

Children with Special Needs Teaching Tips and Theories

Teaching Tips for Children with Learning Disabilities

By Jane Sadowy

Topic Outline

This final paper topic is about school age children with special learning needs. Including types of learning disabilities, teaching tips for children with special learning needs, theories of pro's and con's. And past grade school experience of learning disabilities (LD) firsthand by Jane Sadowy.



Quoted "Research continues to confirm that we can teach students with learning disabilities to "learn how to learn." We can put them into a position to compete and hold their own. <http://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/>"

Some school age children can learn quickly and some school age children need extra steps to learn new concepts.

Tips for child development for teachers teaching slow learners (LD) with all types of learning disabilities:

- A. Teach the student *one on one* with new concepts in small steps.
- B. Take extra time to sit with the student to ensure they understand fully the first concept. (If they do not understand the first concept it is likely they will fail the second concept.)
- C. Provide allot of encouragement.
- D. Take time to write to the parents to inform them of the new developments. And ask them to instruct the child to perform the same task at home.
- E. Ensure that no other students are bullying the child. According to Stop Bullying.gov children with learning disabilities are three times more likely to be bullied by their peers or bully others. <http://www.stopbullying.gov/at-risk/groups/special-needs/BullyingTipSheet.pdf>
- F. Ensure to give the student extra time for reading, writing and required test taking.
- G. Call on the student often when they are displaying they might know the answer. (This will help build up their confidence.)
- H. Encourage them to get involved in peer group activities during school hours and after school hours.
- I. According to School Mental Health.org teaching the student memory strategies, add interest and activity to tasks, and limit lecture time because it may lessen their stress.

<http://www.schoolmentalhealth.org/Resources/Educ/Tips%20for%20Teachers.pdf>

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- J. Test time: Most students panic at test time. Children with learning disabilities have a higher level of stress at test time.
- K. All teachers in any grade level must remember adults and/or children with learning disabilities have legal rights.
- L. Teachers are required to reporting to the parents of any children that are displaying learning disorders and advise the parent to bring it to the attention of their family doctor.
- M. Teachers may want to encourage handicap people to come into the class room to discuss their disability to the children and allow the children to ask them questions. Teachers may want to offer books to read to the class about other children their age with disabilities and bring up subjects such as: It is not polite to make fun of children with disabilities since they are just like them and it might take them longer to learn.

* According to NCLD.org Legal Protections for People with Learning Disabilities have legal rights: Three federal laws establish and undergird the rights of children and adults with LD. They ensure that all citizens receive needed and appropriate special education services, as well as fair treatment in public schools, postsecondary education settings and the workplace. The Individuals with Disabilities Education Act (IDEA) provides special education and related services to children and youth with disabilities

who are 3–21 years old. Passed in 1975 as the Education for All Handicapped Children Act. <https://www.nclld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>

Types of learning disabilities (LD) to be aware of in your student class:

1. Dyslexia (1 out of 5 people have this disorder – problems in all areas of learning concepts – may be inherit). According to Mayo Foundation: More than 3 million US cases per year. Chronic: can last for years or be lifelong. Usually self-diagnosable. Lab tests or imaging not required.
2. Dyscalculia (Weakness understanding math concepts)
3. Auditory Processing Deficit (Weakness understanding sounds)
4. Dysgraphia (Trouble with writing)
5. Visual Processing Deficit (Weakness understanding visual figures)
6. Non-Verbal Learning Disabilities (Weakness in all learning areas as Dyslexia but overlapping in to other LD disorders)
7. Executive Functioning Deficits (Weakness in the ability to plan something out correctly)
8. Attention Deficit/Hyperactivity Disorder (Weakness in focusing full attention)
9. Mental Retardation or intellectual disability, (MR/ID)

Segregating the learning disabled children's classroom apart from the mental retardation classroom and my firsthand experience:

Back in the 1960's my 3rd grade baby brother had a bad case of Dyslexia and was a slow learner. And it was so severe that the grade school entered him in a classroom made up of entirely mentally retarded children. Upon entering the classroom, he screamed "I am not mentally retarded – I don't belong in this class." He nearly jumped out the school window.

Needless to say, it had a downsize impact on his childhood development and adulthood confidence and he never did get the proper education for a Dyslexia child. He could not fill out a resume, tell time or read. Nor could he get a decent career because he never graduated from high school. He died at an early adulthood age because of depression and alcohol abuse.

The pros and cons of this type of segregating:

Pros: Children with (MR/ID) may benefit being in a classroom with regular students or with students that are classified as LD. Mainstreaming the (MR/ID) students this way can help support them and bring about a positive effect.

Cons: A child with severe LD may not do well in a classroom entirely made up with students that are classified as (MR/ID). Mainstreaming the LD students this way may cause a negative effect.

