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**Understanding the Difference Between  
Disabilities**

Dr. Kathy B. Ewoldt and Dr. Allegra Montemayor  
Wednesday, July 8, 2020

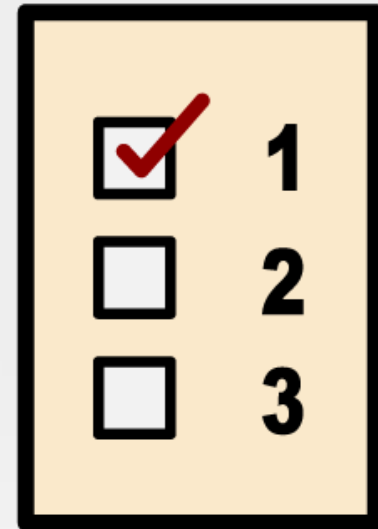
# Presentation Agenda



- Intellectual and Developmental Disabilities (IDD)
- Autism Spectrum Disorders (ASD)
- Learning Disabilities (LD)
- Question and Answers (Q&A)

# Objectives

- Definition with eligibility
- Characteristics
- Educational considerations
- Lifelong implications



# Intellectual and Developmental Disabilities (IDD)



Presented by:  
Allegra Montemayor, Ph.D.

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# What's in a Name? “MR” vs. “IDD” Or “ID”



- Primary association advocating for those with intellectual disabilities changed its name from AAMR to AAIDD in 2007
- Rosa’s Law (2010), PL 111-256, mandated ending use of the term “mental retardation”
- “Intellectual” is more appropriate than “mental,” used to refer to emotions



# Intellectual & Developmental Disabilities Definition



## According to the Individuals with Disabilities Education Act (IDEA)

- Eligibility
  - Intellectual disability starts any time before a child turns 18 and is characterized by --
    - Intellectual functioning or intelligence, which include the ability to learn, reason, problem solve, and other skills; and
    - Adaptive behavior, which includes significant difficulty with tasks of everyday social and life skills.
  - The deficits must occur during the developmental period to help distinguish intellectual disabilities from other disabilities.

# Classification of Intellectual Disabilities



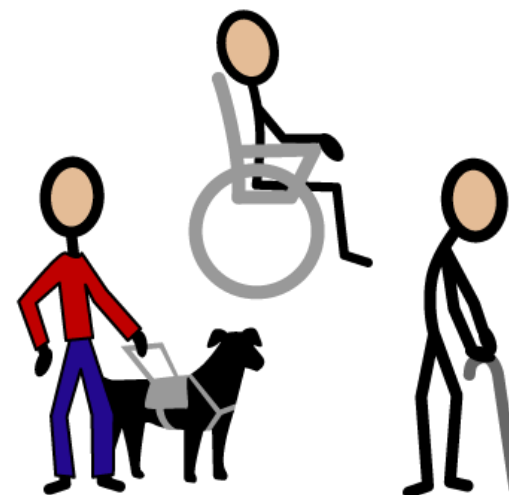
- Classification by the degree or level of intellectual impairment is measured by IQ test scores.

Mild	50-55 to ~70
Moderate	35-40 to 50-55
Severe	20-25 to 35-40
Profound	Below 20-25



# Characteristics

- **Cognitive Functioning and Learning**
  - Memory
  - Learning Rate
  - Attention
  - Generalization and Maintenance
  - Motivation
- **Adaptive Behavior**
  - Self-Care and Daily Living Skills
  - Social Relationships
- **Behavior Excesses and Challenging Behaviors**
- **Positive Attributes**







# Curriculum Goals

- **Academic Curriculum**
  - Content in the basics of reading, writing, and math
- **Functional Curriculum**
  - Content to increase a student's independence, self-direction, and enjoyment in school, home, community, and work environments
- **Self-Determination**
  - Content to help an individual to set goals, plan and implement a course of action, evaluate their performance, and make adjustments in what they are doing to reach their goals



