ~SLD**
- Speech Language Impairment ~SLI
- Traumatic Brain Injury ~TBI
- Visual Impairment (including blindness) ~VI

# Special Education

intent is to  
provide an  
opportunity  
to learn –  
level the  
playing field



# Special Education

goal of IEP authorized Services is  
to remediate deficits



# Assessment

Students need a comprehensive assessment  
Demonstrating Impairment adversely  
affecting educational performance



# Assessment continued

Must test in all areas of suspected disability



# NOT a Disability:

English language learner



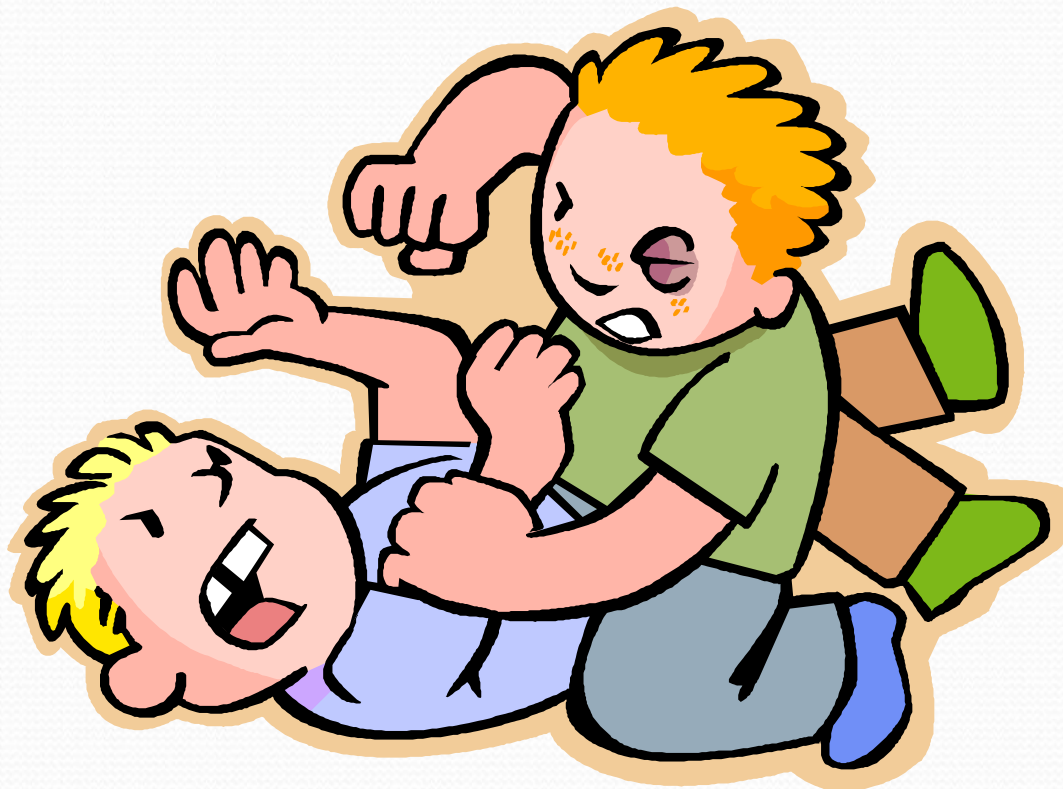
# NOT a Disability:

lack of  
school



# NOT a Disability:

## Behavior Problems



# NOT a Disability:

low motivation;  
lack of effort



# NOT a Disability:

inadequate instruction



# **NOT a Disability:**

cultural or  
socio-  
economic  
disadvantage



Now that you know what are  
Not Disabilities

WHAT ARE SPECIFIC LEARNING  
DISABILITIES (SLD)?

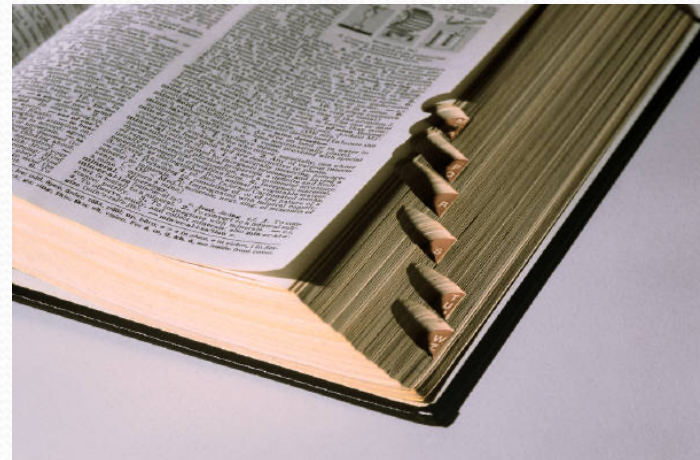


# Specific Learning Disability

## Definition

“ 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 the imperfect ability to

- listen,
- think,
- speak,
- read,
- write,
- spell,
- or to do mathematical calculations...”





