

360° Snapshot to Understand Strengths and Challenges of Students with Learning Differences

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Children First for a Stronger Community

Western  Child and Youth Development Clinic





Child

Processing Skills Common in Learning Disabilities

PHONOLOGICAL PROCESSING

LANGUAGE

VISUAL-MOTOR SKILLS

VISUAL-SPATIAL (PERCEPTUAL) SKILLS

MEMORY

PROCESSING SPEED

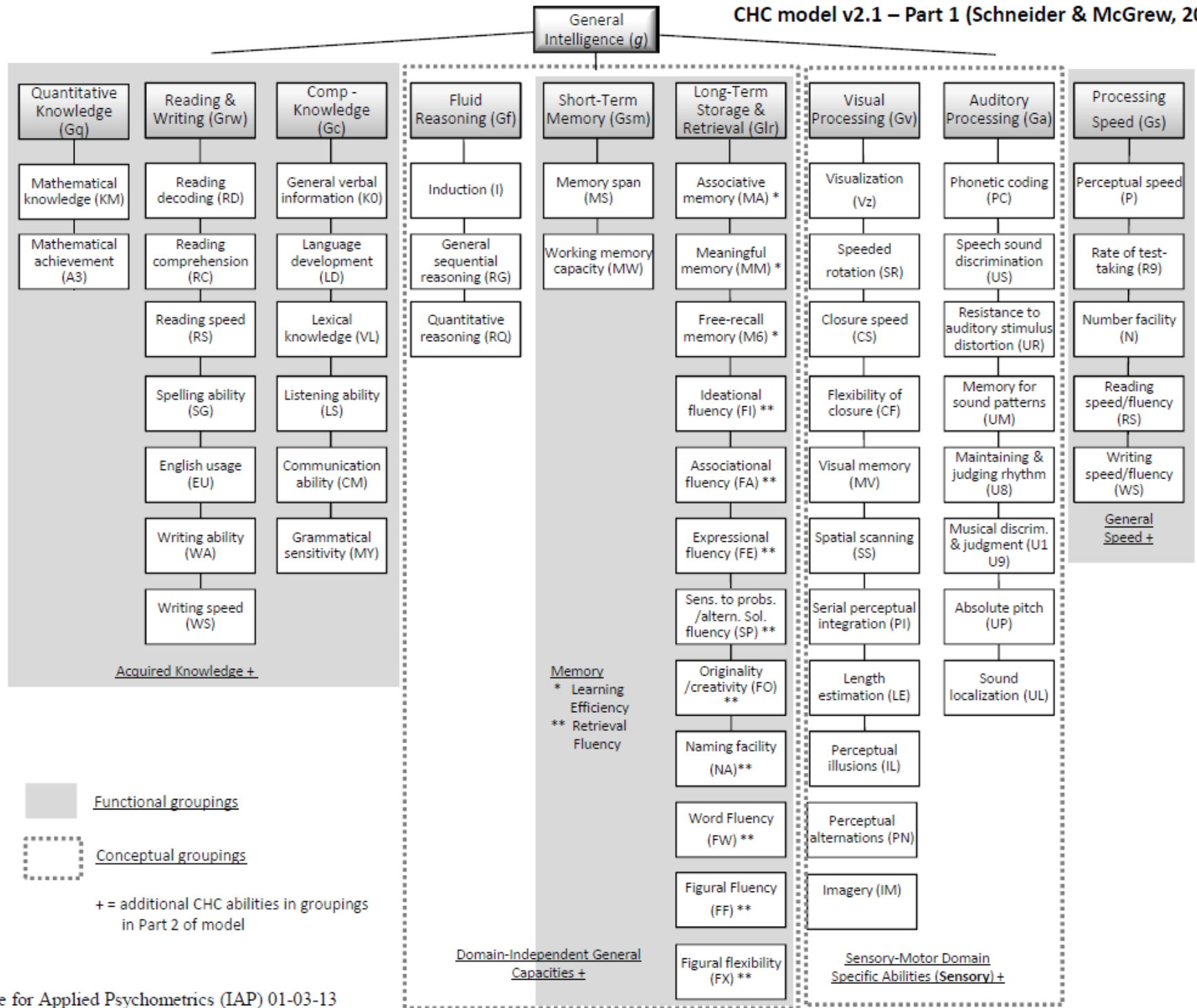
ATTENTION

EXECUTIVE FUNCTION

General

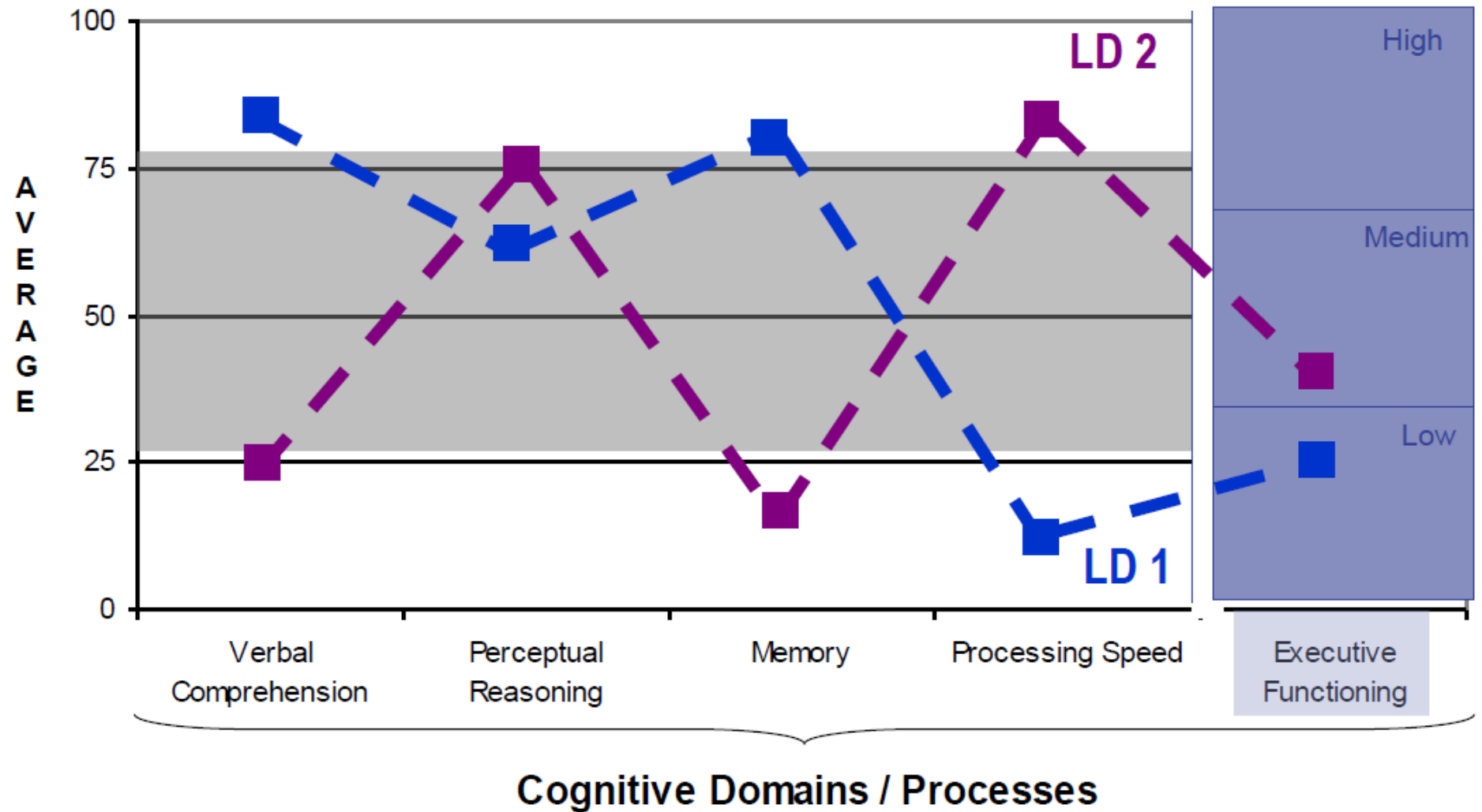
Broad

Narrow



Sample Profile: Individual with a Learning Disability

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Academic Success = Life Success

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Academic Success \neq Life Success

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Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Understanding “Success” Pathways



Predictors of Success in Individuals with Learning Disabilities: A Qualitative Analysis of a 20-Year Longitudinal Study

Roberta J. Goldberg, Eleanor L. Higgins, Marshall H. Raskind,
and Kenneth L. Herman

Frostig Center

Understanding “Success” Pathways

What attributes are related to “success”?

