Learning with a
Specific Learning Disability (SLD)

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Academic Coach
What is a Specific Learning Disability (SLD)?

(American Psychiatric Association, 2013)
3 Most Common Types of SLD

**Reading**
reading, word recognition, decoding and spelling

**Written Expression**
handwriting and putting thoughts on paper

**Mathematics**
math facts and performing math calculations

(American Psychiatric Association, 2013)
How is a SLD Experienced?

Difficulty with:

1. reading quality (inaccurate, slow and effortful)
2. reading comprehension
3. spelling
4. writing (grammar, punctuation or organization)
5. understanding number concepts, facts or calculation
6. mathematical reasoning (concepts or solving problems)

(American Psychiatric Association, 2013)
Learn at Your Best with a SLD
Create Your Space to Reduce Distractions

- Use headphones
- Close doors and windows
- Keep everything you need nearby
- Set boundaries with others that share the space

(Bamiou, Campbell, & Sirimanna, 2006; Geffner, & Ross-Swain 2019)
Keep Organized

- Write things down
- Chunk information
- Use color coding
- Find accountability

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(Geffner, & Ross-Swain, 2019)
Plan and Manage Your Time

- Be specific with tasks
- Estimate time for each task
- Prioritize tasks by project

<table>
<thead>
<tr>
<th>TASK</th>
<th>ESTIMATED TIME</th>
<th>ACTUAL TIME</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freidman ch.1, 2 (40 pgs)</td>
<td>40 minutes</td>
<td>1 hr 10 mins</td>
<td>Dense reading and small font!</td>
</tr>
<tr>
<td>Freidman ch 3, 4 (40 pgs)</td>
<td>1 hr 10 mins</td>
<td>1 hr 10</td>
<td>Next time, start reading earlier so I only have to read 2 chapters a day</td>
</tr>
<tr>
<td>Outline essay</td>
<td>1 hr</td>
<td>30 min</td>
<td>Thought about essay all day, so when I actually sat to write it down, it came quickly</td>
</tr>
<tr>
<td>Study for Spanish test</td>
<td>1 hr</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>Reflection paper</td>
<td>10 mins</td>
<td>20 mins</td>
<td>Had to review class notes before I could write reflection, which added more time</td>
</tr>
</tbody>
</table>

(Reis, McGuire, & Neu, 2000)
Read and Review Using SQR

S → Scan Information

Q → Question Information

R → Read
Recite and/or
Review Information

(Reis, McGuire, & Neu, 2000)
Study Strategies

- Reorganize the information
- Why is this information important?
- How does it relate to the big picture?
- Switch it up!
  - Utilize assistive technology

(Bamiou, Campbell, & Sirimanna, 2006)
Stay Proactive With Your Learning

- Set a SMART Goal
- Take Self-Care Breaks
- Get support from Disability Services & Program (DSP)

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(Bellis, 2017)
Thank you!
References


