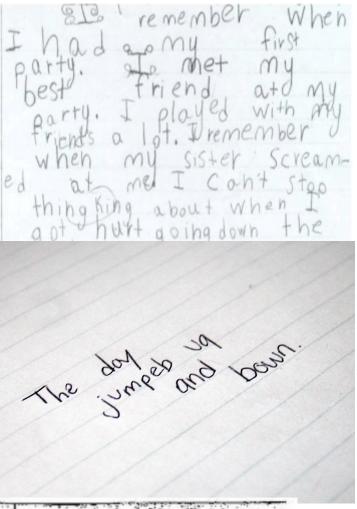
Specific Learning Disabilities



2. "The day jumped up and down."

$$36 \le 06 + 3$$
.
 $40 = 41 + 0$.
 $26 = 04 + 2$.
 $39 = 90 + 3$.
 $D = 70 + 1$.

Specific Learning Disabilities Definition

Fill in the missing words for the following definition.

language	dyslexia	impairment
behavioral	learning	reading
abilities	cognitive	intelligence

For some students, the k	arrier to effective le	earning is a part of their				
developmental makeup. These students, although almost always of average of						
above average(IQ), have a specific condition that has a large						
impact on their	These students	have a specific learning	disability.			
The learning difficulties a	ssociated with a Sp	pecific Learning Disability	y are not			
the result of intellectual of	isability, physical o	or sensory <u>deficits</u> (e.g., h	nearing			
impairment), emotional of	r diff	ficulties, or poor education	nal			
opportunities. A specific	earning disability re	esults from an	in			
one or more of the	processes re	elated to learning, such a	S			
processi	ng from	or spoken language or i	math			
processing	Students with a s	specific learning disability	/ have			
difficulty in one academic area while coping well or even excelling in other						
areas.						
All specific learning disal	oilities are severe, p	persistent, occur despite	a good			
level of educational opportunities, and the students do well in other academic						
areas. The most common specific learning disability is, which is						
a persistent difficulty in the area of reading and spelling.						

Adapted from: https://dsf.net.au/what-are-learning-disabilities/

Typical Learning Difficulties

What are the learning difficulties for each specific learning disability?

	Dyslexia:	
Dysgraphia:		
	Dyscalculia:	
Dyspraxia:		
	Dysorthographia:	
	Dysorthographia:	

Making a suggestion

You will be given a role-play card with a description of a difficult situation. Brainstorm solutions, evaluate possibilities, agree on a solution and formulate a suggestion.

Useful language

How to respond to ideas:	Accepting suggestions:	
That's a good idea.	Yes, I think we should	
I'm not happy about that at all.	Fine.	
That might work.	OK. Let's (do)	
I think that's a great idea.	That's a great idea.	
I am not sure about that.	That might be possible	
Showing you are listening:	Rejecting suggestions:	
I see.	I'm not sure about that.	
Right.	I don't think that will work.	
Making suggestions:	Expressing sympathy:	
Why don't we (do)?	I completely understand.	
Maybe we should (do)	That can't be easy for you.	
We could (do)	That must be really difficult.	
How / What about (doing)?	(Adapted from Business Result Pre-Intermediate and	
Shall we (do)	Intermediate, Oxford Press,	
We must		
I suggest we (should do)		