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ISM 3A

Mr. Speice

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Research Assessment 5

Work Cited:

"Learning Disabilities." *Britannica School*. N.p., n.d. Web. 21 Oct. 2016.

Diseases and Disorders: Learning Disabilities, Detroit: Lucent Books, 2012, pp. 72-85.

For my fifth research assessment, I struggled to reach a decision as to what topic I should focus my paper on. As I have already covered large topics of concern including the history of music, child development, and some others, I was previously unable to identify a strong topic to create this research assessment on. After some searching and reflecting on my personal school career, I realized that lecting on my personal school career, I realized that the impact of learning disabilities on students has been increasingly dramatically over the past few years. I finally reached the decision to create this research assessment based on the ways in which learning disabilities affect students in a classroom setting, and how to interact with and assist these students, as well as how students are able to function in later years considering their disabilities.

A learning disability can be described as a difficulty with certain skills such as reading or writing in an individual who has a normal intelligence. Learning disabilities can include ADHD (Attention Deficit Hyperactive Disorder), ADD (Attention Deficit Disorder), or Dyslexia, to name a few common disabilities. While individuals who suffer from learning disabilities are

recognized as having a normal level of intelligence, they undergo difficulties in certain activities or skills, such as reading, writing, or solving math problems. They may also experience difficulty focusing in a classroom setting, which relates significantly to my topic, as there is an extremely high chance that I will interact with more than one of these students.

With the first source that I decided to use, I gained a mere overview of what it means to have a basic learning disability. I learned that if a learning disability goes untreated, it can ultimately begin to impact a child's personal self esteem, which can in turn impact their performance inside and outside of school to a greater extent than it already does. In the second article that I chose to use an article that relates to life with a learning disability throughout high school and college, in order to gain an understanding of the ways in which a disability such as this can have a continuing impact on an individual even after they have received great amounts of help and treatment. I was able to learn that recently 9 percent of the college level student bodies are made up of students who have suffered from learning disabilities. The article described this number as impressive and currently increasing; however, this number seems to be fairly small to me, and I wonder exactly what type of support these types of students are receiving. Also connected to this theme of support, I learned that many students with learning disabilities do not attend college to receive a further education, and rather go directly into the workforce. Based on this article, I plan to perform further research into the support given to students with learning disabilities after they graduate high school, and to see if there is any type of support group available to these individuals in order to continue encouraging them as they mature and become adults.

Finally, because my mom is a child counselor, I was able to discuss this topic with her, greatly increasing my knowledge as a whole. I gained knowledge based on the general idea of a mental disability, with which I was made aware of the increasing amount of cases in young students. This made me curious as to the ways in which the ever increasing amount of technology being utilized in society may impact and even cause learning disabilities. I have many questions remaining based on this topic, and plan to create another research assessment, or even a section in my Final Presentation Night speech, potentially in the research section, in which the questions derived from my curiosity are researched further and answered more specifically and in depth, so that my knowledge for my future will be increased, and allow me to interact more positively in my own classroom setting.

Chronic difficulties in learning to read, write, spell, or calculate, which are believed to have a neurological origin. Though their causes and nature are still not fully understood, it is widely agreed that the presence of a learning disability does not indicate subnormal intelligence. Rather it is thought that the learning-disabled have a neurologically based difficulty in processing language or figures, which must be compensated for with special learning strategies or with extra effort and tutoring. Examples of learning disabilities include difficulty in reading (dyslexia), writing (dysgraphia), and mathematics (dyscalcula). Learning disabilities may be diagnosed through testing, and children may be enrolled in programs offering special help; left unrecognized, learning disabilities may result not only in poor classroom performance but also in low self-esteem and disruptive behaviour.

In some special education programs, students have already begun to accept and understand the nature of their learning disabilities long before they graduate from high school. Once students turn sixteen, the school IEP must include a statement of how they will transition into adulthood. This statement reflects their own goals and visions for life as adults. Around this time, they are also encouraged to consider whether college is the right path for them. The majority of learning-disabled students move directly from high school into the workforce. Depending on their interests, a knowledgeable high school special education team can help direct them to vocational training or on-the-job apprenticeships.

