



A Social Justice Framework for Neurodevelopmental Challenges: Improving Outcomes for Learners with Mild to Moderate Specific Learning Differences, ADHD, and/or Autism Spectrum Disorder

by KD Harris

Presented to the Association of Christian Schools International, March 21-22, 2019

I wanted to thank you for allowing me to discuss “A Social Justice Framework for Neurodevelopmental Challenges: Improving Outcomes for Learners with Mild to Moderate Specific Learning Differences, ADHD, and/or Autism Spectrum Disorder” with you.

Our organization, Let’s Talk LD, partners and works to build constructive and conciliatory strategic partnerships with educators, education specialists, service providers, and community and social change organizations throughout the State of California, to create and to promote meaningful opportunities for enriching the academic, social, extracurricular, and postsecondary lives of youth with learning differences. The Prezi presentation I offered is located on the following webpage:
<https://www.letstalkld.org/acsi>

Let’s Talk LD, places families at the center of all that we do. It is our hope that, through our work, parents will feel empowered to lead and assume a significant role in improving the lives of children whose learning and/or attentional differences present challenges that make it difficult for them to realize their fullest potential. By sharing concerns, identifying problems, and deepening our knowledge and expertise about how best to address the needs of special needs learners, the hope is that an authentic Community of Practice will evolve that will be self-sustaining.

Finally, Let’s Talk LD produces youth-oriented academic, social, and vocational enrichment events designed to encourage young people to strengthen their sense of agency and their self-advocacy skills. These events are intended to strengthen community-building and create opportunities for young people with learning differences to exercise leadership and to assess, define, and communicate their needs as K-12 students, and as young adults in postsecondary life striving to realize their career and/or college goals.

Below, are resources that were curated specifically for you. These resources support the content, issues, and ideas that I offered in my presentation. I do not imagine that you will

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consume these resources at one...they are best imbibed in a careful and unhurried way.

Should you have any follow-up questions or concerns about my presentation, please do not hesitate to reach out to me by email at KD@LetsTalkLD.org.



IMPORTANT QUESTIONS AND POSSIBLE RESPONSES

Do you leave your emotions at the door as a teacher/student?

We are human beings. Our emotions and our students' emotions can sometimes get in the way of what happens in our classroom ecosystem.

What have you observed?

Some students are distracted, hyper, have low self-esteem, are apathetic, engage in behaviors that take them away from the academic task at hand (task avoidant)

What are your assumptions/biases?

Student doesn't care, student is disinterested or unenthusiastic about school/me/what is being taught, student is not good at
..

How have you responded?

Create opportunities, like Project-Based-Learning experiences, that allow students to leverage their strengths and interests

Ignore the student

Respond with a remedy using classroom management

What are the outcomes of your response?

Time for Reflection...

REMEMBER:

Always Be Kind...

Always Be Patient...

Always Be Compassionate...

Always Demonstrate/Model Grace...

Recognize Why Parental and Ally Involvement is
Important

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Emotional distress is an issue for young people with learning disabilities:

- *Anxiety and depression high in students with ADHD
 - *Reduced social competence
- *Emotional distress can mask LD, and vice versa
- *Fighting and disruptive behavior may be evident
- *Avoidant behaviors may signal academic challenge
- *Distract the teacher to avoid tasks that reveal academic challenge
 - *Escape school due to LD.
- *Panic attacks, performance anxiety, particularly on test days.

Positive Emotional health can **ENHANCE** school performance Students who are excited are more likely to learn!

What constructs/best practices help teachers learn about the students in their classroom?

Best done at the beginning of the year.

Work as team of educators. Identify where the areas or challenges are.

It is more challenging to address the needs of those students who are not tested/diagnosed. Work with outside agencies (public and private) to coordinate testing services. Private school students can access services legally through their local school districts. "This means that if you or your child's teachers think he might have a learning disability, you can request an evaluation that is paid for by the public-school system. Decisions about evaluating private school students are made by the public-school district where the private school is located [<https://www.understood.org/en/school-learning/choosing-starting-school/finding-right-school/6-things-to-know-about-private-schools-and-special-education>].