The child with a SLD is one who does not meet expectations for academic performance in school but has intelligence in the normal range “a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading comprehension
- Mathematical calculations
- Mathematical reasoning”

# Basic Psychological Processes

- ❖ Sensory Motor Skills
- ❖ Visual Processing
- ❖ Auditory Processing
- ❖ Attention
- ❖ Cognitive Abilities
  - association
  - conceptualization
  - expression



# Processing

Students with a LD have a difficult time processing information.

When a teacher asks a question a student without a learning disability they will process the answer. A student with a LD will first have to process the question and then process the answer.

# Distraction vs. Attention Span

Distractible – the student with a learning disability pays attention to everything, can't focus

Attention Span – the student pays attention to nothing

# Distraction

For a student with a LD, it is difficult to process information and they are also nervous. They put a lot of energy into concentrating on the lecture.

A technique to use, ask the student a question only when the teacher is standing close. Students will eventually begin to raise their hand on their own.

# Visual Processing

The way we understand information from our eyes. LDs affecting this can affect the accuracy of what's seen, memory of what's seen, understand what's seen, or figure-ground discrimination. Visual Tracking – the way we follow a line of text on a page – can also be affected.

# Visual Processing

- Receive
- Process
- Associate
- Recall/Retrieve
- Express

# Visual Perception

Vision Perception is the ability to identify, organize, and interpret sensory data received by an individual through the eyes.

# Areas of Vision Perception

1. **Visual Motor:** The ability to relate visual stimuli to motor responses in an appropriate way.
2. **Visual Figure Ground:** The ability to visually attend to the designated stimulus and not be distracted by the background.
3. **Visual Discrimination:** The ability to discern similarities and differences visually.

# Areas of Vision Perception

- 4. **Visual Memory:** The ability to store and retrieve information that has been given with a visual stimulus.
- 5. **Visual Closure:** The ability to identify a visual stimulus from an incomplete visual presentation.
- 6. **Visual Tracking:** The ability to track one's eyes from left to right in an efficient manner; it enables the task to be completed quickly.
- 7. **Visual Integration:** The ability to integrate the above areas of the vision system together to gain meaning from visual stimulus.



# ACTIVITY

## Visual Perception

# What is this?



# Visual Perception

The visual perception problems of SDWs make it difficult for them to immediately understand what they are looking at  
This problem is exacerbated by teachers who:

- Urge the student with SLD to "try harder" to understand what he or she is having trouble making sense of,
- Attempt to "bribe" such students by offering them an early recess or less homework, etc.
- Attempt to threaten the student by withdrawing such things as recess, etc.
- Engage in "blaming the victim" by accusing the child of not trying hard enough

# Seeing vs. Perceiving

- Students with LD need direct instruction
- They can see things when we show them what things are
- They need trained experienced teachers to show them
- The real experience of LD is being the only one in the room who can't do it

# Effects of Visual Perception on Behavior

- Do you think visual perception problems can affect behavior?
- Many times a child's perception of a situation is different to your own. A child reacts to the stimulus they perceived.
- Ask questions to ensure your seeing the same thing?

# Visual Perception Activity

Write a nice title for this picture in the chat



## **The Effect of Visual Perception on Behavior**

Often the child gets into trouble and does not know what he or she did wrong. Misperceptions of visual stimuli can lead the students with SLDs to give incorrect answers or respond inappropriately to situations.



# Reading Comprehension

# Reading Comprehension

SLD students have trouble with reading comprehension even if they know and recognize individual words within a sentence. They may be dyslexic or they may not have a grasp of the background information required to understand what they are reading.

# Reading Comprehension

According to international reading association 95% of text books and 93% of teachers teach comprehension through vocabulary. They find the words a child has difficulty with, teach them those words then assume they will be able to understand the story. The theory is that if your able to understand every word in a passage then you'll be able to understand the passage.

Is this True?