# Educational Considerations (1 of 3)

- **Task Analysis**
  - Breaking down complex or multisteps into smaller subtasks
- **Active Student Response**
  - A detectable lesson-specific response
- **Transfer of Stimulus Control**
  - Gradually and systematically withdrawing response prompts
- **Generalization and Maintenance**
- **Direct and Frequent Measurement**
  - Objective and frequent recording the performance of behavior



# Educational Considerations (2 of 2)

- **Systematic Feedback Provided by the Teacher**

- Information provided to students about their performance

- Praise

- Positive Reinforcement

- Instructive Feedback

- Acquisition Stage of Learning

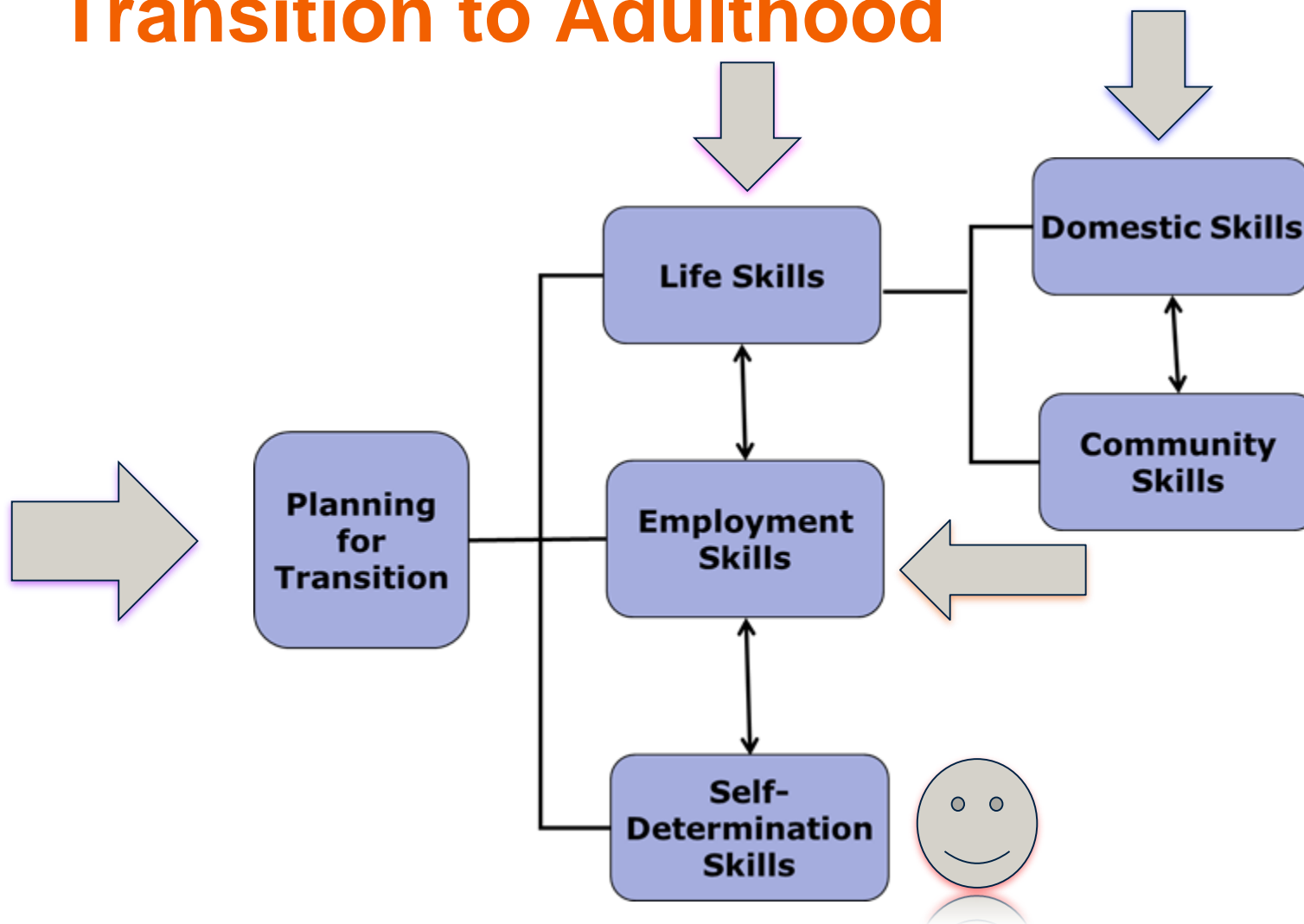
- Practice Stage of Learning

- Generalization and maintenance





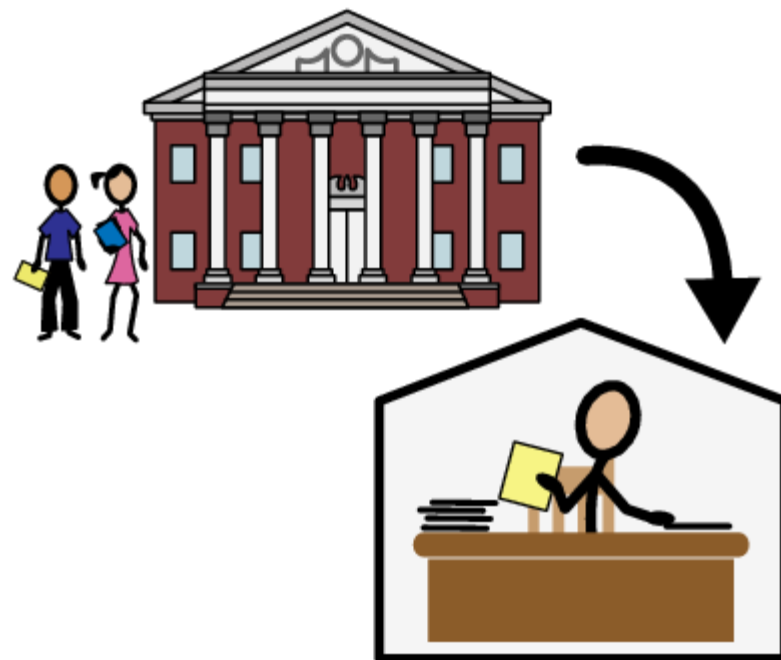
# Transition to Adulthood





# Transition to Adulthood

- **Employment**
  - Sheltered workshops
  - Supported competitive employment
  - Job coach
  - Customized employment
  - Self-employment



# Resources for Intellectual & Developmental Disabilities (IDD)

American Association on Intellectual and Developmental Disabilities (AAIDD)

<http://www.aaid.org>

The Arc

<http://www.thearc.org>

The Council for Exceptional Children Division on Autism and Developmental Disabilities

<http://daddcec.org/Home.aspx>

Education and Training in Autism and Developmental Disabilities

<http://daddcec.org/Publications/ETADDJournal/CurrentETADDJournal.aspx>

Eunice Kennedy Shriver Center

<http://www.umassmed.edu/shriver/>

# Autism Spectrum Disorders (ASD)



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# Autism Spectrum Disorders (ASD)

## Definition

### According to the Individuals with Disabilities Education Act (IDEA)

- Autism is a developmental disability affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance.
- Engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual response to sensory experiences.