Goal should be to build a neurodevelopmental profile for each student.

How do you identify such students?

Meet with counselors for students who counselors have become aware of. In public school it's called a student study team.

Does that system work? Trust your instinct?

Coordinate with administrators to build a process.

REMEMBER: Learned helplessness and lack of self-advocacy is a big problem for students with LD.

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**Do you want the tools to teach
all your students?**

Yes!!!!!!!!!!!!

Building partnerships, developing
process, educating parents about how
students will be supported.

Important to develop an Internal system
within your school ecosystem that
everyone is aware of to support students
and families.



*CURATED RESOURCES FOR A Social Justice Framework for Neurodevelopmental Challenges:
Improving Outcomes for Learners with Mild to Moderate Specific Learning Differences, ADHD,
and/or Autism Spectrum Disorder*

Presentation by KD Harris | to the Association of Christian Schools International, March 21-22, 2019

Introduction to Learning Disabilities

<https://www.naset.org/2522.0.html>

Your Triune Brain

http://www.brainpathways.net/PDF_files/Triune.pdf

Brain, Nervous System and Emotions | Triune Brain Theory

<http://teacher.edmonds.wednet.edu/mths/knelson/documents/download/Brain+%26amp%3B+Emotions.ppt?id=192481>

The Emotional Brain

Nature Reviews Neuroscience volume 5, pages 583–589 (2004)

<https://www.nature.com/articles/nrn1432>

Neural and Mental Hierarchies

Frontiers in Psychology | Psychoanalysis and Neuropsychology November 2012 | Volume 3 | Article 516 | published: 26 November 2012, <https://doi.org/10.3389/fpsyg.2012.00516>

Understanding Children's Hearts and Minds: Emotional Functioning and Learning Disabilities

<http://www.ldonline.org/article/6292/>

The Social-Emotional Side of Learning Disabilities: A Science-Based Presentation of the State of the Art

<https://files.eric.ed.gov/fulltext/EJ704972.pdf>

The State of LD: Social, Emotional and Behavioral Challenges

<https://www.nclld.org/social-emotional-and-behavioral-challenges>

Learning Disabilities and Self-Esteem

<https://opus.govst.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1126&context=capstones>

Learning disabilities and psychological problems: an overview

<https://www.greatschools.org/gk/articles/learning-disabilities-and-psychological-problems/>

Supporting the Emotional Needs of Kids with Learning Disabilities

<https://childmind.org/article/supporting-the-emotional-needs-of-kids-with-disabilities/>

ADHD and Emotions: What You Need to Know

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/adhd-and-emotions-what-you-need-to-know>

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At a Glance: ADHD and the Brain

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/at-a-glance-adhd-and-the-brain>

Download: Frustration Log to Find Out Why Your Child Gets Frustrated

<https://www.understood.org/en/friends-feelings/managing-feelings/anger-frustration/download-frustration-log-to-find-out-why-your-child-gets-frustrated>

The power of believing that you can improve

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

Carol Dweck Revisits the 'Growth Mindset'

<https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

Self-Theories (Fixed versus Incremental View of Intelligence)

<https://www.learning-theories.com/self-theories-dweck.html>

Children's Implicit Beliefs About Intelligence

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1242&context=cehdsiss>

Mapping for Conceptual Change

<http://questlc.org/assets/concept-mapping-article.pdf>

Teaching for Conceptual Change: Confronting Children's Experience

https://online.science.psu.edu/sites/default/files/science/training/teaching_for_conceptual%20%281%29.pdf

Learner-Centered Psychological Principles: A Framework for School Reform

<http://www.cdl.org/articles/learner-centered-psychological-principles/>

Vygotsky's Zone of Proximal Development

<https://youtu.be/OBX2ynEqLL4>

Universal Design for Learning | Maximize transfer and generalization

http://www.udlcenter.org/research/researchevidence/checkpoint3_4

Learning and Transfer

<https://www.nap.edu/read/9853/chapter/6>

Establishing and Communicating Learning Goals

<http://www.ascd.org/publications/books/108049/chapters/Module-2@-Establishing-and-Communicating-Learning-Goals.aspx>

