Chapter 7
Specific Learning Disabilities – Implementation of an Intervention Program:
An Analysis of a Case Study

Georgios A. Kougioumtzis

iD https://orcid.org/0000-0002-2362-2094

National and Kapodistrian University of Athens, Greece

Maria Sofologi
University of Ioannina, Greece

Argyro Fella
University of Nicosia, Cyprus

Isidora Kaliotsou
Neapolis University Pafos, Cyprus

Christiana Koundourou
Neapolis University Pafos, Cyprus

Eleni Bonti

iD https://orcid.org/0000-0002-4347-1828

Aristotle University of Thessaloniki, Greece

Georgia Papantoniou
University of Ioannina, Greece

ABSTRACT

Over the past three decades, the interest of teachers and parents has focused on a variety of learning difficulties that students face in school settings. A significant number of students systematically fail in school, as they lack early detection of learning difficulties or effective intervention. This case study examines an elementary school student within a more general context, taking into account essential parameters such

as family, school, and social environment. Furthermore, the authors thoroughly describe his difficulties in practical terms, as well as ways to address them through the implementation of an individual intervention program that responds to the needs of the student. Finally, reference is made to significant evidence that cooperation with parents as well as with a number of institutions strengthens and enhances intervention.

1. INTRODUCTION

1.1 A short Introduction to the concept of Specific Learning Difficulties

This chapter attempts to clarify the significant field of Specific Learning Difficulties. Learning Difficulties mirror the difficulties that occur in significant areas of one's development, such as their listening, speaking, reading, writing, thinking, and mathematical ability (Hammill, 1990). Students with Learning Difficulties are not a homogeneous group of common manifestations and characteristics but are characterized by a heterogenity (Pandeliadu, 2011). This heterogeneity is manifested through significant *"disturbances in auditory perception, thinking, speech, reading, writing, spelling or arithmetic"* (Cole & Cole, 2001, p. 411). In order to support a child with learning difficulties, after having identified their difficulties and capabilities, we must be able to develop an appropriate interventional education framework which will ensure that the child is not differentiated from other students. The impairments in basic abilities (reading, writing, arithmetic) automatically affect the child as well as the environment in which he or she lives. In other words, a timely and proper diagnosis of a learning difficulty requires a proper education and approach (Aram, Morris & Hall, 1992).

1.2 Inclusion

Inclusion refers to the operation of a school for all students without possible exclusions and discrimination. A school providing opportunities for equal and active participation of students - without exception - in all school activities, inside and outside the classroom. It has to do with modifying the teaching material, the teaching strategies and means, the school curriculum and activities (Aggelidis, 2011; Stasinos, 2020). Therefore, diversity is a source of learning and a challenge for the teacher himself.

18 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/specific-learning-disabilities---implementation-of-an-intervention-program/282801

Related Content

Making SoTL Stick: Using a Community-Based Approach to Engage Faculty in the Scholarship of Teaching and Learning
Mandy Frake-Mistak, Heidi L. Marsh, Geneviève Maheux-Pelletierand Siobhan Williams (2020). *Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL) (pp. 60-77).*
www.irma-international.org/chapter/making-sotl-stick/247683

Incorporating Representation-Based Instruction Into Mathematics Teaching: Engaging Middle Schoolers With Multiple Representations of Adding Fractions
Fadime Ulusoyand Lutfi Incikabi (2019). *Handbook of Research on Promoting Higher-Order Skills and Global Competencies in Life and Work (pp. 311-336).*
www.irma-international.org/chapter/incorporating-representation-based-instruction-into-mathematics-teaching/208606

Preparing for Tomorrow's Work Today: A Horizon Scan of the Future of Work
John Onyeaku (2024). *Advancing Student Employability Through Higher Education (pp. 72-92).*
www.irma-international.org/chapter/preparing-for-tomorrows-work-today/338014

Strengthening Internationalisation of the Curriculum in Higher Education: A Case Study
Lawrence Meda (2019). *Handbook of Research on Promoting Higher-Order Skills and Global Competencies in Life and Work (pp. 281-294).*
www.irma-international.org/chapter/strengthening-internationalisation-of-the-curriculum-in-higher-education/208604

Career Development in Higher Education: Best Practices and Innovations
Mustafa Kayyali (2024). *Advancing Student Employability Through Higher Education (pp. 1-19).*
www.irma-international.org/chapter/career-development-in-higher-education/338010