# Definition of Autism Spectrum Disorders

- Continuum from relatively mild to severe
- APA DSM-V identifies two domains:
  - Social communication impairments
  - Repetitive/restricted behaviors
- Begins in early childhood and must create challenges in everyday functioning



# Characteristics (1 of 2)

- **Impaired Social Relationships**

- Extreme aloofness
- Social situation difficulties attributed to deficits in theory of mind
- Deficits in joint attention

- **Communication and Language Deficits**

- Some children with autism do not speak
- Echolalia is common among those who do talk
- Concrete or literal processing of verbal information is common

# Characteristics (2 of 2)

- **Repetitive, Ritualistic, and Unusual Behavior Patterns**
  - Some children exhibit stereotypy which is a pattern of persistent and repetitive behaviors
- **Insistence on Sameness**
  - Children with autism are inflexible with routines
- **Unusual Responsiveness to Sensory Stimuli**
  - 70% to 80% of individuals with autism react atypically to sensory stimulation
    - Over and underresponsiveness
      - Hyposensitive and hypersensitive

# Implications for Teachers and Parents

- Teaching children with ASD requires someone to be well organized, task oriented, attuned to small but cumulative improvements in skill acquisition, and well versed in effective teaching strategies.
- Children with autism require instruction that is meticulously planned, skillfully delivered, and continually evaluated and analyzed for its effectiveness.



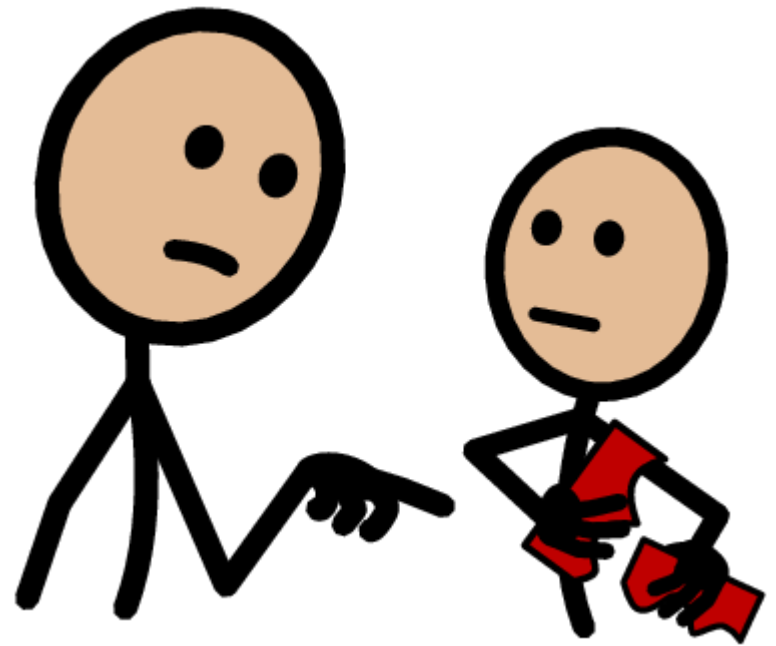
# Characteristics: Cognitive Functioning

- **ASD occurs across the full range of intellectual abilities**
  - There are deficits in executive functioning
  - About 10% to 15% exhibit “splinter skills”
  - Obsessive attention on a specific object or content
  - Some possess a strong aptitude for rote memory of certain things



# Characteristics: Challenging Behavior

- Some individuals with autism exhibit property destruction, aggression toward others, and even self-injury
- Many experience a variety of sleep problems
- Some have extremely narrow food preferences
- Some engage in pica which is the compulsive, recurrent consumption of nonfood items



