

Risk Factors Unique to Students with Disabilities

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Number of students with a disability in
Parkway?

- 2,674

Disability Breakdown

#5: *Language Impairment (231 students)

#4: *Autism (384 students)

#3: *Speech Impairment (470 students)

#2: Learning Disabled (545 students)

#1: *Other Health Impaired (563 students)

* District percentage higher than State Average

Risk Factors: What are they?

- A risk factor is the likelihood of exposure to circumstances that would lead to a negative or undesirable outcome.

Examples include:

Teen pregnancy, poverty, drug addiction, alcoholism, family dysfunction, abuse and neglect, school failure, low self-esteem, learned helplessness

Disability and Risk Factors

- Does having a disability affect possibility of risk factors?
- YES
- Which risk factors are our kids with disabilities more likely to face?

BUCKLE UP

- In order to answer this question, it is important that we understand what it is like to have these disabilities.

Language Impairment

- Language Impairments are either expressive, receptive, or both.
- They affect a person's ability to communicate verbally and graphically, as well as the ability to comprehend what is being read or spoken.
- Similar symptoms to OHI (ADD, AD/HD), Autism, and LD

Please identify the following people

- Shocked cussed toe
- Sand tackle laws
- My gulch hoard un
- Tall mischief her son
- Caress taugher clump us
- Docked hearse whose

Please identify the following

- Mow bead hick
- Chick he tub an ann us?
- Though tight and ick
- Tub raid heap punch
- Thumb I'll key wake owl lische
- Age ant hub blows heaven

One word at a time wasn't so bad,
how much worse would a paragraph
be?

- Shocked cussed toe ands andtackle laws tuk
my gulch hoard un two apl ays to oeat. Eyuch
has acop ee uf mow bead hick twore ed hohm
work four. My gulch thawed two. Bring chick
he tub an an as. "Aisle oh view," sayed
Shocked. "Butn augtas muchas tub raid heap
punch."

- How are we feeling?
- Can teachers impact risk factors?

Learning Disabilities

- Learning Disabilities account for the second most common occurrence in Parkway. They represent a significant discrepancy between overall IQ and performance on specific subject tests.
- There are seven types of specific LD (basic reading, reading comprehension, written expression, math calculation, math reasoning, listening comprehension, oral expression)

To qualify for LD: 2 circumstances

- 1) The student must have a disorder in one or more of the basic psychological processes involved in understanding or using written or spoken language.
- The disability may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
- Includes: perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia.
- Exclusionary criteria

EXCLUSIONARY CRITERIA

- Learning problem can NOT be the result of visual, hearing, or motor disabilities of ID, emotional disturbance, environment, cultural, or economic disadvantage.

Please read the following words

field

weak

gravitational

spin

momentum

properties

particles

Since you know these words,
please read the following paragraph
(you have one minute to read and find
the main idea)

It is presently thought that the mass of all of the elementary particles is determined by the Higgs field. This scalar field couples directly into the trace of the energy momentum tensor of the elementary particles. The attraction between two or more masses arises from the exchange of gravitational Quantum particles of spin, called gravitons. The gravitational field couples directly into the energy momentum tensor. Then there is a close connection between the Higgs field, that originates the mass, and the gravitational field that dictates how the masses interact. Our purpose in this thesis is to discuss this close connection in terms of fundamental definitions of inertial and gravitational masses. On a practical level we explore two properties of mass from the viewpoint of coupling into the Higgs field: (i) The coupling of the both the Higgs and gravity to the energy-pressure tensor allows for the decay of the Higgs particle into two gravitons. We use the self energy part of the Higgs propagator to calculate the electromagnetic, weak, fermionic and gravitational decay rate of the Higgs particle. We show that the former process appears to dominate the other decay modes. Since the gravitons are detectable with virtually zero probability, the number of Higgs particles with observable decay products will be much less than previously expected.

Castellani, Gianluca. "The Notions of Mass in Gravitational and Particle Physics: A Dissertation." Diss. 2008. Abstract. (n.d.): n. pag. Print.

- Was anyone distracted?
- Could you figure it out?
- What's going through your head?
- Any risk factors jumping out at you?
- How can teaching help you?

Now it's time for Basic Reading!

Here are the rules....

1. Any words that start with the consonant “t” must be read with a long e sound at the beginning. For example, “tar” will be read as “E-tar.”
2. The letter d is now the letter b, and the letter p is now the letter q if the p is doubled in a word.
3. The long a sound is no longer used, it is now short.
4. The “S” sound is now doubled to “s...s...”

Please read the following sentences:

Many people like grapes and tangerines. Some people like summer.

I personally prefer to be warm, but it is a quite fine with me to be cool.

Puppies are so fun, I wish everyone had eight of them.

The Goonies is my favorite movie. I studied very hard for my test.

Mr. V is both charming and handsome. Big Bill drilled a large hole today.

Pete and Max are very good pets. I think I will make quesadillas for dinner.

More fun with Reading Comprehension

More fun with reading comp.

The snarflap figured out there was a lot of mook to be doddered. He mooked and mooked instead of adding more flimmershein. The doddering was difficult, but in the end he managed to slaphate

What did the snarflap have to dodder?

What did he do instead of adding flimmershein?

What was difficult?

What should he have added?

What did he do in the end?

- Now, how are you feeling?
- Anyone want to give up?
- What risk factors do you feel particularly vulnerable to?
- How might a teacher impact your vulnerability?

Risk Factors common with disabilities

- Low-self esteem
- Learned helplessness
- Drug/alcohol abuse
- Being taken advantage of
- Physical and sexual assault

The Why

- Learned helplessness is a direct result of being GIVEN PERMISSION TO FAIL.
- Low self-esteem stems from repeated failures.
- Alcohol and drug abuse can occur because of the need to “take the edge off,” check out, or not deal with school stress (see previous slides)
- Physical and sexual assault can occur because of receptive/expressive language deficits, lower IQs

- Post-test