

Dificultades de Aprendizaje

Learning Disabilities

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Resumen. Se revisan algunos conceptos sobre dificultades de aprendizaje, resaltando la disparidad de criterios que existe entre los profesionales que tratan a estos niños. Se destaca la importancia que tiene el conocimiento del sistema nervioso y la aparición de nuevas patologías relacionadas con los avances médicos. Por último, se exponen las características neuropsicológicas de los niños disléxicos y de muy bajo peso al nacer.
Palabras claves: dificultades de aprendizaje, neuropsicología infantil, dislexia, desarrollo del cerebro.

Abstract. This paper reviews some of the existing concepts about learning disabilities, with special emphasis on the disparity of criteria among specialists who treat children with these disabilities.

The importance of the knowledge of the central nervous system is highlighted along with the occurrence of new neuropsychological pathologies associated to the latest medical advances.

Finally, neuropsychological characteristics of dyslexic and low weight newborns are shown.

Key words: learning disabilities, neuropsychological pathologies, dyslexia.

Este artículo muestra un tema complejo ya que vamos a manifestar interrogantes, incertidumbres y reflexiones sobre las dificultades de aprendizaje y la forma de abordarlas por los profesionales que tratan al niño.

¿Existen más niños ahora con dificultades de aprendizaje? ¿Es cierta la prevalencia que revelan la mayoría de publicaciones cercana al 15-20%? ¿La formación de los profesionales que tratan a estos niños es suficiente?.

En las últimas décadas, con la introducción de las nuevas tecnologías y los avances científicos en neonatología y pediatría, la mortalidad infantil ha descendido significativamente, pero a la vez ha ido aumentado la morbilidad, originándose nuevas dis-

funciones de tipo neuropsicológico como consecuencia de las perturbaciones que aparecen durante el desarrollo del sistema nervioso central, provocando discapacidades de aprendizaje y alteraciones emocionales.

"Trastornos del aprendizaje" es un término ampliamente utilizado ya que, como se señala en párrafos anteriores afecta a una parte importante de la población. Aunque se habla y se debate, sobre estos trastornos, el dato objetivo es que son poco conocidos, tanto en ámbitos médicos como psicológicos y educativos. A pesar de haber sido una población ampliamente estudiada sigue siendo aún un tema polémico y dado a controversias ya que no se ha promocionado la investigación y la enseñanza en desarrollo y conducta infantil, evolucionando cada disciplina de una forma independiente.

Paradójicamente existe, en la sociedad actual, la

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Los Problemas De Aprendizaje Learning Disabilitie

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Los Problemas De Aprendizaje Learning Disabilities:

Los Problemas De Aprendizaje/ Learning Disabilities Denise Destrempe-Marquez, Louise LaFleur, 2004-04 Includes a look at learning disabilities in children and youth and suggestions for parents and teachers on how to help their school age children learn

Los Problemas de Aprendizaje en Niños Sharon S. Woodburn, 2001

Dificultades de aprendizaje: Contenidos teóricos y actividades prácticas José Escoriza Nieto, 2002-04-22 El conocimiento de las Dificultades de Aprendizaje que se puedan generar en la realización de los aprendizajes instrumentales está adquiriendo un gran interés en el mundo educativo y se está configurando como uno de los contenidos fundamentales en la formación de profesores psicólogos pedagogos y psicopedagogos El texto tiene como objetivo facilitar y orientar la formación de profesionales interesados en estudiar y conocer los problemas que se puedan producir en el progreso escolar de los alumnos Abarca el análisis conceptual de las Dificultades de Aprendizaje y los aspectos explicativos de evaluación diagnóstica y tratamiento educativo de las Dificultades en los aprendizajes instrumentales lenguaje escrito lenguaje oral y conocimiento matemático

