

Ecological Neuropsychology: An Alternative to the Deficit Model for Conceptualizing and Serving Students with Learning Disabilities

Rik Carl D'Amato,^{1,3} Franci Crepeau-Hobson,¹ Leesa V. Huang,² and Molly Geil¹

The present paper contends that children with learning disabilities are better served when assessment and intervention are conceptualized within an ecological neuropsychology perspective than within the traditional deficit model perspective, which is the predominant approach to intervention in medical and educational settings. The deficit method conceptualizes problems as within the child, and the major consequence of this approach is that little time is spent analyzing the learning environment or other systems that might impact the child's ability to be successful in an academic setting. Therefore, rehabilitation efforts have had limited success. In contrast, ecological neuropsychology is a strength-based approach that considers the child, as well as the systems within which he/she interacts, when assessing, diagnosing, and intervening with students who are experiencing learning difficulties.

KEY WORDS: ecological neuropsychology; medical model; learning disabilities; special education; strength-based models; rehabilitation.

Based on the premise that a neuropsychological model is more comprehensive than the traditional deficit model approach to serving students with learning disabilities (LD), this review analyzes the problems with the deficit or medical model approach to diagnosis and treatment of students with LD. Rationale is provided for developing and utilizing an ecological neuropsychological approach in the assessment and intervention of children experiencing learning difficulties in the classroom. Moreover, it will be obvious that educational personnel, especially school neuropsychologists, school psychologists, and pediatric neuropsychologists, must utilize an ecological approach to assessment and intervention with those students who have a specific LD in order for all students to be successful in the educational setting.

A specific LD was originally defined by the Public Law 94–142 (1975). Now, the Individuals with

Disabilities Education Improvement Act (IDEIA; Federal Register, 2004) defines it as:

a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations . . .

The definition goes on to specify disorders (e.g., dyslexia) included within the rubric of LD, as well as exclusionary criteria (as cited in Gutkin and Reynolds, 1999). According to the U.S. Department of Education (2000), children with LD comprise approximately 51% of all disabilities covered by IDEIA or about 5% of the school-age population. Referrals and placements of students with LD increased by over 100% from 1979 to 1999. Also noteworthy is the disproportionate representation of ethnic minority youth identified as LD and in special education (Donovan and Cross, 2002). This is also true of boys: They are referred significantly more often than girls for LD (Banks and Banks, 2001).

The discipline of special education developed from Lightner Witmer's model for treating children with difficulties that interfered with learning (D'Amato and Dean, 1989; Reynolds et al., 1984). Additionally, as

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Reading Learning Disability An Ecological Approach

Lauren Gardner



Reading Learning Disability An Ecological Approach:

Reading/learning Disability Jill Bartoli, Morton Botel, 1988 *Reading and Learning Difficulties* Peter S. Westwood, 2001

This book is a guide to teaching reading more effectively to a wide range of children It presents various research supported approaches to teaching explains why learning problems sometimes occur and what can be done to prevent or overcome these difficulties back cover ed Reading and Learning Difficulties Peter Westwood, 2012-11-12 First Published in 2005 All

teachers recognise how crucial is the acquisition of good reading skills This book will help teachers understand how pupils learn and will help them to meet those pupils different needs through appropriate intervention It includes Clear explanation of different learning difficulties Guidelines on types of assessment Advice on how to select the best type of intervention and support For teachers TAs Numeracy Co ordinators and SENCOs **Deeper Reading** Kelly Gallagher, 2023-10-10 Do your students often struggle with difficult novels and other challenging texts Do you feel that you are doing more work teaching the novel than they are reading it Building on twenty years of teaching language arts Kelly Gallagher shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension In *Deeper Reading* Comprehending Challenging Texts 4 12 he shares effective classroom tested strategies that enable your students to Accept the challenge of reading difficult books and move beyond a first draft understanding Consciously monitor their comprehension as they read and employ effective fix it strategies when comprehension starts to falter Use meaningful collaboration and metaphorical thinking to achieve deeper understanding of texts Reflect on the relevance the book holds for themselves and their peers by using critical thinking skills to analyze real world issues Gallagher also provides guidance on effective lesson planning that incorporates strategies for deeper reading Funny poignant and packed with practical ideas that work in real classrooms *Deeper Reading* is a valuable resource for any teacher whose students need new tools to uncover the riches found in complex texts *The Complete Theory-to-practice Handbook of Adult Literacy* , 1990 This work offers

