

Answer Key

Learning Disabilities

1. Provide a definition for specific learning disability.

ANSWER (wording may vary): SLD means a disorder in 1 or more basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

2. Which of the following are specified in IDEA 2004? (circle all that apply)

- A. Allows the use of a severe discrepancy between intellectual ability and achievement for SLD identification.
- B. Requires the use of a process based on RTI
- C. Eliminates all exclusionary factors
- D. Includes 8 areas of possible learning difficulty
- E. Allows teams to determine eligibility based on a pattern of strengths and weaknesses relevant to learning disabilities
- F. Permits identification of SLD based on insufficient progress due primarily to lack of appropriate instruction.

3. Give a brief description of CHC theory of cognitive abilities.

ANSWER (should include 1 or more of the items below):

A multiple-factor view of intelligence, empirically-based, focuses on broad and narrow abilities, based on the work of Cattell, Horn, and Carroll.

4. List a minimum of 5 cognitive abilities identified by research.

ANSWER (5 or more of the following):

- 1. Verbal ability (or Comprehension-Knowledge, crystallized intelligence, Gc)
- 2. Fluid Reasoning (or Gf)
- 3. Short-term memory (or Gsm or Working Memory)
- 4. Long-term retrieval (or Glr or Associative Memory)
- 5. Processing Speed (or Gs)
- 6. Auditory Processing (or Ga)
- 7. Visual Processing (or Visual-Spatial Thinking or Gv)

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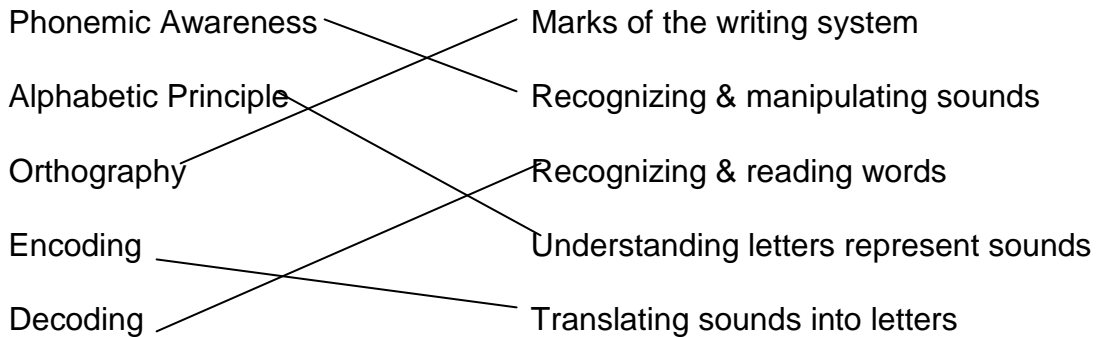
5. List 2 risk factors for early reading failure.

ANSWER (2 of the following): low phonemic awareness, inability to rhyme, low naming speed, low oral language or low vocabulary, low SES, slow to learn letters or numbers, difficulty knowing sounds letters make

6. What is RAN?

ANSWER: Rapid automatic (or automatized) naming

7. Match the following terms with their definition. (Draw lines)



8. Decide if the following statements describing a child with a specific reading disability are true or false. Write T or F in the blank.

T A. Typically reading is not commensurate with oral language

F B. Always has spelling problems

T C. Typically does better on listening comprehension than on reading comprehension.

F D. Typically does better on nonsense words than on real words

T E. Family member usually has history of reading problems

9. Which cognitive ability might be the primary area of concern for each of the following specific learning disabilities?

A. Reading Disability: Decoding (phonemic awareness or auditory processing)

B. Math Disability: Problem-solving (fluid reasoning or verbal ability)

C. Written Language: Expression (verbal ability or working memory)

D. Math Disability: Facts (long-term retrieval or associative memory)

E. Reading Disability: Comprehension (verbal ability or fluid reasoning)

F. Written Language: Basic Skills (phonemic awareness or long-term retrieval)