

Learning Disability

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Original: 01/2000
Updated: 05/2017

Learning Disability
Maine Parent Federation



Information Disclaimer

The purpose of the information packet is to provide individuals with reader friendly information. We believe that a good overview is a realistic one. For this reason we have included a variety of information that may include the more difficult characteristics of a diagnosis or topic along with medical, educational and best practice information.

All information contained in this packet is for general knowledge, personal education and enrichment purposes. It is not intended to be a substitute for professional advice. For specific advice, diagnosis and treatment you should consult with a qualified professional.

When this packet was developed, Maine Parent Federation made every effort to ensure that the information contained in this packet was accurate, current and reliable. Packets are reviewed and updated periodically as changes occur.

09/2011

Disclaimer

The contents of this Information Packet were developed under a grant from the US Department of Education, #H328M110002. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Marsha Goldberg.



Learning Disability

Table of Content

Learning Disabilities (LD)	3
Supports, Modifications, and Accommodations for Students	10
State Resources	15
National Resources	16
Library Materials	17

Learning Disability

Learning Disabilities (LD)

A legacy resource from NICHCY
Disability Fact Sheet 7 (FS-7)
January 2011 | Links updated, July 2015

Sara's Story

When Sara was in the first grade, her teacher started teaching the students how to read. Sara's parents were really surprised when Sara had a lot of trouble. She was bright and eager, so they thought that reading would come easily to her. It didn't. She couldn't match the letters to their sounds or combine the letters to create words.

Sara's problems continued into second grade. She still wasn't reading, and she was having trouble with writing, too. The school asked Sara's mom for permission to evaluate Sara to find out what was causing her problems. Sara's mom gave permission for the evaluation.

The school conducted an evaluation and learned that Sara has a learning disability. She started getting special help in school right away.

Sara's still getting that special help. She works with a reading specialist and a resource room teacher every day. She's in the fourth grade now, and she's made real progress! She is working hard to bring her reading and writing up to grade level. With help from the school, she'll keep learning and doing well.

[Back to top](#)

What are Learning Disabilities?

Learning disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

“Learning disabilities” is not the only term used to describe these difficulties. Others include:

- **dyslexia**—which refers to difficulties in reading;
- **dysgraphia**—which refers to difficulties in writing; and
- **dyscalcula**—which refers to difficulties in math.

All of these are considered learning disabilities.

Learning disabilities (LD) vary from person to person. One person with LD may not have the same kind of learning problems as another person with LD. Sara, in our example above, has trouble with reading and writing. Another person with LD may have problems with understanding math. Still another person may have trouble in both of these areas, as well as with understanding what people are saying.

Researchers think that learning disabilities are caused by differences in how a person's brain works and how it processes information. Children with learning disabilities are not “dumb” or “lazy.” In fact, they usually have average or above average intelligence. Their brains just process information differently.

There is no “cure” for learning disabilities. They are life-long. However, children with LD can be high achievers and can be taught ways to get around the learning disability. With the right help, children with LD can and do learn successfully.

Learning Disability

How Common are Learning Disabilities?

Very common! As many as 1 out of every 5 people in the United States has a learning disability. Almost 1 million children (ages 6 through 21) have some form of a learning disability and receive special education in school. In fact, one-third of all children who receive special education have a learning disability (*Twenty-Ninth Annual Report to Congress*, U.S. Department of Education, 2010).

What Are the Signs of a Learning Disability?

While there is no one “sign” that a person has a learning disability, there are certain clues. We’ve listed a few below. Most relate to elementary school tasks, because learning disabilities tend to be identified in elementary school. This is because school focuses on the very things that may be difficult for the child—reading, writing, math, listening, speaking, reasoning. A child probably won’t show all of these signs, or even most of them. However, if a child shows a number of these problems, then parents and the teacher should consider the possibility that the child has a learning disability.

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

- 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.

If a child has unexpected problems learning to read, write, listen, speak, or do math, then teachers and parents may want to investigate more. The same is true if the child is struggling to do any one of these skills. The child may need to be evaluated to see if he or she has a learning disability.

About the Evaluation Process

If you are concerned that your child may have a learning disability, contact his or her school and request that the school conduct an individualized evaluation under **IDEA** (the nation’s special education law) to see if, in fact, a learning disability is causing your child difficulties in school.