guidelines for curriculum design and teaching approaches for adult education programmes that are broader and more interactive than many existing programmes for undereducated adults The authors describe ways in which classes can be organized and lessons developed around the specific needs and interests of adult learners rather than around pre packaged materials **Handbook of Central Auditory Processing Disorder, Volume II, Second Edition** Gail D. Chermak, Frank E. Musiek, 2013-11-06 Chermak and Musiek s two volume award winning handbooks are back in newly revised editions

Extensively revised and expanded Volume II provides expanded coverage of rehabilitative and professional issues detailing intervention strategies for children and adults Volume I provides comprehensive coverage of the auditory neuroscience and clinical science needed to accurately diagnose the range of developmental and acquired central auditory processing disorders in children adults and older adults Building on the excellence achieved with the best selling 1st editions which earned the 2007 Speech Language and Hearing Book of the Year Award the second editions include contributions from world

renowned authors detailing major advances in auditory neuroscience and cognitive science diagnosis best practice intervention strategies in clinical and school settings as well as emerging and future directions in diagnosis and intervention

Exciting new chapters for Volume II include Evidence Supporting Auditory Training in Children by Jeffrey Weihs Gail D Chermak Frank E Musiek and Teri James Bellis School Policies Process and Services for Children with CAPD by Georgina T F Lynch and Cynthia M Richburg Historical Foundations Pioneers by James W Hall III and Anuradha R Bantwal Remediation of Spatial Processing Issues in CAPD by Sharon Cameron and Harvey Dillon The Dichotic Interaural Intensity Difference DIID Training by Jeffrey Weihs and Frank E Musiek Considerations for the Older Adult Presenting Peripheral and Central Auditory Dysfunction by Gabrielle Saunders M Samantha Lewis Dawn Konrad Martin and M Patrick Feeney Case Studies by Annette E Hurley and Cassandra Billiet Clinical and Research Issues in CAPD by Jeffrey Weihs Teri James Bellis Gail D Chermak and Frank E Musiek

Learning Disabilities Jennifer Pyke, 1998 **Literacy Disorders** Ula C. Manzo, Anthony V. Manzo, 1993 A holistic view of children's abilities in reading and language arts Includes means for assessing and improving writing spelling and emotional well being a full chapter on how to promote higher order literacy and a full chapter and appendices devoted to the diagnosis and treatment of dyslexia or severe reading disorders

Reading Process and Practice Constance Weaver, 1994 Updated and revised this text begins with a discussion of the reading process New to this edition are chapters on characterizing whole language principles and practices and growing into whole language teaching of writing reading literature and theme study

A Literate Community Carole Cook Freeman, 1995 A fourth grade classroom and school library are the setting for this book that presents an in depth and qualitative study of teaching and learning of reading and writing The study's exploration is designed to identify and explain connections among the school and classroom as literate communities teachers classroom practices children's learning and the type of literacy that is jointly constructed In contrast to the traditional focus on reading lessons methods materials and standardized test scores this study explores teaching by closely examining teacher child interactions with texts across the school day

Contents Introduction Early Indications of a Literate Community Frameworks for Understanding a Literate Community Culture and Teacher Thinking in a Literate Community Opportunities to Become Literate A Framework for Looking at Literacy Work Common Threads and Unique Patterns

Reading Instruction in America Barbara Ruth Peltzman, 2015-10-02 The diversity of student populations in the United States presents educators with many challenges To provide effective reading instruction for the individual student teachers must understand the enormous variety of reading methods and materials that exist and make independent decisions based on their students particular needs Research indicates that educators are often influenced by reading instruction fads that quickly fade making it more challenging to develop a repertoire of teaching strategies in which a teacher may have confidence This book examines a variety of reading methods used in American schools from the 19th to the 21st century and the literature promoting or critiquing them to help teachers become informed decision makers and

better meet the needs of students **The Complete Learning Disabilities Directory** Sedgwick Press,2006-08