Assessment for Learning Formative Assessment

<https://www.oecd.org/site/educeri21st/40600533.pdf>

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Communicating Learning Goals

<https://www.teachingchannel.org/videos/making-lesson-objectives-clear>

Strategic Resource Use for Learning: A Self-Administered Intervention That Guides Self-Reflection on Effective Resource Use Enhances Academic Performance

Psychological Science, Vol 28, Issue 6, pp. 774 – 785 | First Published April 27, 2017,

<https://doi.org/10.1177/0956797617696456>

Establishing and Communicating Learning Goals

https://www.ssc.coop/cms/lib2/MN06000837/Centricity/Domain/14/RandR_DQ1_Communicate_Learning_Goals_final.pdf

Self-Regulation

<https://www.psychologytoday.com/us/blog/anger-in-the-age-entitlement/201110/self-regulation>

How Can We Help Kids with Self-Regulation?

<https://childmind.org/article/can-help-kids-self-regulation/>

A Deeper Look at the Whole School Approach to Behavior

<https://www.kqed.org/mindshift/49558/a-deeper-look-at-the-whole-school-approach-to-behavior>

Coping with an Angry Teenager

https://www.psychologytoday.com/us/blog/how-raise-happy-cooperative-child/201802/coping-angry-teenager?amp=&_twitter_impression=true

Cultivating Creativity in Standards-Based Classrooms

<https://www.edutopia.org/blog/cultivating-creativity-standards-based-classrooms-marilyn-price-mitchell>

Fostering Creativity in the Classroom for High Ability Students: Context Does Matter

<https://files.eric.ed.gov/fulltext/EJ1135612.pdf>

4 Principles of Student-Centered Learning

<https://www.teachthought.com/learning/4-principles-student-centered-learning/>

Creativity in the Classroom

<http://www.apa.org/education/k12/creativity-module.aspx>

Intrinsic and Extrinsic Motivation in the Classroom

<http://sites.nd.edu/kaneb/2014/11/03/intrinsic-and-extrinsic-motivation-in-the-classroom/>

Motivating Students

<https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>



Encouraging Students' Intrinsic Motivation

https://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/McKinneyMotivation.pdf

Mastery versus Performance Goals

<https://prezi.com/kygyteigef55/mastery-vs-performance-goals/>

Characteristics of Learners with Mastery Versus Performance Goals

http://www.wou.edu/~girodm/100/mastery_vs_performance_goals.pdf

Student Goal Orientation, Motivation, and Learning

<https://www.doe.in.gov/sites/default/files/cte/ncteb-studmotiv.pdf>

High Expectations for All

<https://www.understood.org/en/advocacy/take-action/high-expectations-for-all>

How Teacher Training Hinders Special-Needs Students: Strong progress has been made to integrate students with disabilities into general-education classrooms. Educator instruction hasn't kept up

<https://www.theatlantic.com/education/archive/2017/03/how-teacher-training-hinders-special-needs-students/518286/>

Rigor for Students with Special Needs

<http://www.seenmagazine.us/Articles/Article-Detail/ArticleId/3503/Rigor-for-students-with-special-needs>

Classroom Management: Boost Learning by Goal Setting

<http://www.teachhub.com/classroom-management-boost-learning-goal-setting>

Student Goal-Setting in the Classroom

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/01/student-goal-setting-in-the-classroom.html

Classroom Effects on The Effectiveness of a School

<http://www.wjeis.org/FileUpload/ds217232/File/13.ozgan.pdf>

The Internet's Impact on Teacher Practice and Classroom Culture

<https://thejournal.com/Articles/2002/06/01/The-Internets-Impact-on-Teacher-Practice-and-Classroom-Culture.aspx>

Classroom Culture

<https://cli.org/resource/classroom-culture-2/>

Towards A Better Understanding of The Potential of Interactive Whiteboards in Stimulating Mathematics Learning, Learning Environments Research, April 2018, Volume 21, Issue 1, pp 81–107



