

Case Study Analysis of a Team/Collaborative Model With Specific Learning Disabled Students

EXECUTIVE SUMMARY

This chapter focuses on specific learning disabilities (SLDs), which is the most common type of designated disability among school-aged students in the United States. SLD is a disability that can have devastating effects on a student's learning ability, as in the most severe cases, the SLD student may remember little, if anything, about what he or she has learned; may have difficulties focusing on even one thing; may not be able to read above an elementary level; and may live in isolation due to poor social and motivational skills. This chapter discusses the service delivery models for students who have SLD and provides two case studies of models that can be successful if implemented properly. Finally, the chapter presents intervention strategies to assist the general education teacher when working with students with SLD.

INTRODUCTION

Of those with “specific learning disabilities,” 80 percent are there simply because they haven’t learned how to read. Thus, many children receiving special education—up to 40 percent—are there because they weren’t taught to read. The reading difficulties may not be their only area of difficulty, but it is the area that resulted in special education placement. Sadly, few children placed in special education close the achievement gap to a point where they can read and learn like their peers. —President’s Commission on Excellence in Special Education, 2002

According to the U.S. Department of Education, National Center for Education Statistics (2012), there were 2,431,000 students with a diagnosis of specific learning disability (SLD) in U.S. schools during the 2009-2010 school year. This type of disability has increased significantly during the past 40 years. During the 1976-1977 school year, students with special needs who had a specific learning disability diagnosis were at 1.8% of the total school population, and this percentage increased drastically to 4.9% during the 2009-2010 school year.

This type of disability tends to target more males than females, but the prevalence differs from between two-to-one and four-to-one. Females who have been diagnosed with this type of disability tend to have more severe academic difficulties than their male counterparts do (Friend, 2011). Of the 13 IDEA categories, specific learning disability is the largest group due to the wide range of symptoms it covers. According to Friend (2012):

A 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 imperfect ability to listen, think speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (p. 127)

A malfunctioning in the brain causes these students to be disorganized, write letters backwards, read very well but not comprehend what they read, exhibit poor penmanship, have lack of fluency when reading, have lack of phonic skills, and, in some cases, exhibit some inappropriate social skills (e.g., invading another person’s personal space when talking). Despite these difficulties, most students with a specific learning disability have average

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/case-study-analysis-team-collaborative/221637

Related Content

Storage Systems for Data Warehousing

Alexander Thomasian (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1859-1864).

www.irma-international.org/chapter/storage-systems-data-warehousing/11072

Examining the Validity and Reliability of the Arabic Vocabulary Achievement Instrument to Evaluate a Digital Storytelling-Based Application

Nurul Azni Mhd Alkasirah, Mariam Mohamad, Mageswaran Sanmugam, Girija Ramdas and Khairulnisak Mohamad Zaini (2024). *Embracing Cutting-Edge Technology in Modern Educational Settings* (pp. 264-284).

www.irma-international.org/chapter/examining-the-validity-and-reliability-of-the-arabic-vocabulary-achievement-instrument-to-evaluate-a-digital-storytelling-based-application/336199

A Method of Recognizing Entity and Relation

Xinghua Fan (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1216-1223).

www.irma-international.org/chapter/method-recognizing-entity-relation/10977

Context-Sensitive Attribute Evaluation

Marko Robnik-Šikonja (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 328-332).

www.irma-international.org/chapter/context-sensitive-attribute-evaluation/10840

Association Rules and Statistics

Martine Cadot, Jean-Baptiste Majand Tarek Ziadé (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 94-97).

www.irma-international.org/chapter/association-rules-statistics/10804