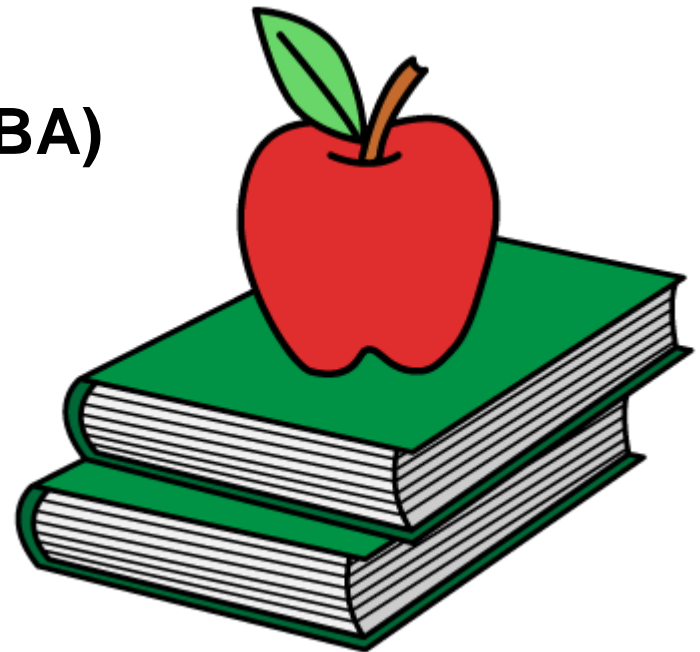
# Characteristics: Asperger Syndrome

- Asperger syndrome is at the mild end of the ASD
- Impairment in the social areas
- Deficits in the use of nonverbal behaviors related to social interaction
- No general language delay
- Most have average or above-average intelligence
- Their peculiarities and social skills deficits make it difficult to develop and maintain friendships



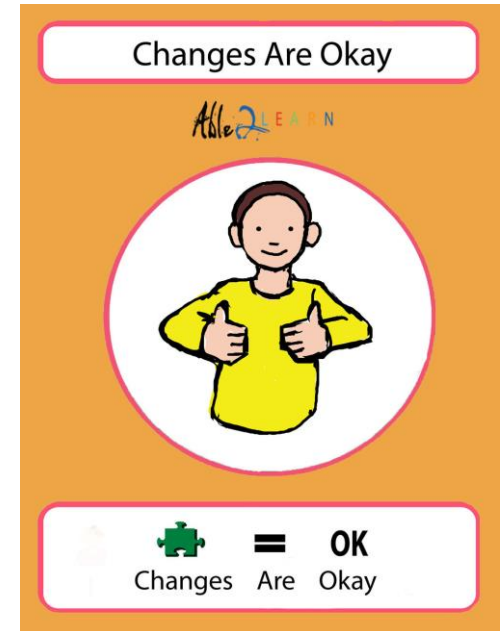
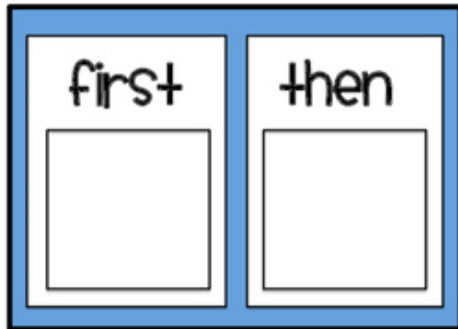
# Educational Considerations (1 of 2)

- **Early Intervention**
- **Applied Behavior Analysis (ABA)**
  - Discrete Trial Training
- **Visual Supports**
  - Visual Activity Schedule
  - Social Stories





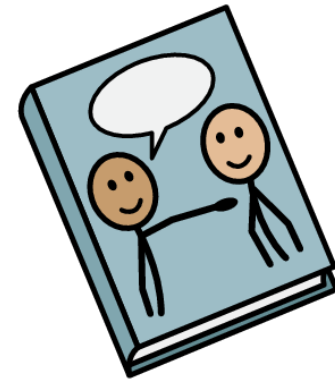
# Educational Considerations (2 of 2)



- **Visual Supports**
  - Visual Activity Schedule
  - Social Stories (next slide)

# Social Stories

- Written at the student's level of comprehension and usually contain four basic types of sentences written from the perspective of the student.
  - Descriptive Sentences
  - Perspective Sentences
  - Directive Sentences
  - Affirmative Sentences
- Constructed with one sentence per page and with photographs or line drawings depicting key information sometimes added.



When I go to the movies

When I go to the movies, I wait in line to get my ticket.

Sometimes we buy snacks. Sometimes we buy drinks.

It can be a good idea to use the bathroom before we sit down.

In the theater, we pick a seat and sit down.