While college is not a good fit for everyone with a learning disability, a growing number of learning-disabled students are finding that community colleges and universities are right for them. According to the U.S. Department of Education, as many as 9 percent of students attending U.S. colleges have some kind of learning disability, and the number is rising. Several

small, private colleges consider it their mission to educate students with learning disabilities.

Other colleges and universities have designated learning centers where disabled students receive academic tutoring, organizational help, and other supports. If students are on an IEP in high school, they may be entitled to accommodations on college entrance exams such as the SAT, including extra time to finish the test.

Often the biggest dilemma that learning-disabled students face during the college application process is whether or not

Many colleges and universities welcome learning-disabled students and offer them academic support in classrooms and learning centers.

to disclose that they have a disability. Some students decide to send a letter or write an essay explaining how they have managed to overcome a learning disability and excel in school and extracurricular activities. Yet most learning-disabled students elect not to disclose. Under the terms of the civil rights law, the Americans with Disabilities Act, it is illegal for colleges to ask about a disability. Learning-disabled students must be judged, just like all other applicants, on whether they meet the school's criteria for admissions.

Learning Disabilities in College

Once they are accepted, many learning-disabled students have a smooth transition to college life.

They may have to study harder than others, but they also have a few advantages over their non-learning-disabled peers. Most have been evaluated in high school and have gained insights about how they learn best. They are also likely to have encountered situations in which they were forced to advocate for themselves, so they are less hesitant than other students to approach

professors when they need help. Christopher Lee, author of the memoir *Faking It*, spent his school years trying to hide his disability from everyone before learning to advocate for himself in college. “I try to meet my teachers before the quarter begins. I let them know that what I tell them about my learning difficulties is confidential. I emphasize to them that I would rather not be singled out as a special student although I might need some class modifications. I mention a few of my weaknesses, but I emphasize my strengths,” he writes.

For other learning-disabled students, the transition to college is a rocky one. They may feel overwhelmed trying to balance the academic demands of college life. If they struggle with social interactions, they may feel anxious about how they will get along with roommates or make new friends. Those who have always relied on parents to speak up and advocate for them may be unprepared to fight their own academic battles. Many are without the goals and supports of an IEP for the first time since early childhood.

Yet while there are no IEPs in college, learning-disabled students are still protected by federal civil rights laws that make it illegal to discriminate against them or deprive them of equal access to an education. The protections of the Americans with Disabilities Act (ADA) are far-reaching and extend to disabled people of all ages in public and private schools and colleges, as well as in any workplace setting with more than fifteen employees. The difference is that the burden of proof shifts to the learning-disabled students themselves. This means that they are only protected if they disclose to college officials that they have a disability and provide evidence, such as a psychological evaluation, to back it up. Some students still choose not to disclose their disability in college, because they are eager to break free of the stigma of

Civil Rights for the Disabled: The Americans with Disabilities Act

“Let the shameful walls of exclusion finally come tumbling down,” declared President George H.W. Bush as he signed the historic Americans with Disabilities Act (ADA) into law on July 26, 1990. The ADA is the world's first comprehensive declaration of civil rights for people with physical, mental, and learning disabilities. It was passed after decades of struggle on the part of injured war veterans, parents of children with disabilities, and Americans from all walks of life who joined a growing disability rights movement. They borrowed many of the same tactics used in the battle for civil rights in the 1960s, including peaceful sit-ins, marches, and lawsuits in state and federal courts that challenged the country's discriminatory laws and practices. The ADA bars discrimination against the disabled in employment, housing, education, and transportation and forbids lack of access to public places such as restaurants, hotels, and hospitals. The results of the law are visible today in handicapped-accessible buses, ramps on buildings, and walk signals on traffic lights that beep for the visually impaired. They also include less visible but equally important changes such as the removal of barriers to employment and school admissions and the integration of people with physical, mental, and learning disabilities into all aspects of life.

George H.W. Bush. “Remarks of President George Bush at the Signing of the Americans with Disabilities Act,” July 26, 1990.

The Americans with Disabilities Act, signed into law in 1990, led to an increase in assistive devices such as the automatic door button (pictured).

having a disability, but this means they are no longer entitled to accommodations.