“Pool” of possible predictor variables:



The “Success Attributes”

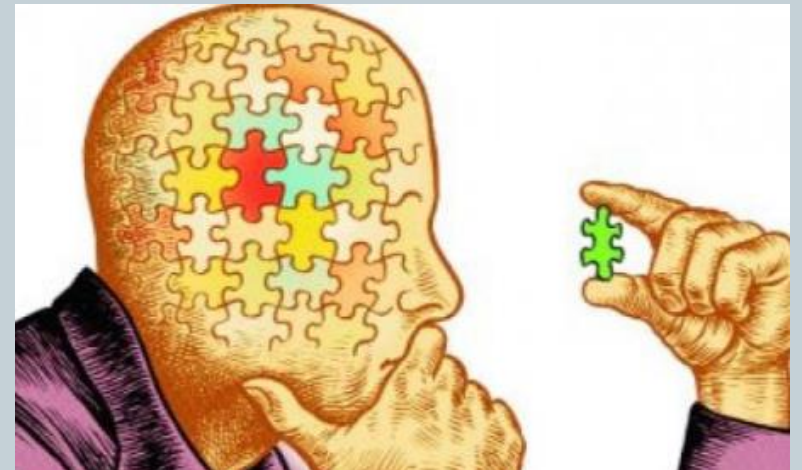


- **Self-Awareness**
- **Perseverance**
- **Proactivity**
- **Goal-Setting**
- **Use of Support Systems**
- **Emotional Coping Systems**

Self-Awareness



- **Open and aware about their difficulties**
- **Accept their difficulties/challenges**
- **Compartmentalize their LD**
- **Recognize their talents**
- **Match jobs with abilities**



Perseverance



- **Show ability to persevere**
- **Learn from hardships**
- **Demonstrate flexibility** (know when to quit sometimes)

The logo features the text "got grit?" in a white, lowercase, sans-serif font on an orange rectangular background. A white hand cursor icon is positioned over the letter "i" in "grit?".

got grit?

Use of Support System

- Build relationships with “supporters”
- Actively seek support from others (who have high and clear expectations from them)



Emotional Coping Strategies

- Recognize stress triggers associated with their learning difficulties
- Develop effective means of coping with stress
- Demonstrate positive, hopeful outlook



Social-Emotional Competencies



Our Vision

Child and Youth Development Clinic

[ABOUT](#) ▾

[PEOPLE](#)

[SERVICES](#)

[FEES](#)

[RESOURCES](#) ▾

[CONTACT](#)



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CYDC: Our Values

- Inclusive and collaborative
- Strength-based
- Safe and supportive
- Interdisciplinary, comprehensive, and integrated
- Service personalized to each child and family
- Grounded in evidence-based research
- Excellence and innovation in service, teaching and supervision, and research

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Who Are We?

An interdisciplinary training facility for graduate students across four Western programs:

- School and Applied Child Psychology
- Clinical Psychology
- Speech and Language Pathology
- Applied Behaviour Analysis

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What Do We Offer?

High quality, affordable and comprehensive psychological and speech and language assessment and intervention services for children and youth from three to 18 years of age:

- Cognitive/Attention/Memory
- Academic
- Behavioural/Mental health/Social
- Speech and Language

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What Do We Offer?

Graduate students receive close supervision from a Registered Doctoral Psychologist and Speech and Language Pathologist.

The CYDC is a cost-neutral service with costs based on financial need and a sliding scale.