The theater might be dark. The theater might be loud.

I can take breaks if I need to. I can ask to take a walk.

When I am in the theater, I am sitting in my seat with a quiet voice.

Going to the movies is fun!

A collection of small illustrations related to going to the movies, including a movie screen, popcorn, a ticket, a toilet, a person sitting, a person walking, and smiling faces.

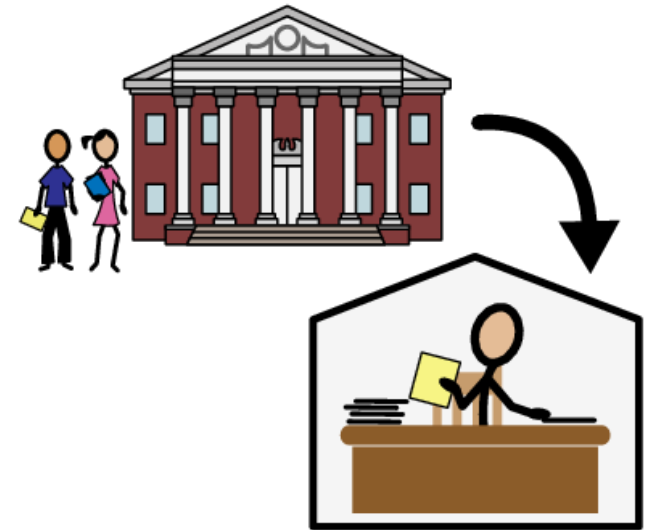
# Student-Directed Learning Strategies

- **Self-instruction**
  - Teaching students to use their verbal or other communication skills to direct their learning
- **Self-scheduling**
  - The self-regulation of one's schedule, rather than relying on someone else to regulate the activities of the day
- **Self-modeling**
  - Observing videos or pictures of one-self doing an activity targeted for improvement
- **Self-monitoring**
  - Students monitor their own behavior or actions by collecting data toward educational goals



# Transition to Adulthood

- Internships in work environments using applied behavior analysis can help
- Programming for those with severe ASD:
  - Person-centered planning
  - Community residential facilities, supported living
  - Competitive or supported competitive employment
- Programming for less severe ASD:
  - Social interaction training



# Resources for Autism Spectrum Disorder (ASD)

Association for Science in Autism Treatment

<http://asatonline>

Autism Society of America

<http://www.autism-society.org>

Asperger's Disorder Home page

<http://www.aspergers.com>

The Council for Exceptional Children Division on Autism and Developmental Disabilities

<http://daddcec.org/Home.aspx>

TASH - The Association for Persons with Severe Handicaps

<http://www.tash.org>

**Learning Disabilities (LD)/  
Specific Learning Disability/  
Specific Learning Disorder**





# Learning Disabilities Definition

- Kussmaul (1877) “Word-blindness” able to see, speak, and understand, but not able to read text.
- Berlin (1884) “Dyslexia” to indicate the origin of the disorder lies in the brain.
- Kirk (1963) Learning Disability



# Learning Disabilities Definition

Disorder of psychological processing

“May manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations” (Individuals with Disabilities Education Act, 2004, §300.8(c)(10)(i))





# Learning Disabilities Definition

Including: Perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia

Not Including: Learning problems due to visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or of environmental, cultural, or economic disadvantage.

# Misconceptions About Learning Disabilities

- 43% believe LD is correlated to IQ
- 22% believe too much TV causes LD
- 24% believe vaccinations cause LD
- 31% believe poor diet causes LD
- 55% believe eyeglasses can correct certain LD

(National Center for Learning Disabilities, 2012)



# Learning Disabilities Eligibility

- Adverse educational impact
- Requires specially designed instruction
- Districts choose 1 of 3 identification methods
  - Dual discrepancy (Popular prior to 2004)
  - RTI (Most common)
  - Patterns of Strengths & Weaknesses (Rare)