# Do you know the words on this list?

Are

If

Relation

Between

Isolation

Set

Consists

Know

Table

Continuously

Making

Value

Corresponding

Only

Variables

Curves

Often

Draws

With

Variation

One

Graphs

Points

# Read this passage

“If the known relation between the variables consists of a table of corresponding variables, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.”

(Basic College Math. M. Michael Michaelson, 1945)

Do you agree?



Now read this silently while I read it aloud

Last Serney, Flingledo and  
Pribin were in the Nerd-link  
treppering gloopy caples  
and cleaming burly greps.  
Suddenly a ditty strezzle  
boofed into Flingledopes  
tresk. Pribin glaped and  
glaped. “Oh, Flingledo.”  
he chifed, “that ditty strezzle  
is tuning in your grep!”

# Oral Expression

The inability to retrieve stored linguistic information the way others can is called dysnomia. You can help with this problem by giving the LD student more time to answer and respond to questions.

# Associative vs. Cognitive

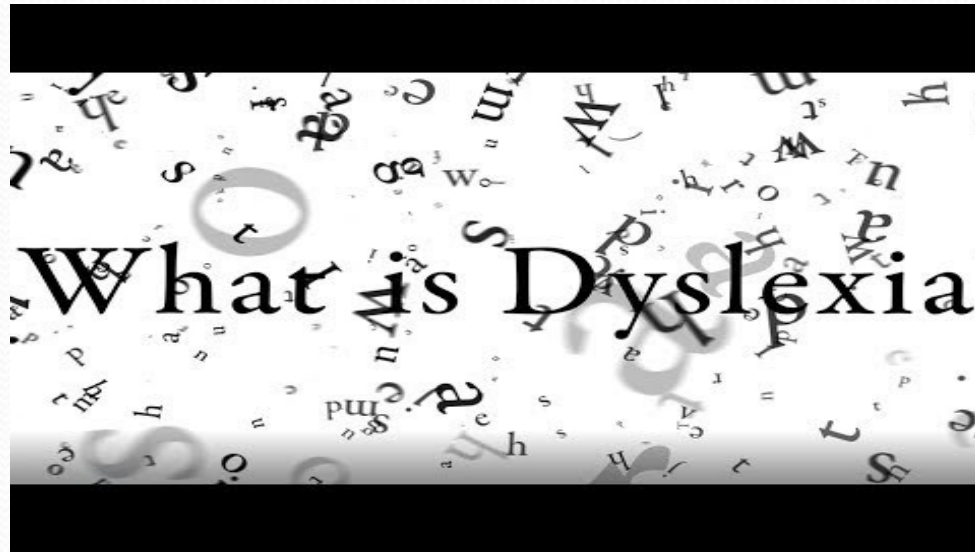
You can only do 1 cognitive thing at a time, but you can do 2 or more associative (drive & talk) things at a time.

Speaking is a cognitive process for a student with dysnomia. They may have a hard time taking notes because listening is a cognitive process.

# Reading & Decoding

SLD students are often dyslexic and they cannot decode information as quickly as others can.

# DYSLEXIA



# Dyslexia Simulation Activity

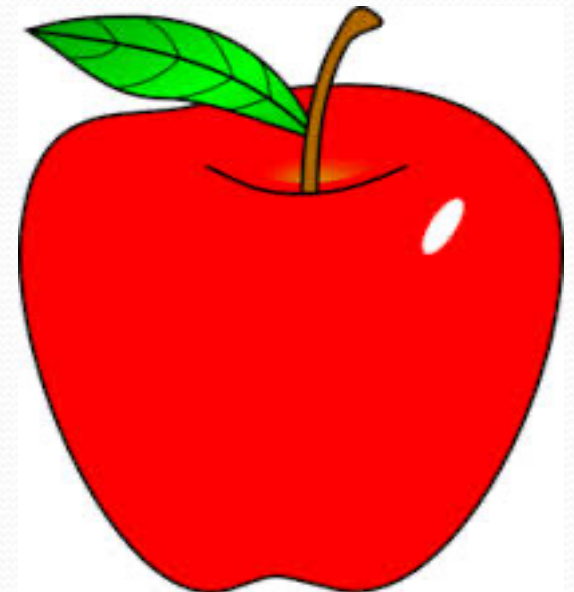
Instructions:

## Decode the sentences

- There are 5 sentences with the words written backwards.
- You will have a brief amount of time to decipher them.
- The answer to each sentence will be given after the elapsed time

