

Engaging Children with Learning Disabilities

Practical Strategies



DC Children and Youth Investment Trust Corporation

- Most of us work with children with learning disabilities
- Many learning disabilities are undiagnosed or misdiagnosed
- We have no other choice but to serve these children as best we can
- Formal training among community and youth workers is rare

Introduction

- Boys (10%) are more likely to be diagnosed with a learning disability than girls (6%)
- Children with a parent who has a bachelor's degree or higher are less likely than other children to be identified with a learning disability.
- Children living in families that receive welfare payments are much more likely than other children to be identified as having a learning disability (16 percent compared with 8 percent of other children in 2004)

Statistics

Source: www.childtrendsdatbank.org



- Learning disabilities include a number of discrete disorders that affect children's ability to learn. Professionals have defined three categories of learning disorders:
 - **speech and language disorders** (e.g., trouble with articulation, difficulty understanding certain aspects of speech);
 - **academic skill disorders** (e.g., dyslexia, writing difficulties related to hand movement, vocabulary or memory and mathematics disorders)
 - **other disorders** (including a set of diagnoses not meeting the criteria of the other two categories)
- Life-long condition affecting many aspects of life including education and employment, family life, and daily routines
- **Attention-Deficit/Hyperactivity Disorder (ADHD) is not in itself a learning disability** – recent research estimates that a little under one-half of all children ages six to 11 identified as having a learning disability also have ADHD

Definitions

Source: www.childtrends.databank.org

Understand the different learning styles:

1. Print
2. Aural
3. Interactive
4. Visual
5. Tactile
6. Kinesthetic

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1. Motion Picture
2. Lecture
3. Group Discussion
4. Reading Assignments
5. Role-Playing
6. Project Construction
7. Puzzles
8. Television Programs
9. Audiotapes
10. Panel Discussions
11. Written Requests
12. Non-Verbal/Body Movements
13. Drawing/Painting
14. Computer Screen
15. Slides
16. Records
17. Question/Answer Sessions
18. Independent Reading
19. Physical Motion Sessions
20. Model-Building
21. Magazines
22. Graphs, Tables, and Charts
23. Recitation by Others
24. Interviews
25. Writing
26. Participating in Physical Games
27. Touching Objects
28. Photographs

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Strategy

1,8,14,15,22,28

2,9,16,23

3,10,17,24

4,11,18,21,25

5,12,19,26

6,7,13,20,27

Style

Visual

Aural

Interactive

Print

Kinesthetic

Tactile

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Learning Styles Found in School: (traditional)

1. Print
2. Aural

Learning Styles Found in OST: (non-traditional)

1. Interactive
2. Visual
3. Tactile
4. Kinesthetic

Children with learning disabilities
need **multisensory activities**

Practical Strategies

Integrating Learning Disabled Children with After-School Activities

- Homework Assistance
- Special Education
- Gifted and Talented

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Youth Participation in After-School Activities

- Youth Directing their own Activities
- Youth Directing their own Responsibilities

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Brief Case Studies

- D. Ridgeway
- M. Elbey

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Learning Disability Online
www.ldonline.org

Learning Disabilities Association of America
www.lदानatl.org

EdHelper
www.edhelper.com

Resources



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