To learn more about evaluation, visit: <http://www.parentcenterhub.org/repository/evaluation/>

What if the School System Declines to Evaluate Your Child?

If the school doesn't think that your child's learning problems are caused by a learning disability, it may decline to evaluate your child. If this happens, there are specific actions you can take. These include:

Contact your state's Parent Training and Information Center (PTI) for assistance. The PTI can offer you guidance and support in what to do next. Find your PTI by visiting our [Find Your Parent Center](#) page.

Consider having your child evaluated by an independent evaluator. You may have to pay for this evaluation, or you can ask that the school pay for it. To learn more about independent evaluations, have a look at [Right to Request an Independent Evaluation](#).

Ask for mediation, or use one of IDEA's other dispute resolution options. Parents have the right to disagree with the school's decision not to evaluate their child and be heard. To find out more about dispute resolution options, here's a quick read, [Five Options, 1-2-3](#).

IDEA's Definition of "Specific Learning Disability"

Not surprisingly, the Individuals with Disabilities Education Act (IDEA) includes a definition of "specific learning disability" —as follows:

(10) **Specific learning disability** —(i) *General.* *Specific learning disability* means 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) **Disorders not included.** Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [34 CFR §300.8(c)(10)]

IDEA also lists evaluation procedures that must be used at a minimum to identify and document that a child has a specific learning disability. These will now be discussed in brief.

Additional Evaluation Procedures for LD

Now for the confusing part! The ways in which children are identified as having a learning disability have changed over the years. Until recently, the most common approach was to use a "severe discrepancy" formula. This referred to the gap, or discrepancy, between the child's intelligence or aptitude and his or her actual performance. However, in the 2004 reauthorization of IDEA, how LD is determined has been expanded. IDEA now requires that states adopt criteria that:

- must not require the use of a severe discrepancy between intellectual ability and achievement in determining whether a child has a specific learning disability;

Learning Disability

- must permit local educational agencies (LEAs) to use a process based on the child's response to scientific, research-based intervention; and
- may permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability.

Basically, what this means is that, instead of using a severe discrepancy approach to determining LD, school systems may provide the student with a research-based intervention and keep close track of the student's performance. Analyzing the student's response to that intervention (RTI) may then be considered by school districts in the process of identifying that a child has a learning disability.

There are also other aspects required when evaluating children for LD. These include observing the student in his or her learning environment (including the regular education setting) to document academic performance and behavior in the areas of difficulty.

This entire fact sheet could be devoted to what IDEA requires when children are evaluated for a learning disability. Instead, let us refer you to a training module on the subject. It's quite detailed, but if you would like to know those details, read through Module 11 of the *Building the Legacy* curriculum on IDEA 2004.

Identification of Specific Learning Disabilities is available online here at the CPIR, Moving on, let us suppose that the student has been diagnosed with a specific learning disability. What next?

What about School?

Once a child is evaluated and found eligible for special education and related services, school staff and parents meet and develop what is known as an **Individualized Education Program**, or IEP. This document is very important in the educational life of a child with learning disabilities. It describes the child's needs and the services that the public school system will provide free of charge to address those needs.

Supports or changes in the classroom (called accommodations) help most students with LD. Common accommodations are listed in the "**Tips for Teachers**" section below. Accessible instructional materials (AIM) are among the most helpful to students whose LD affects their ability to read and process printed language. Thanks to IDEA 2004, there are numerous places to turn now for AIMS. We've listed one central source in the "**Resources Especially for Teachers**" section.

Assistive technology can also help many students work around their learning disabilities. Assistive technology can range from "low-tech" equipment such as tape recorders to "high-tech" tools such as reading machines (which read books aloud) and voice recognition systems (which allow the student to "write" by talking to the computer). To learn more about AT for students who have learning disabilities, visit LD Online's Technology section, at: <http://www.ldonline.org/indepth/technology>

Learning Disability

Tips and Resources for Teachers

Learn as much as you can about the different types of LD. The resources and organizations listed below can help you identify specific techniques and strategies to support the student educationally.

