



PEARSON NEW INTERNATIONAL EDITION

Exceptional Learners
An Introduction to Special Education
Hallahan Kauffman Pullen
Twelfth Edition

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Learners with Learning Disabilities

Learners with Learning Disabilities



Ellen B. Senisi/The Image Works

As much as I want to find the perfect words to express what it is like to be dyslexic, I cannot. I can no more make you understand what it is like to be dyslexic than you can make me understand what it is like not to be. I can only guess and imagine. For years, I have looked out, wanting to be normal, to shed the skin that limits me, that holds me back. All the while, others have looked upon me, as well. There were those who have pitied me and those who have just given up on me, those who stood by, supporting me and believing in me, and those who looked at me as if I were an exhibit in a zoo. But, in general, people have shown a desire to understand what dyslexia is and how to teach those afflicted with it. Each side, it seems, longs to understand the other.

Lynn Pelkey • "In the LD Bubble" (2001)

QUESTIONS to guide your reading of this chapter . . .

- How do professionals define learning disabilities?
- How do professionals identify students with learning disabilities?
- What is the prevalence of learning disabilities?
- What causes learning disabilities?
- What are some of the psychological and behavioral characteristics of learners with learning disabilities?
- What are some educational considerations for learners with learning disabilities?
- How do professionals assess the academic progress of students with learning disabilities?
- What are some important considerations with respect to early intervention for learners with learning disabilities?
- What are some important considerations with respect to transition to adulthood for learners with learning disabilities?