Manual de dificultades de aprendizaje Jesús Nicasio García Sánchez, 1995-07-11 Por qué no aprenden a leer o escribir bien ciertos alumnos ¿Cómo se detecta la causa de sus dificultades Por qué no saben resolver problemas matemáticos Qué estrategias utilizar en el aula cotidianamente El libro ofrece propuestas de solución a esta problemática

Conocimiento psicológico y conceptualización de las dificultades de aprendizaje José Escoriza Nieto, 1998 El análisis conceptual referido al campo de las dificultades de aprendizaje constituye una de las preocupaciones básicas en el ámbito del conocimiento psicoinstruccional y se configura además como una necesidad imperiosa que no admite demora

Psicopedagogía de la diversidad en el aula Jaime Bermeosolo Bertrán, 2015-06-10 El objetivo fundamental de este manual es contribuir a la reflexión sobre las barreras que obstaculizan el aprendizaje y la participación en la escuela en el contexto de las inquietudes actuales sobre la atención a la diversidad Dicha reflexión cobrará sentido si contribuye efectivamente a incentivar prácticas y políticas que fomenten el aprendizaje y la participación de todos los alumnos superando o minimizando las barreras El manual se inscribe de esta manera en esa línea de acción que pretende transformar la cultura escolar vigente en una que realmente acoge que apoya y que se enriquece con la diversidad

Behavior Problems in Children with Developmental and Learning Disabilities Robert Joseph Thompson, 1986 Examines behavior problems in children and the extent to which they are related to illness and learning disorders

Closing the Educational Achievement Gap for Students With Learning Disabilities Nyemba, Florence, Chitiyo, Rufaro Audrey, 2023-10-04 Recently there has been a growing demand for diversity and inclusion in schools worldwide to ensure effective learning for every student Efforts have been made to support teachers in promoting diversity in classrooms but research shows that students with learning disabilities LD including autism spectrum disorder neurodevelopmental disabilities dyslexia and executive dysfunction still struggle to keep up despite having individualized education programs IEPs These students are not receiving the necessary support they need to learn effectively in the

classroom leaving them behind and often completely unprepared for their futures When intersectional statistics are taken into account students who have a learning disability and are among minority ethnic groups have even lower rates of earning a diploma than their counterparts Changes in the educational system must be made to close this learning chasm and create a more equitable learning environment Closing the Educational Achievement Gap for Students With Learning Disabilities increases awareness of the issue of inequalities in education for students with learning disabilities through improved training programs for teachers recommendations for policy changes and development of new strategies to close the gap between these students and their classmates The goal of this book is to educate and empower educators researchers and policymakers on how they can help students with learning disabilities thrive academically and emotionally It examines the barriers that prevent teachers from effectively providing instruction to these students This book covers topics such as achievement gaps student centered approaches and culturally responsive teaching and is ideal for educators professionals researchers special education professionals speech and occupational therapists disability service providers intervention strategists psychologists parents and local communities

Neuropsicología del desarrollo infantil Mónica Rosselli, Esmeralda Matute, Alfredo Ardila, 2010-01-01 La obra se divide en cuatro secciones La primera sección incluye una Introducción al tema donde se describe la historia de la neuropsicología infantil se analiza el desarrollo de los niños desde la perspectiva neuropsicológica y su relación con la maduración del sistema nervioso apoyados por técnicas de neuroimagen Además en esta sección pone énfasis en el desarrollo de la asimetría cerebral analizando la dominancia de uno u otro hemisferio desde el nacimiento y su continuación hasta la adolescencia En la segunda sección la obra abarca los objetivos pasos y métodos de la Evaluación neuropsicológica infantil así como el uso de algunas pruebas disponibles actualmente En la tercera sección se abordan las dificultades específicas y globales más comunes de los trastornos en el aprendizaje así como el retardo mental Por último la obra aborda trastornos neurológicos y neuropsiquiátricos de la infancia En particular se consideran los asociados a lesiones cerebrales tempranas y los trastornos asociados de conducta Así como sus efectos