Seize the opportunity to make an enormous difference in this student's life! Find out and emphasize what the student's strengths and interests are. Give the student positive feedback and lots of opportunities for practice.

Provide instruction and accommodations to address the student's special needs. Examples:

- 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 instructional materials that are accessible to those with print disabilities;
- 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.

Learn about the different testing modifications that can really help a student with LD show what he or she has learned.

Teach organizational skills, study skills, and learning strategies. These help all students but are particularly helpful to those with LD.

Work with the student's parents to create an IEP tailored to meet the student's needs.

Establish a positive working relationship with the student's parents. Through regular communication, exchange information about the student's progress at school.

Resources Especially for Teachers

LD Online | For Educators

<http://www.ldonline.org/educators>

LD Online | Teaching and Instruction

<http://www.ldonline.org/indepth/teaching>

TeachingLD | A service of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children

<http://www.dldcec.org/>

Learning Disabilities Association of America | For Teachers

<http://www.ldanatl.org/aboutld/teachers/index.asp>

Learning Disability

National Center for Accessible Instructional Materials | Find AIM in your state!

<http://aim.cast.org/>

Reading Rockets | For Teachers

<http://www.readingrockets.org/audience/teachers>

Tips and Resources for Parents

A child with learning disabilities may need help at home as well as in school. Here are a number of suggestions and considerations for parents.

Learn about LD. The more you know, the more you can help yourself and your child. Take advantage of the excellent resources out there for parents (see the next section, below).

Praise your child when he or she does well. Children with LD are often very good at a variety of things. Find out what your child really enjoys doing, such as dancing, playing soccer, or working with computers. Give your child plenty of opportunities to pursue his or her strengths and talents.

Find out the ways your child learns best. Does he or she learn by hands-on practice, looking, or listening? Help your child learn through his or her areas of strength.

Let your son or daughter help with household chores. These can build self-confidence and concrete skills. Keep instructions simple, break down tasks into smaller steps, and reward your child's efforts with praise.

Make homework a priority. Read more about how to help your child be a success at homework in the resources listed below.

Pay attention to your child's mental health (and your own!). Be open to counseling, which can help your child deal with frustration, feel better about himself or herself, and learn more about social skills.

Talk to other parents whose children have LD. Parents can share practical advice and emotional support. You can identify parent groups in your area by visiting many of the organizations listed below.

Meet with school personnel and help develop an IEP to address your child's needs. Plan what accommodations your child needs, and don't forget to talk about AIM or assistive technology!

Establish a positive working relationship with your child's teacher. Through regular communication, exchange information about your child's progress at home and at school.

Resources Especially for Parents

LD Online | For Parents

<http://www.ldonline.org/parents>

Learning Disability

LD Online | Parenting and Family

<http://www.ldonline.org/indepth/parenting>

National Center for Learning Disabilities

<https://www.understood.org/en>

Learning Disabilities Association of America | For Parents

<http://www.ldanatl.org/aboutld/parents/index.asp>

Reading Rockets | For Parents

<http://www.readingrockets.org/audience/parents>

Conclusion

Learning disabilities clearly affect some of the key skills in life—reading, writing, doing math. Because many people have learning disabilities, there is a great deal of expertise and support available. Take advantage of the many organizations focused on LD. Their materials and their work are intended solely to help families, students, educators, and others understand LD and address it in ways that have long-lasting impact.

Supports, Modifications, and Accommodations for Students

September 2010 | Links updated, February 2016
A legacy resource from NICHCY

For many students with disabilities—and for many without—the **key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.**

Some adaptations are as simple as moving a distractible student to the front of the class or away from the pencil sharpener or the window. Other modifications may involve changing the way that material is presented or the way that students respond to show their learning.

Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests. It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made. This page is intended to help teachers and others find information that can guide them in making appropriate changes in the classroom based on what their students need.

Part 1: A Quick Look at Terminology

You might wonder if the terms *supports*, *modifications*, and *adaptations* all mean the same thing. The simple answer is: No, not completely, but yes, for the most part. (Don't you love a clear answer?) People tend to use the terms interchangeably, to be sure, and we will do so here, for ease of reading, but distinctions can be made between the terms.

Sometimes people get confused about what it means to have a *modification* and what it means to have an *accommodation*. Usually a *modification* means *a change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

An *accommodation* is *a change that helps a student overcome or work around the disability*. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information.