When students do disclose their disabilities, college officials are legally bound to provide reasonable accommodations. The term *reasonable* is not clearly defined in the ADA, which is

why a student's self-awareness and self-advocacy skills are critical. Students are far more likely to succeed in college if they can explain their needs clearly and ask professors for accommodation, such as modifying testing formats or allowing them to record lectures or use assistive technologies in class.

<p>Understanding</p> <p>10</p>	<p>Thoroughly describes and paraphrases the information.</p> <p>Thoroughly answers the question "What did you learn?"</p>	<p>Adequately describes and paraphrases the information.</p> <p>Adequately answers the question "What did you learn?"</p>	<p>Somewhat describes and paraphrases the information.</p> <p>Somewhat answers the question "What did you learn?"</p>	<p>Does not describe paraphrase the information. Does not answer the question "What did you learn?"</p>
<p>Applying</p> <p>10</p>	<p>Thoroughly applies and illustrates the information.</p> <p>Thoroughly answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Adequately applies and illustrates the information.</p> <p>Adequately answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Somewhat applies and illustrates the information.</p> <p>Somewhat answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Does not apply and/or illustrate the information. Does not answer the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>
<p>Analyzing</p> <p>10</p>	<p>Thoroughly analyzes,</p>	<p>Adequately analyzes,</p>	<p>Somewhat analyzes,</p>	<p>Does not analyze, examine, and break</p>

	<p>examines, and breaks down the information. Thoroughly answers the questions: What are the key parts of this information? How can it be classified? Thoroughly connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>examines, and breaks down the information. Adequately answers the questions: What are the key parts of this information? How can it be classified? Adequately connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>examines, and breaks down the information. Somewhat answers the questions: What are the key parts of this information? How can it be classified? Somewhat connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>down the information. Does not answer the questions: What are the key parts of this information? How can it be classified? Does not connect to prior knowledge and does not explain whether or not the information changed or modified prior knowledge</p>
<p>Synthesizing 8</p>	<p>Thoroughly synthesizes prior knowledge with new learning to demonstrate continuous growth</p>	<p>Adequately synthesizes prior knowledge with new learning to demonstrate continuous growth</p>	<p>Somewhat synthesizes prior knowledge with new learning to demonstrate continuous growth</p>	<p>Does not synthesize prior knowledge with new learning to demonstrate continuous growth</p>

	<p>of knowlege. Thoroughly answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>of knowlege. Adequately answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>of knowlege. Somewhat answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>of knowlege. Does not answer the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>
<p>Evaluating 10</p>	<p>Thoroughly judges/appraises the information. Thoroughly nswers the questions: Was this new knowledge effective in helping me achieve my goals? Was this</p>	<p>Adequately judges/appraises the information. Adequately answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this</p>	<p>Somewhat judges/appraises the information. Somewhat answers the questions: Was this new knowledge effective in helping me achieve my</p>	<p>Does not judge/appraise the information. Does not answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge</p>

	<p>new knowledge hepful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>new knowledge hepful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>goals? Was this new knowledge hepful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>hepful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>
<p>Creating 8</p>	<p>Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning. Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result</p>	<p>Demonstrates a clear and well-thought-out plan describing what you will do with/as a result of this new learning. Adequately answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result</p>	<p>Demonstrates a somewhat clear and well-thought-out plan describing what you will do with/as a result of this new learning. Somewhat answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have</p>	<p>Does not demonstrate an acceptable plan describing what you will do with/as a result of this new learning. Does not adequately answer the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>

	of this new information.	of this new information.	arisen as a result of this new information.	
Evidence of Proofreading 10	No grammatical, spelling, or usage errors.	Very few grammatical, spelling, or usage errors.	Too many grammatical, spelling, or usage errors.	Enough grammatical, spelling, or usage errors that the assessment is borderline incomprehensible.
Proper Heading/Format 10	All requirements met	Most requirements met	Some requirements met	Few or none of the requirements met.
Professional Tone 10	Entirety of assessment is written in the appropriate professional tone.	Most of assessment is written in the appropriate professional tone.	Some of assessment is written in the appropriate professional tone.	None of assessment is written in the appropriate professional tone.
Annotated Article 4	Thoroughly annotated article submitted with assignment	Adequately annotated article submitted with assignment	Somewhat annotated article submitted with assignment	No annotated article submitted with assignment