Literacy Development in A Multilingual Context Aydin Y. Durgunoglu,Ludo Verhoeven,2013-12-16 During the past decades literacy has gradually become a major concern all over the world Though there is a great diversity in both the distribution and degree of literacy in different countries there has been an increasing awareness of the number of illiterates and the consequences of being illiterate However literacy is no longer seen as a universal trait When one focuses on culturally sensitive accounts of reading and writing practices the concept of literacy as a single trait does not seem very feasible A multiplicity of literacy practices can be distinguished which are related to specific cultural contexts and associated with relations of power and ideology As such literacy can be seen as a lifelong context bound set of practices in which an individual s needs vary with time and place This volume explores the use of literacy outside the mainstream in different contexts throughout the world It is divided into four sections Section 1 presents an anthropological perspective analyzing the society and the individual in a society Section 2 presents a psychological perspective focusing on the individuals themselves and analyzing the cognitive and affective development of young children as they acquire literacy in their first and second languages Section 3 presents an educational perspective highlighting the variations in educational approaches in different societies as well as the outcomes of these approaches Section 4 summarizes the studies presented in this volume Both theoretical issues and educational implications related to the development of literacy in two languages are discussed An attempt is also made to open up new directions in the study of literacy development in multilingual contexts by bringing these various disciplinary perspectives together **Gaming Lives in the Twenty-First Century** G. Hawisher,C.

Selfe,2016-06-07 This volume examines the claim that computer games can provide better literacy and learning environments than schools Using case studies in the US at the beginning of the twenty first century and the words and observations of individual gamers the book offers historical and cultural analyses of their literacy development practices and values **A Neurodevelopmental Approach to Specific Learning Disorders** Hilary Hart,Kingsley Whitmore,Guy

Willems,1999-02-03 This volume considers the neurodevelopmental disorders such as dyslexia dyscalculia dysgraphia clumsiness and indeed all those learning difficulties to be found in a normal school population with an IQ of more than 70 Specific ideas about the causes of these disorders are presented along with very practical preventative and management information which will be welcomed by a wide range of professionals with an interest in paediatrics neurology developmental and educational psychology The Emergence of Literacy in Young Children with Learning Disabilities Laura J. Klenk,1995

Resources in Education ,2001 Inclusive Instruction Sean J. Smith,Jean B. Crockett,Cynthia C. Griffin,2012-04-02 This accessible book presents research based strategies for supporting K 8 students with high incidence disabilities in becoming accomplished learners The authors clearly describe the core components of effective inclusive instruction showing how to recognize and respond to individual students needs quickly and appropriately Teachers are provided with essential

tools for managing inclusive classrooms planning a curriculum that fosters concept development across content areas promotes strategic learning and builds fluent skill use and integrating technology into instruction Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling Provided by publisher *Research in Mind, Brain, and Education* Marc S. Schwartz,E. Juliana Paré-Blagoiev,2017-10-05 Research in Mind Brain and Education cuts across and unites areas of Mind Brain and Education MBE to introduce foundational and emerging topics in the field With chapters written by leading scholars this book offers empirical research on specific topics including autism math reading and emotion as well as conceptual guidance on the role of models and epistemological considerations relevant to MBE Each chapter seeks to provide a platform for exploring questions tools and models central to current work in MBE by emphasizing investigative focus and influences Designed both as a supplementary text for advanced undergraduate or early graduate training and as an introduction for educators researchers and policy makers Research in Mind Brain and Education showcases the collaborative innovative and dynamic approach to research that is fundamental to the discipline *Beliefs About SLA* P. Kalaja,A.M. Ferreira Barcelos,2007-10-03 This edited collection of articles illustrates more recent work on beliefs about SLA drawing on the thinking of educational philosophers and discursive psychologists including Dewey Bakhtin Vygotsky and Potter The data for these reports have been collected by a variety of means e g narratives diary journal entries interviews completion tasks classroom observations and subjected to a number of novel ways of analysis The book puts past and present research into perspective by comparing and contrasting different approaches Both beliefs from second foreign language learners and teachers are subject of research The contributions provide detailed accounts of starting points definitions methods of data collection and analysis main findings and implications for further research

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