

## **SPECIFIC LEARNING DISABILITY** **RESOURCES, DEFINITION & CRITERIA**

### **Local Resources**

Child Center of Our Lady/ Marygrove  
2705 Mullanphy Ln.  
Florissant, MO 63031  
314-830-6203

Provides residential treatment, day treatment, psychotherapy, out patient, diagnostic treatment and respite care for children who have severe anxiety, conduct disorders, depression, ADD, post-traumatic stress disorders and other problems.

Churchill Center & School  
1021 Municipal Center Drive  
Town and Country, MO 63131  
314-997-4343

[www.churchillschool.org](http://www.churchillschool.org)

Serves high-potential children ages 8 to 16 with specific learning disabilities. Outreach program offers free teacher training workshops.

Fragile X Resource Center of Missouri  
336 Country Club Dr.  
St. Louis, MO 63011  
314-835-9673

[www.fragilex.org](http://www.fragilex.org)

Promotes education and research, monthly meetings.

Miriam School  
501 Bacon Ave.  
Webster Groves, MO 63119  
314-968-5225

[www.miriamschool.org](http://www.miriamschool.org)

Offers services to children ages 4 to 12 with learning disabilities, behavior disorders, attention deficit disorder, speech and language disorders and fine and gross motor delays.

Pathways to Independence  
200 S. Hanley, Suite 103  
Clayton, MO 63105

314-863-0202

[www.pathways2independence.com/](http://www.pathways2independence.com/)

Assists young adults with learning disabilities to develop social skills, leisure interest and healthy relationship skills.

Prader-Willi Syndrome Association  
PO Box 410252  
St. Louis, MO 63141  
314-845-6910

[www.pwsausa.org](http://www.pwsausa.org)

Support programs for children with the disorder, parents and siblings; community education.

St Louis Learning Disabilities Association  
13537 Barrett Parkway Dr., Suite 110  
St. Louis, MO 63021  
314-966-3088

[www.ldastl.org](http://www.ldastl.org)

Non-profit organization dedicated to enhancing the understanding and acceptance of learning disabilities. Targeted solutions are developed for children, parents, and professionals in order to help students maximize their potential in the classroom and in life.

### **State Resources**

LDA of Missouri  
P.O. Box 3303  
1942 E. Meadowmere #104  
Springfield, MO 65808  
417-864-5110

[www.ldamo.org](http://www.ldamo.org)

### **National Resources**

Council for Exceptional Children (CEC)  
Division of Learning Disabilities  
[www.teachingld.com](http://www.teachingld.com)

The International Dyslexia Association  
[www.interdys.org](http://www.interdys.org)

## Parent Handbook — Section IV

Provides information, resources and publications.

Learning Disabilities Association of America (LDA)

[www.ldaamerica.org](http://www.ldaamerica.org)

Resource center of publications, referral.

National Center for Learning Disabilities (NCLD)

[www.nclld.org](http://www.nclld.org)

Public awareness, advocacy, information and resources.

William Syndrome Association

[www.williams-syndrome.org](http://www.williams-syndrome.org)

### Online Resources

Family Village

<http://www.familyvillage.wisc.edu>

Library (click on first letter of a specific disability in the card catalog to go to resources)

LD-Online

[www.ldonline.org](http://www.ldonline.org)

National Dissemination Center of Children with Disabilities (NICHCY)

<http://nichcy.org>

### Common Signs of Learning Disabilities

#### Preschool:

- Speaks later than most children.
- Pronunciation problems.
- Slow vocabulary growth, often unable to find the right word.
- Difficulty rhyming words.
- Trouble learning numbers, the alphabet, days of the week, colors, shapes.
- Extremely restless and easily distracted.
- Trouble interacting with peers.
- Difficult following directions or routines.

- Fine motor skills slow to develop.

#### Grades K-4:

- Slow to learn the connection between letters and sounds.
- Confuses basic words (run, eat, want).
- Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt, left) and substitutions (house/home).
- Transposes number sequences and confuses arithmetic signs.
- Slow to remember facts.
- Slow to learn new skills, relies heavily on memorization.
- Impulsive, difficulty planning.
- Unstable pencil grip.
- Trouble learning about time.
- Poor coordination, unaware of physical surroundings, prone to accidents.

#### Grades 5-8:

- Reverses letter sequences (soiled/solid, left/felt).
- Slow to learn prefixes, suffixes, root words and other spelling strategies.
- Avoids reading aloud.
- Trouble with word problems.
- Difficulty with handwriting.
- Awkward, fist-like or tight pencil grip.
- Avoids writing compositions.
- Slow or poor recall of facts.
- Difficulty making friends.
- Trouble understanding body language and facial expressions.

#### High School Students & Adults:

- Continues to spell incorrectly, frequently spells the same work differently in a single piece of writing.
- Avoids reading and writing tasks.
- Trouble summarizing.
- Trouble with open-ended questions on tests.
- Weak memory skills.
- Difficulty adjusting to new settings.
- Works slowly.

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- Poor grasp of abstract concepts.
- Either pays too little attention to details or focuses on them too much.
- Misreads information.

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### **DEFINITION AND ELIGIBILITY CRITERIA FROM APPENDIX A OF THE MISSOURI STATE PLAN:**

#### **Specific Learning Disability Definition**

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage.

#### **Criteria for Initial Determination of Eligibility**

A child has a specific learning disability when:

- A. The child does not achieve commensurate with his or her age
- B. and ability levels in one or more areas listed in B below if provided with learning experiences appropriate for the child's age and ability level;

B. The child displays observable characteristics that indicate deficits in basic psychological processing[. The team finds a child has a severe discrepancy between achievement and intellectual ability] in one or more of the following [areas. A severe discrepancy is defined as 1.5 standard deviation between cognitive and] academic areas.

Basic reading skill  
Mathematics reasoning  
Reading comprehension  
Listening comprehension  
Written expression  
Oral expression  
Mathematics calculation

In determining whether a child has a specific learning disability, a responsible public agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures or may require a severe discrepancy between achievement and intellectual ability (of 1.5 standard deviation).

[Determining dysfunction in the central nervous system or a psychological processing deficit is difficult, if not impossible, to ascertain by current psychological and/or medical tests. Therefore, psychological processing deficits are presumed and inferred through observation of behavior. Such behaviors include difficulty in academic and learning tasks, a discrepancy between potential and achievement, an uneven growth pattern, and the exclusion of other causes;]

C. The child's learning disability is[severe discrepancy and processing deficits are] not

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PRIMARILY the result of:

- 1) A visual, hearing, or motor disability;
- 2) Mental retardation;
- 3) Emotional disturbance; or,
- 4) Environmental, cultural or economic disadvantage.

### **Professional Judgment**

If a responsible public agency uses a severe discrepancy method: A child who does not display a discrepancy of at least 1.5 standard deviations as defined in B above, may nonetheless be deemed to have a specific learning disability if 1) the child meets the other criteria of this rule; and 2) based upon professional judgment and review of formal and

informal assessments, the evaluation team concludes that a severe discrepancy exists. In such cases, sufficient data must be presented in the evaluation report to document the existence of a specific learning disability. If the agency does not use a severe discrepancy method, professional judgment can only be used if the child does not respond to scientific, research-based intervention.