After researching child development topics on children with LD of Dyslexia I have a few of my own theories I like to share.

My theory is: Back in the school days of 1960's, if schools only understood and treated children with LD and Dyslexia with proper learning training - my baby brother's adult life might have had a different and better outlook.

My theory today is: Most schools may still over look testing slow learners for Dyslexia because most States do not require the schools to **test all children** for this hidden lifelong disorder. Thus, some children may grow up not being able to fill out a job resume, tell time or read a book. Do not think for one minute that a child today will be discovered to have Dyslexia because when they sent Neil Armstrong to the moon our grade school never discovered my baby brother nor I had Dyslexia.

My most important theory on teaching is: Teaching can be done anywhere, in school, at home, and with a small child that just happens to stop by and ask a

you a question. Never give up teaching those that are willing to listen and never give up hope on teaching a child that has a learning disability. The one small factor that you teach today to someone may help them teach someone else or help them send someone to *Mars*. Or perhaps that child you taught today will be the first to land on *Mars* next year and yell out to the universe "THANK YOU TEACHER."

I must admit I am Dyslexia and I wrote this paper. And I hope it helps all teachers, children, and parents reading this final paper work to better understand the struggles children go through with learning disabilities. I grew depressed and very shy as a child because my peers called me dumb or stupid. Some of my grade school teachers just gave up on me. Back in the 60's Dyslexia was not understood or tested for in early grade school. I finally got the proper specialized education training in 1980 at my community college for my disorder and have become a big reader. Once I found out the wonder of words I could not stop reading! I still cannot write a proper sentence most times and make many spelling errors. But, I did not give up on me, or my baby brother. It was me that wrote his first job resume and it was me who taught him how to tell time on a clock. And it was me who stood by him when he could not grasp the world as normal people could. And yes, it was my name he called out when he took his last breath. "Jane you still there?"

My Thoughts On Early Childhood Education (Pre School) Before Kindergarten

A child with LD can display many signs of personality disorders and/or cognitive characteristics.

I do think children with certain personality or cognitive characteristics would benefit by going to preschool and getting a jump start on early education.

Such as:

- A. An overly shy child.
- B. A child that is overly attached to their parent.
- C. A child that lives in an area where there are no other peers to interact with.
- D. A child that has medical disabilities and/or learning disabilities.
- E. A child that failed the preschool test for Kindergarten.
- F. A child that is living in an abusive environment.
- G. A child with a stressful personality.
- H. A child that is showing signs of immaturity for their age.
- I. A child that is going to Kindergarten early and underage because of their birthday date.

As a teacher never give up! Research education treatments for the LD child at every chance you can and give every child a smarter education they deserve while in your classroom.

LD children are getting more proper diagnosis, classification, equal learning rights and treatments.

<http://www.princeton.edu/futureofchildren/publications/journals/article/index?journalid=57&articleid=339§ionid=2268>

Last of all, did you ever hear that saying? “Look at what I can read now!” “I tell any child that has a LD disorder about my grade school Dyslexia bully stories and about my lifelong successful stories. I love filling their minds with confidence day by day.” And I tell them this: “Someday you will be sending someone to the *Mars* because you are so smart – just like me”.

About the author of this final paper Jane Sadowy. (A dyslexia survivor.)

I self-taught myself to hand code HTML website, design them, market them, and I am one of the top ten search engine specialist of the world. I am founder of Swaphandmedowns.com (Pioneer of helping families exchange free used child clothing on the Internet.) and I am President of Analog Entertainment LLC. (Our film productions are aimed to inspire children of the inner city to live a better future. [TV Channel Online.com](http://TVChannelOnline.com)

Stated by a visitor at my Swaphandmedowns.com site and my new friend located in Belgrade, Yugoslavia 'Nebojsa'

Quote: "You must be really fortunate to meet once in your life someone like Ms. Jane Sadowy. Sometimes it is necessary to reach the outmost despair and personal apocalypse before this happens. Not only that Ms. Sadowy provided generous help to my wife with her excellent advice and a vast business knowledge to run our newly created non-government organization in Serbia called Art-A-DAY aimed at helping people suffering from mood disorders, but she was also always there to help me with my "do or die" struggle with depression. And that without asking who am I, without questioning my reasoning, simply being out there for you to help, cares and provides support. In this time of "sinking human souls" women of rare vision, knowledge and faith such as Ms. Sadowy are corner stones of hope that everything is not lost and that the world could be the better place to be. I consider myself richly blessed for an opportunity to become Ms. Sadowy's friend. Thank you for everything Jane and keep up the great work."

Quote by: Mr. Nebojsa Djurovic

SERBIA/MONTENEGRO

[Artist and author of Art Therapy Healing Book: "The Color of Grace"](#)

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A. Stop Bullying.gov

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