# Learning Disabilities Identification

## Dual Discrepancy

- Deficit between expected and actual achievement.
- Average range IQ, with 1.5 or more standard deviations below average achievement.
- Not explained by cognition

# Learning Disabilities Identification

## Response to Intervention

### Three tiers:

1. High quality instruction/general education classroom  
(Progress monitoring ~6 weeks data collection)
1. Small group, intensive interventions
2. Smaller groups, more intense

# Learning Disabilities Identification

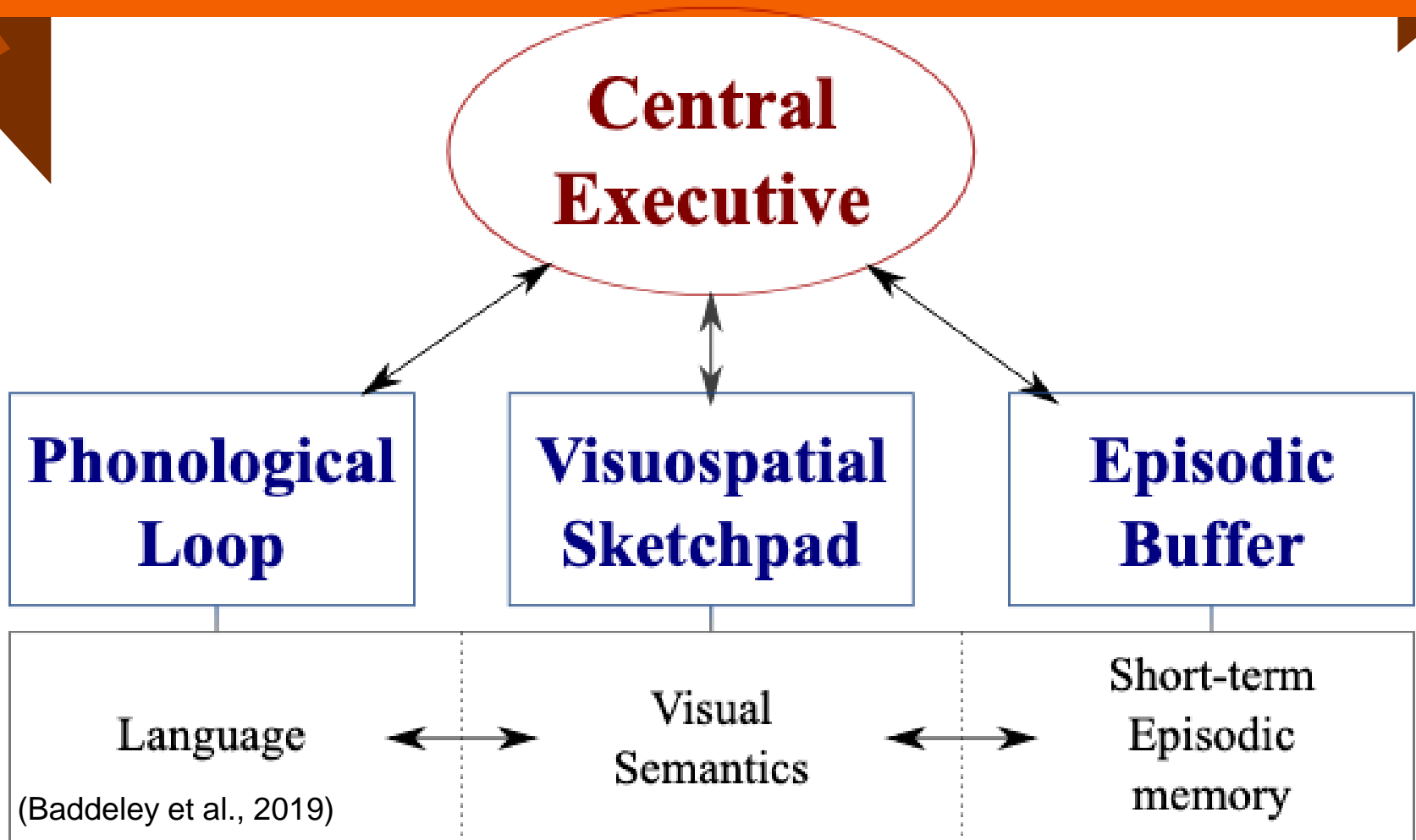


- Referral for Special Education
  - Educational Psychologist Assessment battery
  - Requires parental consent
- Parent's written request for evaluation
  - 45 school days
- Eligibility determination & Individualized Education Program meeting
  - Parental notifications required
  - Parent's are required members of IEP team

# Types of Learning Disabilities

- Most common: Reading, writing, math (Dyslexia, dysgraphia, dyscalculia)
- Language
  - Expressive: Speaking & writing
  - Receptive: Auditory processing, decoding written text (reading)
- Math
  - Dyscalculia
  - Math deficit/disorder

# Working Memory: Holding & processing information





# Learning Disabilities: Dyslexia

Neurobiological disorder

Unexpected by cognitive abilities & effective instruction

Phonological component of language



# Learning Disabilities: Dyslexia

## Difficulties:

- Accurate decoding
- Fluent reading
- Poor spelling

## Yields:

- Poor comprehension
- Decreased background knowledge
- Delayed vocabulary development

Texas



# Learning Disabilities: Is NOT

- Laziness
- Lack of motivation
- Lack of engagement

# Education & Learning Disabilities



- Accommodations & Modifications