# Understanding Dyslexia

Eht kcalb tac debmilc eht eert



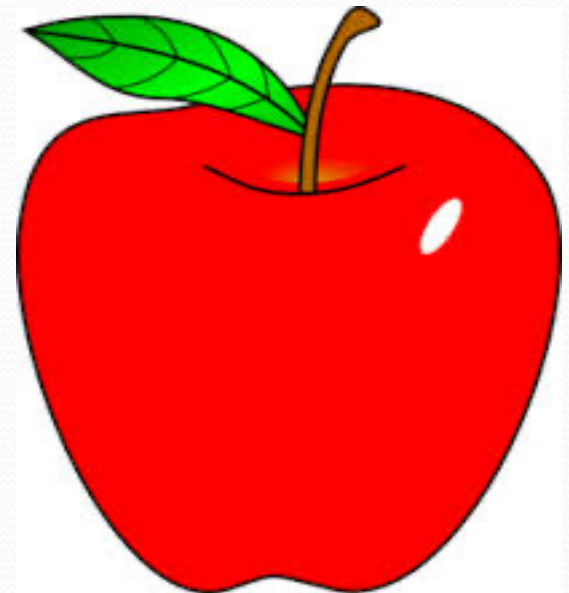


# Understanding Dyslexia

The black cat climbed the tree

# Understanding Dyslexia

Ehs deyalp hctef htiw eht god



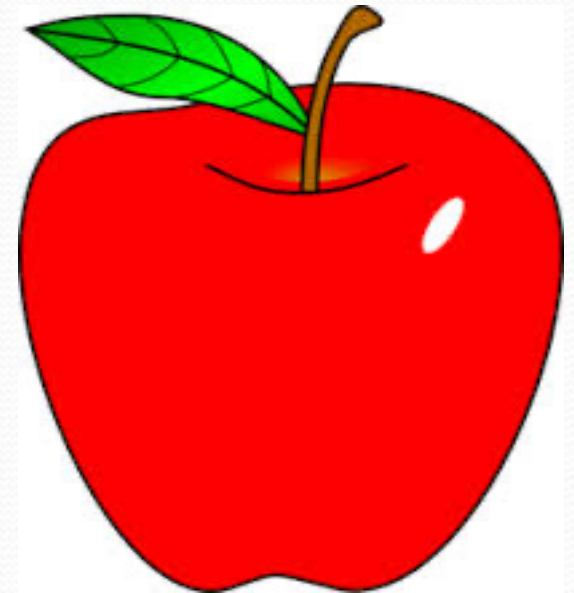


# Understanding Dyslexia

She played fetch with the dog

# Understanding Dyslexia

Ew detnaw ot og gnimmiws ta eth ekal



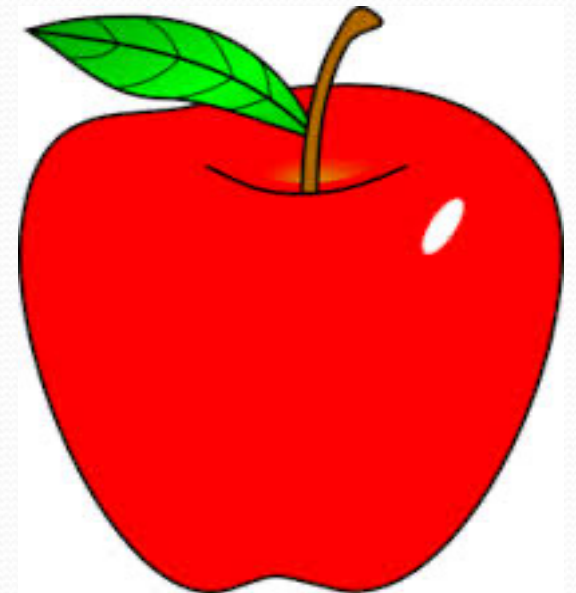


# Understanding Dyslexia

We wanted to go swimming at the lake

# Understanding Dyslexia

Uoy deen ot yduts rof rouy yrotsih tset



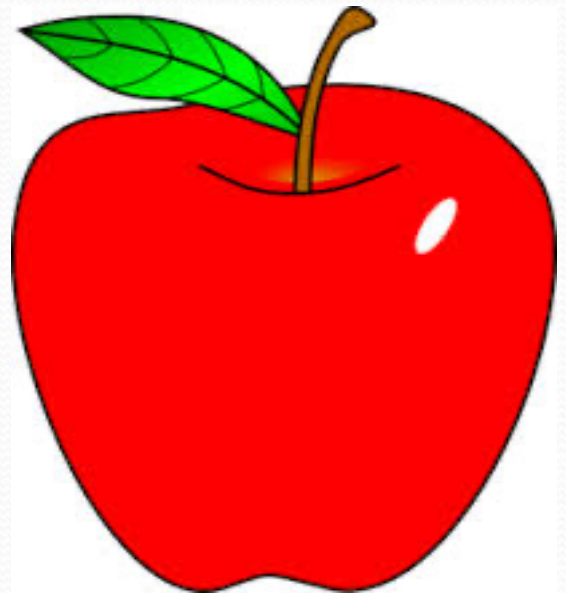


# Understanding Dyslexia

You need to study for your history test

# Understanding Dyslexia

Eh deklaw ot eht krap htiw sih sdneirf





# Understanding Dyslexia

He walked to the park with his friends



# Understanding Dyslexia

How did you do?

Did you have any difficulties?

How much mental effort did it take?

# Understanding Dyslexia

This activity was not an exact simulation of dyslexia

## Purpose:

To help you understand the amount of effort it may take for someone with dyslexia to decode and process words



Activity

# **Dyslexia Writing Simulation**



Write down these sentences  
using your non-dominant hand

# Discussion

## Reactions to the stimulus



# Auditory Processing

Refers to the difficulty comprehending speech

Auditory Processing Disorder is when the ears process speech correctly, but something interferes with the brain's processing and interpretation of speech sounds.

# Auditory Processing

The ability to process verbal large sounds. It's a glitch from hearing the sounds to the brains ability to decode, interpret and remember those sounds.

Being able to interpret the sound and then put meaning to it.

# Auditory Processing Symptoms

- Communication
- Background Noise
- Attention
- Thinking
- Behavior
- Following Directions



# Auditory Perception

Auditory Perception is the ability to identify, organize, and interpret sensory data received by an individual through hearing.

# Areas of Auditory Perception

1. **Auditory Discrimination:** The ability to discriminate between words that are similar or different in the way they sound.
2. **Auditory Closure:** The ability to combine sounds that are presented orally to make words.
3. **Auditory Memory:** The ability to remember accurately an auditory stimulus.
4. **Auditory Visual Integration:** The ability to accurately relate an auditory sound with a visual symbol.

# Areas of Auditory Perception

- 5. **Auditory Figure Ground:** The ability to auditorially attend to the designated stimulus and not be distracted by the background.
