

## *Participant Skills Assessment*

### **Learning Disabilities**

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1. Provide a definition for specific learning disability.

PRE:

POST:

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

PRE   POST

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

PRE:

POST:

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

PRE:

POST:

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5. List 2 risk factors for early reading failure.

PRE:

POST:

6. What is RAN?

PRE:

POST:

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

PRE:

Phonemic Awareness	Marks of the writing system
Alphabetic Principle	Recognizing & manipulating sounds
Orthography	Recognizing & reading words
Encoding	Understanding letters represent sounds
Decoding	Translating sounds into letters

POST:

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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.

PRE      POST

- \_\_\_\_\_      \_\_\_\_\_ A. Typically reading is not commensurate with oral language
- \_\_\_\_\_      \_\_\_\_\_ B. Always has spelling problems
- \_\_\_\_\_      \_\_\_\_\_ C. Typically does better on listening comprehension than on reading comprehension.
- \_\_\_\_\_      \_\_\_\_\_ D. Typically does better on nonsense words than on real words
- \_\_\_\_\_      \_\_\_\_\_ 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?

PRE:

- A. Reading Disability: Decoding \_\_\_\_\_
- B. Math Disability: Problem-solving \_\_\_\_\_
- C. Written Language: Expression \_\_\_\_\_
- D. Math Disability: Facts \_\_\_\_\_
- E. Reading Disability: Comprehension \_\_\_\_\_
- F. Written Language: Basic Skills \_\_\_\_\_

POST:

- A. Reading Disability: Decoding \_\_\_\_\_
- B. Math Disability: Problem-solving \_\_\_\_\_
- C. Written Language: Expression \_\_\_\_\_
- D. Math Disability: Facts \_\_\_\_\_
- E. Reading Disability: Comprehension \_\_\_\_\_
- F. Written Language: Basic Skills \_\_\_\_\_