Making Sure Each Child Is Known: A middle school in Nevada uses a simple strategy to build deeper connections between teachers and students

<https://www.edutopia.org/video/making-sure-each-child-known>

Teacher Growth Guide

<https://dese.mo.gov/sites/default/files/Toolbox-6.1.pdf>

Self-Esteem & Learning Disabilities

http://www.ldail.com/index.php?option=com_content&view=article&id=9:selfesteem&catid=12&Itemid=112

Self-Concept and Self-Esteem in Adolescents

<https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Self-Concept%20and%20Self-Esteem%20in%20Adolescents%20NASSP%20Feb%202007.pdf>

7 Ways to Boost Your Child's Self-Esteem

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/7-ways-to-boost-your-childs-self-esteem?view=slideview>

"I Believe in You!" How to Vanquish a Child's Low Self-Esteem

<https://www.additudemag.com/i-believe-in-you-how-to-vanquish-a-childs-low-self-esteem/>

Self-Esteem, Self-Efficacy, and Locus of Control

<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/attributing-behavior-to-persons-or-situations/v/self-esteem-self-efficacy-and-locus-of-control>

Self-Efficacy from the Perspective of Adolescents With LD and Their Specialist Teachers, Volume: 40 issue: 6, page(s): 494-507, Issue published: November 1, 2007,

<https://doi.org/10.1177/00222194070400060201>

LD/ADHD and Anxiety

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/51/behavioral-academic-motivation-for-learning-style-differences.pdf>

Compensation Strategies Used by High Ability Students with Learning Disabilities

https://gifted.uconn.edu/schoolwide-enrichment-model/compensation_strategies/

Perceived Control and Adaptive Coping: Programs for Adolescent Students Who Have Learning Disabilities, Nola Firth, Erica Frydenberg and Daryl Greaves, Learning Disability Quarterly

Vol. 31, No. 3 (Summer, 2008), pp. 151-165, Published by: Sage Publications, Inc., DOI:

10.2307/25474645, Stable URL: <http://www.jstor.org/stable/25474645>

Preventing Parental Burnout: Coping Strategies for Parents of Children with Learning Disabilities

<https://hr.ucsf.edu/hr.php?A=1077&AT=&org=we>



Learning Disabilities and Academic Procrastination: Let's focus more on emotional intelligence please!
<https://www.psychologytoday.com/us/blog/dont-delay/201403/learning-disabilities-and-academic-procrastination>

Effects of Academic Anxiety on The Performance of Students with and without Learning Disabilities and how Students Can Cope with Anxiety at School
https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Dobson_Cassie_MP.pdf

11 Classroom Management Strategies for Children with Special Needs
<http://www.brainparade.com/2015/06/16/11-classroom-management-strategies-for-children-with-special-needs/>

Successful Strategies for Teaching Students with Learning Disabilities
<https://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/>

Classroom Management: 7 Tips from an Experienced Teacher
<https://www.specialeducationguide.com/pre-k-12/behavior-and-classroom-management/classroom-management-7-tips-from-an-experienced-teacher/>

Best Practices in Classroom Management
<https://msu.edu/~dunbarc/dunbar3.pdf>

What Are Classrooms Like for Students with Learning Disabilities?
<http://www.ldonline.org/article/39151/>

Classroom Management Series
<https://www.naset.org/783.0.html>

Assessing Students with Special Needs: Tips for Teachers of Kids with Learning Disabilities
<https://www.thoughtco.com/assessing-students-with-special-needs-3110248>

Formative Assessment for Students with Disabilities
https://www.ccsso.org/sites/default/files/2017-12/Formative_Assessment_for_Students_with_Disabilities.pdf

What Teachers Really Need to Know About Formative Assessment
<http://www.ascd.org/publications/books/110017/chapters/The-Fundamentals-of-Formative-Assessment.aspx>

What is the difference between formative and summative assessment?
<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Teaching Students with Disabilities
<https://cft.vanderbilt.edu/guides-sub-pages/disabilities/>