- 6. **Auditory Integration:** The ability to integrate the above areas of the auditory system together to gain meaning from auditory stimulus.
- 7. **Auditory Visual Coordination:** The ability to use hearing and seeing at the same time.



Activity

**Auditory  
Discrimination**

# Auditory Processing Disorder Simulation



AUDIO SIMULATION



\*HEADPHONES REQUIRED\*



# Auditory Simulation

Ready to answer some questions?

1. What was Jill's brother's name?
2. What was the task the children were sent off to do?
3. What color was Jill's coat?
4. What did Jack do when he saw the dog on the street?
5. What shape did Jack say the clouds looked like?

# Auditory Simulation

This is not a test or evaluation for APD.

This is an exaggerated simulation to show how it can be hard and how frustrating it can be to not get the answers based on normal to extreme obstructions/circumstances.

# Risk Taking



# Risk Taking

Student with a learning disability do not like surprises. They won't take chances because typically when they are correct in class they receive little reinforcement. When they are wrong, the teacher has plenty to say to them. The student with a learning disability does not want to play the game.

# Risk-Taking

Sometimes intimidating situations in the classroom make Students with SLD hesitant to take risks. This leads to:

- Lack of participation in classroom discussion for fear of giving a wrong answer which will be ridiculed
- Students with SLD developing into adults with SLD who are reluctant to take chances



# Visual-Motor Integration



# Visual-Motor Coordination

Difficulties with visual-motor coordination often make the writing process very difficult for SLD students.



# ACTIVITY

## Auditory and Visual Processing



# Auditory and Visual Capabilities

LD students often need to hear a written passage before they are able to comprehend it.

Many LD students benefit from having books on audiotape.

# Fairness



# Fairness

- Equal and fair isn't the same thing
- Fairness is not everyone getting the same thing
- Fairness means everyone gets what he or she needs
- In order to be fair the teacher has to treat the student with a learning disability differently
- The real challenge is educating those who don't have a learning disability

# Fairness

Teachers are urged to re-examine the notion of what is "fair." "Fair" does not mean that every child gets the same treatment, but that every child gets what he or she needs.

# Thank you

## Questions & Answers



# Contact Information

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