- Dependent upon nature of deficit
  - Chunking
  - Direct, explicit, systematic instruction
  - Executive function supports (e.g., mnemonics, written lists)
  - Read aloud texts
  - Calculator
  - Spell check, word prediction, word processors
  - Speech to text

# Education & Learning Disabilities

- Accommodations & Modifications
  - Seating away from distractions
  - Testing is alternate location
  - Extra time
  - Multiple opportunities to practice
  - Immediate corrective response
  - Advanced organizers
  - Metacognitive skills (i.e., learning how to learn, strategies)



# Lifelong Implications

- Transition specialists in High School
- College is an option!
  - Identify with Student Support Services
  - Accommodations based on IEP
- Don't outgrow LD

# Learning Disabilities: Names you may know

Cher

Henry Winkler

Ingvar Kamprad  
(IKEA founder)

Susan Boyle

Robin Williams

Thomas Edison

Magic Johnson

Whoopi Goldberg

# Additional LD Resources

Council for Learning Disabilities <https://council-for-learning-disabilities.org/>

International Dyslexia Association

<https://dyslexiaida.org/>

Learning Disabilities Association of America

<http://ldaamerica.org>

National Joint Committee on Learning Disabilities

<https://njcld.org/>

Students' perspective on dyslexia:

[https://www.youtube.com/watch?time\\_continue=227&v=kl35T1kTDul&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=227&v=kl35T1kTDul&feature=emb_logo)



# Contact Information

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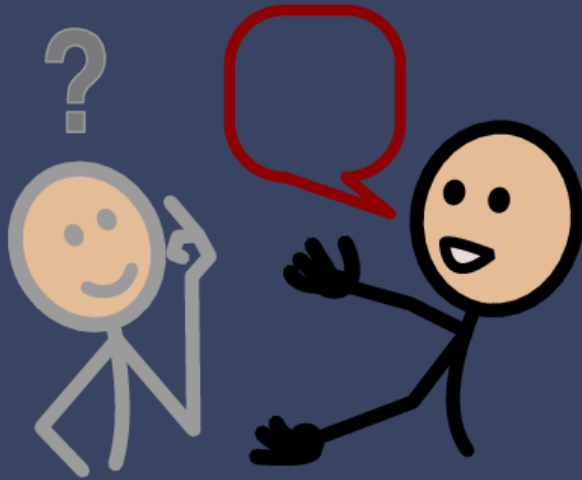
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# Question and Answers



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