



## **Course: learning disabilities: comprehensive diagnosis & treatment planning**

**Address:** <https://asadis.net/en/course/assessment-learning-disabilities/>

**Duration:** 4h

**Type of course:** continuing education

**Location:** online course

**Individual price:** \$144.00

### **Overview:**

Dive deep into the world of learning disabilities (LDs) with Dr. Peterson. This workshop provides an overview of the current scientific understanding of LDs, from their impact on reading, writing, and mathematics, including their etiology, brain bases, neuropsychology and cross-cultural manifestations. Dr. Peterson will review the evidence bearing on various diagnostic models, including age discrepancy, IQ discrepancy, patterns of strengths and weaknesses, and response to intervention.

She will discuss common comorbidities of LDs and describe how a multiple cognitive deficit model helps explain the frequent co-occurrence of neurodevelopmental disorders. She will present some of her own recent research within the Colorado Learning Disabilities Research Center that tested the validity of the DSM-5 framework for LD diagnosis.

The session will then bridge this rich scientific background to real-world applications, covering the spectrum from diagnosis to treatment. Dr. Peterson will present an assessment model that integrates history, behavioral observations, and test results and discuss how to share results orally and in writing. She will review evidence-based interventions for LDs. She will explore common diagnostic quandaries in LD assessment related to severity and specificity. Case examples will be used to provide concrete guidance on diagnostic decision making for children with academic learning challenges across the severity spectrum, as well as those with both specific and broad-based learning challenges.

**Learning objectives:**

1. Identify pros and cons of diagnostic models of learning disabilities (LDs), including age discrepancy, IQ discrepancy, patterns of strengths and weaknesses, and response to intervention.
2. Describe the challenges of applying categorical diagnosis to a continuum of academic skill and the implications for cases falling around the cut-off.
3. Discuss the ethical and scientific problems with the historical emphasis on “specific” learning disabilities and provide guidance on diagnosis and treatment planning for children with broad-based learning difficulties.

**Learning material:**

A theoretical course illustrated with clinical examples. This course is composed of videos of 5 to 15 minutes each. The PowerPoint of the course to download.

**Audience:** This training is intended for mental health professionals.

**The expert, Dr Robin Peterson**

Robin L. Peterson, Ph.D., ABPP is a pediatric neuropsychologist at Children’s Hospital Colorado and Associate Professor in the Department of Physical Medicine and Rehabilitation at the University of Colorado School of Medicine. She received a PhD in child clinical psychology from the University of Denver and completed a postdoctoral fellowship in pediatric neuropsychology from the University of Denver and Children’s Hospital Colorado. She has clinical and research interests in neurodevelopmental disorders and acquired brain injuries. She is an author on over 30 peer-reviewed publications, multiple book chapters, and the book *Diagnosing Learning Disorders: From Science to Practice* (3rd Edition) from Guilford Press. Before studying to be a psychologist, she taught kindergarten and first grade, which sparked her interest in understanding how all children learn to read. She remains active in teaching and training graduate students and fellows.

**Syllabus**

PowerPoint

Understanding Learning Disabilities: Fundamentals and Perspectives

Presentation

What is a learning disability

View of academic skills

Terminology

Etiology

Brain bases

Neuropsychology

Epidemiology

Assessment Approaches and Influential Definitions

Age versus IQ discrepancy

Response to intervention

Critical evaluation of influential medical definitions

Influential legal definition in the U.S.A

To diagnose or not to diagnose

Comprehensive Assessment

The HOT Approach to assessment - History

The HOT Approach to assessment - Observations

The HOT Approach to assessment - Test results

Treatment planning

Communication of Results

Reliable assessment of complex academic skills

Concerns about severity

Specificity

Sharing your results

Conclusion

Bibliography