What is most important to know about modifications and accommodations is that both are meant to help a child to learn.

Part 2: Different Types of Supports

Special Education

By definition, special education is “specially designed instruction” (§300.39). And IDEA defines *that* term as follows:

(3) *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child's disability; and(ii) To ensure access of the child to the general curriculum, so that the

Learning Disability

child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)]

Thus, special education involves adapting the “content, methodology, or delivery of instruction.” In fact, the special education field can take pride in the knowledge base and expertise it’s developed in the past 30-plus years of individualizing instruction to meet the needs of students with disabilities. It’s a pleasure to share some of that knowledge with you now.

Adapting Instruction

Sometimes a student may need to have changes made in class work or routines because of his or her disability. Modifications can be made to:

- **what** a child is taught, and/or
- **how** a child works at school.

For example:

Jack is an 8th grade student who has learning disabilities in reading and writing. He is in a regular 8th grade class that is team-taught by a general education teacher and a special education teacher. Modifications and accommodations provided for Jack’s daily school routine (and when he takes state or district-wide tests) include the following:

- Jack will have shorter reading and writing assignments.
- Jack’s textbooks will be based upon the 8th grade curriculum but at his independent reading level (4th grade).
- Jack will have test questions read/explained to him, when he asks.
- Jack will give his answers to essay-type questions by speaking, rather than writing them down.

Modifications or accommodations are most often made in the following areas:

Scheduling. For example,

- giving the student extra time to complete assignments or tests
- breaking up testing over several days

Setting. For example,

- working in a small group
- working one-on-one with the teacher

Materials. For example,

- providing audiotaped lectures or books
- giving copies of teacher’s lecture notes
- using large print books, Braille, or books on CD (digital text)

Instruction. For example,

- reducing the difficulty of assignments
- reducing the reading level

Learning Disability

- using a student/peer tutor

Student Response. For example,

- allowing answers to be given orally or dictated
- using a word processor for written work
- using sign language, a communication device, Braille, or native language if it is not English.

Because adapting the content, methodology, and/or delivery of instruction is an essential element in special education and an extremely valuable support for students, it's equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability. The special education teacher who serves on the IEP team can contribute his or her expertise in this area, which is the essence of special education.

Related Services

One look at IDEA's definition of related services at §300.34 and it's clear that these services are supportive in nature, although not in the same way that adapting the curriculum is. Related services support children's special education and are provided when necessary to help students benefit from special education. Thus, related services must be included in the treasure chest of accommodations and supports we're exploring. That definition begins:

§300.34 Related services.

(a) **General.** Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes... Here's the list of related services in the law.

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools

This is not an exhaustive list of possible related services. There are others (not named here or in the law) that states and schools routinely make available under the umbrella of related services. The IEP team decides which related services a child needs and specifies them in the child's IEP. Read all about it in our **Related Services** page.

Supplementary Aids and Services

One of the most powerful types of supports available to children with disabilities are the other kinds of supports or services (other than special education and related services) that a child needs to be educated with nondisabled children to the maximum extent appropriate. Some examples of these additional services and supports, called **supplementary aids and services** in IDEA, are:

- adapted equipment—such as a special seat or a cut-out cup for drinking;
- assistive technology—such as a word processor, special software, or a communication system;
- training for staff, student, and/or parents;
- peer tutors;
- a one-on-one aide;
- adapted materials—such as books on tape, large print, or highlighted notes; and
- collaboration/consultation among staff, parents, and/or other professionals.

The IEP team, which includes the parents, is the group that decides which supplementary aids and services a child needs to support his or her access to and participation in the school environment. The IEP team must really work together to make sure that a child gets the supplementary aids and services that he or she needs to be successful. Team members talk about the child's needs, the curriculum, and school routine, and openly explore all options to make sure the right supports for the specific child are included.

Much more can be said about these important supports and services. Visit our special article on **Supplementary Aids and Services** to find out more.

Program Modifications or Supports for School Staff

If the IEP team decides that a child needs a particular modification or accommodation, this information must be included in the IEP. Supports are also available for those who work with the child, to help them help that child be successful. Supports for school staff must also be written into the IEP. Some of these supports might include:

- attending a conference or training related to the child's needs,
- getting help from another staff member or administrative person,
- having an aide in the classroom, or
- getting special equipment or teaching materials.