Prevención de las dificultades de aprendizaje María José González Valenzuela, 2012-06-12 En esta obra se ofrece una revisión de la conceptualización clasificación explicación y predicción de las dificultades de aprendizaje a lo largo de la evolución histórica y desde la investigación en distintas áreas de estudio Para apoyar los fundamentos de estos estudios se explican las características los objetivos y los componentes instruccionales principales de algunos programas que se han desarrollado en la última década para la prevención de las dificultades de aprendizaje en lectoescrituras así como los resultados obtenidos tras sus aplicaciones El libro es un instrumento de trabajo para aquellos profesionales de la Psicología y la Educación que tienen que atender a alumnos con dificultades de aprendizaje y al mismo tiempo es una referencia para los alumnos universitarios de estas áreas de estudio que en un futuro no muy lejano tendrán que asumir la labor psicoeducativa en las escuelas En definitiva este manual constituye un vehículo para actuales y futuros profesionales del ámbito psicoeducativo en cuanto a la reflexión de

lo que son las dificultades de aprendizaje por qu surgen c mo podr an predecirse y c mo se podr an prevenir desde la intervenci n temprana y a trav s del curr culum escolar *Encyclopedia of Special Education* Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field *Orientacion Educativa* Carol Carter, 2006 ,

Redes de percepci3n-acci3n en trastornos de aprendizaje Mu1oz Ruata, Jorge , **Current Catalog** National Library of Medicine (U.S.), 1968 First multi year cumulation covers six years 1965 70 Trastornos de aprendizaje y de la conducta escolar Luis Bravo Valdivieso, 1980 **Volviendo a la normalidad. La invenci3n del TDAH y del trastorno bipolar infantil** Marino P3rez 1lvarez, 2014-03-27 La invenci3n de trastornos mentales se extiende a la infancia Algunos problemas que tienen los adultos con la atenci3n la actividad y el humor de los ni os est3n siendo capitalizados por la industria farmac utica como dianas para la comercializaci3n de medicamentos sobre el supuesto de que son enfermedades cerebrales Nos referimos en particular al TDAH y al trastorno bipolar infantil de reciente lanzamiento Educar a los ni os es mucho m s complicado de lo que se piensa y el comportamiento de algunos supone un reto para su educaci3n *Psicopedagogía* Pilar Blasco Calvo, 2011 *Revista de educaci3n n3 310. Innovaci3n en la ense1anza de las ciencias* , Clima social escolar y desarrollo personal Neva Milicic, 2017 El clima de relaciones humanas que prevalece en las escuelas es una de las variables que m s influye en el aprendizaje de los estudiantes y existe consenso en que los contextos escolares positivos son aquellos que facilitan el aprendizaje de todos quienes lo integran y donde sus miembros se sienten agradados y pueden desarrollarse como personas Un ambiente propicio para que los escolares se sientan protegidos acompa ados seguros y queridos requiere escuelas donde exista colaboraci3n entre directivos y profesores que incentiven la participaci3n de las familias que promuevan un trato respetuoso y de aprecio entre los miembros de la comunidad escolar y con una infraestructura o ambiente f sico motivadores Clima social escolar un programa de mejoramiento se presenta en esta edici3n completamente actualizado de acuerdo a las ltimas investigaciones y pr cticas docentes e incorpora temas tan relevantes como el aprendizaje socioemocional de estudiantes y docentes y los instrumentos de evaluaci3n ECLIS que incluyen una sub escala de bullying La primera parte del libro expone los principales modelos conceptuales y hallazgos de investigaci3n relacionados con el clima social escolar y la segunda entrega una descripci3n detallada de un programa de mejoramiento del clima social escolar y propone unidades educativas concretas para trabajar en el aula Sin duda este libro se confirma como un referente en su rea y una herramienta concreta para mejorar las condiciones de ense1anza de nuestros ni os y ni as

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