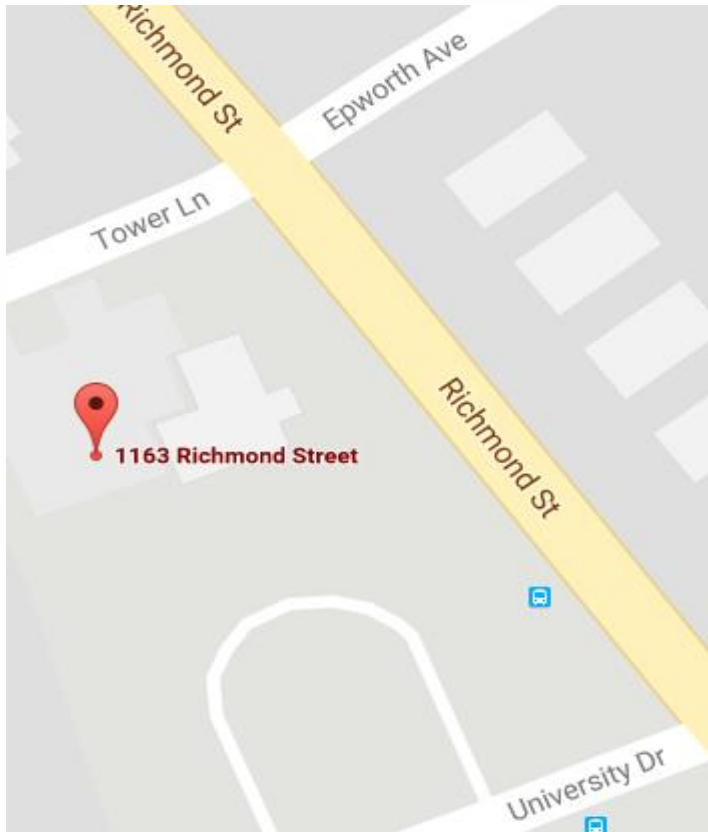
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Where Are We?



Child and Youth Development Clinic

1163 Richmond Street

London, ON

N6A 3K6

- North of Western Gates
- On LTC Bus Line

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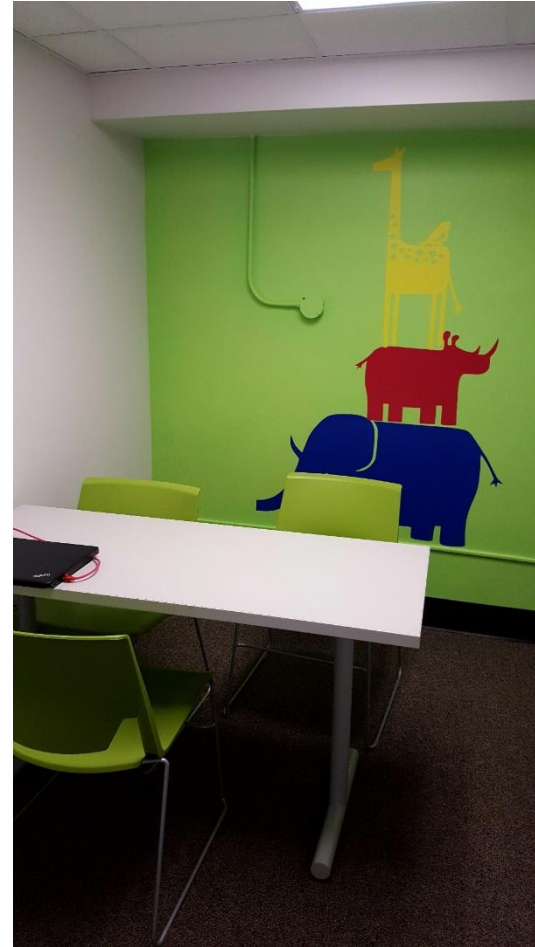
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CYDC: Client Process

- Self-referral
- Families can call (519-661-4257) or inquire via website
- Families are contacted to further gather information on request; summary of request/challenges
- Fees are discussed with each family; agreement on range and scope of service
- CYDC: Informed consent completed
- Full intake/information completed

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Assessment Process

- Comprehensive assessment pathway
(Psychology + Speech and Language)
- Targeted assessment pathway
(Psychology or Speech and Language)



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Intervention Process

- Psychological intervention
(Intervention + group)
- Speech and language intervention



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Connections to the Community

- Parent and community workshops
- Looking at formal partnerships with school boards, Learning Disability Association of London
- Exploring additional partnerships with professional programs (Social Work; Paediatrics)

Professional Development (Friday Afternoons)

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Research

- Program evaluation and follow-up components to be built into program service delivery
- Comprehensive intake/medical history
- Comprehensive assessment battery
- Electronic client record keeping system
- Variety in clients and range of needs/challenges
- Rich potential to build knowledge, research base



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Grand Opening!

- **Wednesday, October 25th**

- 11:30 – 12:30

RSVP: Leesa Cooper

lmcouper@uwo.ca

- **Open House: Saturday, October 21st**

- 10:00 – 12:00; Drop-in

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How Can We Work Together?

What communication pathways are most helpful?
Pre and post assessment?

What could follow-up support look like?

What intervention services would be most helpful to
our community?

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