The issue of modifications and supports for school staff, so that they can then support the child across the range of school settings and tasks, is also addressed in our article on **Program Modifications for School Personnel**.

Accommodations in Large Assessments

IDEA requires that students with disabilities take part in *state or district-wide assessments*. These are tests that are periodically given to all students to measure achievement. It is one way that schools determine how well and how much students are learning. IDEA now states that students with disabilities should have as much involvement in the general curriculum as possible. This means that, if a child is receiving instruction in the general curriculum, he or she could take the same standardized test that the school district or state gives to nondisabled children. Accordingly, a child's IEP must include all modifications or accommodations that the child needs so that he or she can participate in state or district-wide assessments.

Learning Disability

The IEP team can decide that a particular test is not appropriate for a child. In this case, the IEP must include:

- an explanation of why that test is not suitable for the child, and
- how the child will be assessed instead (often called alternate assessment).

Ask your state and/or local school district for a copy of their guidelines on the types of accommodations, modifications, and alternate assessments available to students.

Conclusion

Even a child with many needs is to be involved with nondisabled peers to the maximum extent appropriate. Just because a child has severe disabilities or needs modifications to the general curriculum does not mean that he or she may be removed from the general education class. If a child is removed from the general education class for any part of the school day, the IEP team must include in the IEP an explanation for the child's nonparticipation. Because accommodations can be so vital to helping children with disabilities access the general curriculum, participate in school (including extracurricular and nonacademic activities), and be educated alongside their peers without disabilities, IDEA reinforces their use again and again, in its requirements, in its definitions, and in its principles. The wealth of experience that the special education field has gained over the years since IDEA was first passed by Congress is the very resource you'll want to tap for more information on what accommodations are appropriate for students, given their disability, and how to make those adaptations to support their learning.

Learning Disability

State Resources

Maine Department of Education Special Services

23 State House Station

Augusta, Maine 04333-0023

Phone: 624-6600

Website: www.maine.gov/education/

Disability Rights Maine

24 Stone St, Ste 204

Augusta, Me 04330

Phone: 1-800-452-1948

Website: drme.org

Learning Disabilities Association of Maine

P O Box 1013

Windham, ME 04062

Phone: 207-712-9513

Website: www.ldame.org

GEAR Parent Network

Phone: 1-800-264-9224

Website: <https://crisisandcounseling.org/services/gear/>

Learning Disability

National Resources

Learning Disabilities Association of America

4156 Library Road

Pittsburgh, PA 15234-1349

Phone: (412) 341-1515

Website: <https://ldaamerica.org/>

National Center for Learning Disabilities

Website: www.nclld.org/

Understood- for learning and attention issues

Website: www.understood.org

Center for Parent Information and Resources

Website: www.parentcenterhub.org/

LD Online

Website: www.ldonline.org/

Learning Disability

Maine Parent Federation Lending Library

Library Procedures

The MPF Library is a valuable resource to families and professionals in Maine. The success of the library is greatly determined by the quality and availability of the materials we offer. To help us maintain our library, we ask that you follow these guidelines.

How to Request Materials

Call:	1-800-870-7746 or 207-588-1933	E-mail:	dnewcombe@mpf.org
		Fax:	207-588-1938
Write:	MPF Library P O Box 2067 Augusta, Maine 04338	Visit:	484 Maine Avenue, Suite 2D Farmingdale, Maine 04344 Hours: 8:30 - 4:30 M – F

Library Policy

The complete library list is available in print or online at www.mpf.org.

You may borrow two materials at a time and are responsible for the cost of return postage. Materials will be mailed out on the day you request them if they are available.

Materials are loaned for a three weeks. If you need materials longer and call to check with us, we may be able to extend the due date if no one is waiting for them.

If materials are more than one week late we will ask you for a \$5 late fee donation payable to the MPF Library for every week the material is overdue. A reminder card will be mailed during the first week that materials are overdue.

We keep a waiting list for materials that are already on loan when you request them. You can ask that your name be added to the waiting list and materials will be mailed to you when they become available.