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6 Things to Know About Private Schools and Special Education

<https://www.understood.org/en/school-learning/choosing-starting-school/finding-right-school/6-things-to-know-about-private-schools-and-special-education>

LAUSD Child Find | Identify the public school responsible for Child Find & request a special education evaluation

<https://achieve.lausd.net/Page/3529>

Children with Disabilities Enrolled by Their Parents in Private School | Inglewood Unified School District

<http://www.gamutonline.net/district/inglewoodusd/DisplayPolicy/945237/6>

RESOURCE-SENSITIVE WAYS TO CREATE INCLUSIVE CLASSROOMS FOR LEARNERS WITH DISABILITIES

Ways to Create Inclusive Classrooms for Learners with Disabilities

<https://www.insidehighered.com/advice/2018/02/27/how-create-inclusive-classroom-students-disabilities-opinion>

School and Classroom Disabilities Inclusion Guide for Low- and Middle-Income Countries (many of these suggestions can be generalized in American classrooms)

https://www.rti.org/sites/default/files/resources/school_and_classroom_disabilities_inclusion_guide.pdf

Universal Design for Learning: Meeting the Needs of All Students

<http://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students>

5 Benefits of Inclusion Classrooms

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/5-benefits-of-inclusion-classrooms>

How to Get Past Parenting Guilt When Your Child Has Learning and Attention Issues

<https://www.understood.org/en/family/taking-care-of-yourself/dealing-with-emotions/how-to-get-past-parenting-guilt-when-your-child-has-learning-and-attention-issues>

Helping Parents Deal with the Fact That Their Child Has a Disability

http://www.idonline.org/article/Helping_Parents_Deal_with_the_Fact_That_Their_Child_Has_a_Disability

Supporting Twice-Exceptional Students

<http://www.nagc.org/resources-publications/resources-parents/supporting-twice-exceptional-students>

Twice-Exceptional Resources from Hoagies Gifted

http://www.hoagiesgifted.org/twice_exceptional.htm

Key Elements to Building an Inclusive School

<http://www.wholeschooling.net/WS/WSPress/Key%20elements%20incl%20schl.pdf>

And What Do We Teach Our Children (Pablo Casals Quote)

<http://nashworld.edublogs.org/2008/11/11/and-what-do-we-teach-our-children/>

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The National Symposium on Neurodiversity at Syracuse University “What is Neurodiversity?”

<https://neurodiversitysymposium.wordpress.com/what-is-neurodiversity>

Neurodiversity: What You Need to Know

<https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/neurodiversity-what-you-need-to-know>

Disability: Definitions, Models, Experience

<https://plato.stanford.edu/entries/disability>

About Neurodiversity: Center for Neurodiversity

<https://www.centerforneurodiversity.org/about-neurodiversity/>

Center for Neurodiversity, Learning and Wellness: University of LaVerne

<https://education.laverne.edu/neurodiversity/>

Strengths of Students with Learning Disabilities and Other Disabilities

<https://youtu.be/CYHzJGTA6KM>

Neurodiversity as a Competitive Advantage

<https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage>

National Center for Learning Disabilities (NCLD) The State of Learning Disabilities

<https://www.nclld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>

Learning Disabilities Facts, Trends, and Stats

<https://www.understood.org/en/learning-attention-issues/getting-started/what-you-need-to-know/learning-disabilities-facts-trends-and-stats>

How Private Schools and Districts Partner Up on Special Education

<https://www.edweek.org/ew/articles/2018/08/02/how-private-schools-and-districts-partner-up.html>

Communities of Practice: A Brief Introduction

<https://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf>

Interview with Jonathan Mooney, a Speaker/Expert/Influencer on Neurodiversity

https://youtu.be/_8et15EMcks

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The HELP Group

<https://www.thehelpgroup.org/>

The HELP Group Learning Disabilities Schools

<https://www.thehelpgroup.org/school-type/learning-disabilities-schools/>

Bridges Academy: Educating the Twice-Exceptional (Gifted with Learning Difference)

<https://www.bridges.edu/>

