

## Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) Is not primarily the result of
  - (i) impairment of vision or hearing
  - (ii) physical handicap
  - (iii) mental retardation
  - (iv) primary emotional disturbance
  - (v) cultural difference
- b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of the following:
  - (i) receptive language (i.e., listening, reading)
  - (ii) language processing (i.e., thinking, conceptualizing, integrating)
  - (iii) expressive language (i.e., talking, spelling, writing)
  - (iv) mathematical computations
- c) May be associated with one or more conditions diagnosed as:
  - (i) a perceptual handicap
  - (ii) a brain injury
  - (iii) minimal brain dysfunction
  - (iv) dyslexia
  - (v) developmental aphasia

---

<b>CRITERIA:</b>	Diagnosis by a qualified practitioner as identified through academic, psychological and other assessments and supported by school data.
<b>PLACEMENTS:</b>	Delivered by or with the support of the Special Education Teacher <ul style="list-style-type: none"><li>• Resource in Class</li><li>• Resource Withdrawal</li><li>• Special Class, Part Time</li></ul>
<b>PROGRAMS:</b>	Core Resource Program (Elementary and Secondary); Intensive Support and Assessment Program (Elementary) in 31 schools for 1- 2 year placement.
<b>SERVICES:</b>	Available at Elementary and Secondary Panels as required ( <i>unless otherwise indicated</i> ) <ul style="list-style-type: none"><li>• Speech/Language Services</li><li>• Behaviour Resource Services</li><li>• Physical Management Services</li><li>• Psychological Services</li><li>• Vision Consultative Services</li><li>• Hearing Consultative Services</li><li>• Special Ed Consultants</li><li>• Special Ed Department Head (<i>Secondary</i>)</li><li>• Learning Strategies (<i>Secondary</i>)</li></ul>

## **SPECIAL PROGRAM**

### **Core Resource**

Students with mild to moderate Learning Disabilities are assisted in their home school with a program adapted to meet their needs. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications or may be withdrawn from class for part of each day for specialized instruction. Implementation of their program is a collaboration between classroom teacher and Core Resource (special education) teacher with additional supports as required. Mode of delivery therefore ranges from regular class monitoring to resource withdrawal.

### **Intensive Support and Assessment Program (I.S.A.P.)**

At the elementary level, students with moderate to severe Learning Disabilities may be congregated for one to two years with a special education teacher in a special class, part time. Intensive Support and Assessment allows integration, for those parts of the day when the students can meet with success. The integration is a planned, collaborative effort between the regular classroom teacher and the I.S.A. Program teacher. The I.S.A. Program is offered in 31 elementary schools distributed throughout the Board.

### **Learning Strategies**

At the secondary level, students with moderate to severe Learning Disabilities take Learning Strategies courses at grades 9, 10 and either grade 11 or grade 12. When a student requires more intensive support that includes a residential component, an IPRC may recommend and support the application of the parents to the Provincial Demonstration Schools in Milton, London or Belleville.

Each school is serviced by a resource team that supports the professionals working with these students. This team includes a special education program consultant/department head and a representative from each of the Board's services.

### **Laptop Learning Strategies Course Pilot**

In September 2004, St. Joan or Arc CHS has piloted a laptop Learning Strategies course that will be paired with a business technology course offered throughout the year. The intent of the course is to educate students with Learning Disabilities on the use of adaptive technology and how it can be applied in doing academic work throughout the school day. The software selected are Kurzweill, Inspiration, Dragon Naturally Speaking (7) and Word Q. With the assistance of the technology, the pilot intends to evaluate the student's academic achievement over a two year period. (See Appendix 34).

In September 2006, the project was extended to three other high schools. In February 2006 an additional three high schools offered the program. In total more than half of our high schools have offered this program. In September 2006 the program will be extended to all high schools.