About the Library List

The library list is arranged by topic then listed alphabetically by title. Materials are not cross-referenced, so each title appears only once and you may have to check other sections.

* Please remember - we are always adding new materials and updating the library list.

Learning Disability

The following materials on **Learning Disabilities** are available from our library:

Beyond F.A.T. City – A Look Back, A Look Ahead by Richard Lavoie (DVD or Video)

Offers practical strategies as well as inspirational messages for those who teach children with LD.

Developmental Dyspraxia by Madeline Portwood (Book)

Offers an intervention program which will significantly improve the cognitive functioning of the child or teenager with dyspraxia.

The Don't-Give-Up Kid and Learning Differences by Jeanne Gehret, MA (Children's Book)

A book about a young boy who has difficulty learning to read.

Dyslexia – How Would I Cope? By Michael Ryden (Book)

This book gives a clear insight into the difficulties and frustrations experienced by those suffering with this disability.

F.A.T. City: How Difficult Can This Be? By Rick Lavoie (DVD or Video)

Frustration, Anxiety and Tension – Understanding learning disabilities through the eyes of the child, a must see for parents and teachers.

He's My Brother by Joe Lasker (Children's Book)

A young boy describes the school and home experiences of his younger brother who has a learning disability.

How Many Days Until Tomorrow? By Caroline Janover (Children's Book)

The story of Josh, a 12 year old with dyslexia who spends the summer with his older brother and grandparents on a remote island.

Josh, A Boy with Dyslexia by Caroline Janover (Children's Book)

The story of a boy's fears, tragedies and triumphs as he lives with dyslexia.

Learning Disabilities & Discipline: When the Chips Are Down by Richard Lavoie (Video)

Practical advice on dealing with behavioral problems quickly and effectively.

Learning Disabilities & Self-Esteem: Look What You've Done! by Dr. Robert Brooks (Video)

Offers practical strategies for helping children develop the confidence and resilience they need to succeed – offered in a parents or teachers version.

Learning Disabilities & Social Skills by Richard Lavoie (Video)

Last one picked . . . first one picked on, every child has experienced rejection in social situations, offers tips to improve social skills – offered in a **parents or teachers version**.

Learning Outside the Lines by Jonathan Mooney & David Cole (Book)

Two Ivy League students with learning disabilities and ADHD give you the tools for academic success and educational revolution.

Learning Disability

Legacy of the Blue Heron - Living with Learning Disabilities by Harry Sylvester (Book)

The remarkable true story of Harry's struggle with learning disabilities, inspiring and informative.

Many Ways to Learn by Judith Stern & Uzi Ben-Ami (Children's Book)

A young people's guide to learning disabilities.

The Misunderstood Child by Larry Silver (Book)

A guide for parents of children with learning disabilities.

Misunderstood Minds by WGBH Boston (Video)

Follow 5 children and their families as they deal with the puzzling mysteries presented by their unique learning differences.

Parenting a Struggling Reader by Susan Hall and Louisa Moats (Book)

This book offers a detailed, realistic program for getting parents actively involved in their children's reading lives.

Patrick's Secret by Patricia Murray (Children's Book)

Patrick has a secret, he cannot read. Follow this story of Patrick and his friends as they build a race-car for the Soap Box Derby.

Reach for the Moon by Samantha Abeel (Book)

Samantha Abeel has a learning disability. This book of beautiful pottery and art reflects her journey of growth and self-discovery.

The Reality of Dyslexia by John Osmond (Book)

First person accounts and personal histories of children, adults and even entire families with dyslexia.

Secrets Aren't Always for Keeps by Barbara Aiello & Jeffrey Shulman (Children's Book)

The story of a child who wants to keep her learning disability a secret.

Something's Not Right by Nancy Lelewer (Book)

An autobiography, Nancy has dyslexia and writes about raising 4 children, 3 of whom have some form of learning disability.

Survival Guide for Kids with LD by Gary Fisher & Rhonda Cummings (Children's Book)

Tips for getting along better in school, at home and more.

Trouble with School by Kathryn & Allison Boesel Dunn (Children's Book)

Allison and her mother tell the story of Allison's learning disability.

Rev. 5/2017

Learning Disability