



Behavior and Learning Disabilities

This toolkit includes the following items:

- “Behaviors Linked with LD: How a Functional Assessment Can Help”
- “Behaviors Linked with LD: Is My Child’s Behavior the Sign of a Learning Disability?”
- “Behaviors Linked with LD: Steering Your Child’s Behavior in a Positive Direction”
- Related Resources



BEHAVIORS LINKED WITH LD:

How a Functional Assessment Can Help

If there's something troubling about your child's behavior and academic performance, don't wait. Have a meeting with your child's teacher to discuss what might be going on.

But if puzzling behavior persists, you can request that the school conduct a formal assessment to get to the heart of your child's behavior and any academic challenges, says Thomas McIntyre, Ph.D., professor of special education at Hunter College of City University of New York. One part of this might include a functional assessment to better understand what's driving your child's behavior. "From this diagnostic testing can come suggestions for intervention, modifications, adaptations, and supports," says McIntyre.

What is a functional assessment?

Has your child been cutting up in class? Thumbing her nose at work? Have timeouts and trips to the principal's office failed to produce lasting results? If so, you may have already realized that punishment alone is a little like trimming weeds without pulling up their roots. It addresses the symptom without getting to the cause of the behavior.

A functional assessment is a term used to describe an approach to understanding why a child is behaving in a particular way and whether there are specific, often non-academic factors that are contributing to the child's frustration with learning. This approach relies on a variety of techniques and strategies that help you and your child's teachers understand what's **behind** any inappropriate behavior — whether a learning disability (LD), conflict with classmates, emotional problem, or a combination of factors like these.

Steven E. Curtis, Ph.D., who is a psychologist and former special education director at Seattle University, says the assessment works like a "movie camera." It allows members of the assessment team to watch what's happening with your child in different environments. Then it's possible to analyze the sequence of events to see what's prompting the behavior. "Although a history can be helpful, the functional assessment focuses on the 'here and now' to figure out what's happening," says Curtis. It helps create a "big picture" about the behavior.

Similar behaviors in different children can have very different causes. That's why the individualized, comprehensive nature of a functional assessment can be so helpful in uncovering information that's unique to your child. If you or your child's teacher jumps to conclusions, however, your solutions may become square pegs in round holes.

If your child attends a school that uses Response to Intervention (RTI), functional assessment may already be part of the plan, says McIntyre. RTI is a federally recognized multi-tiered approach to helping children achieve success that begins with a careful look at the types of instruction and support that are provided to all students in the general education classroom. This approach, together with information gathered by functional assessment, may provide the essential information needed to support your child. However, parents need to understand that not all schools use RTI, so a formal RTI approach may not be an option for addressing your child's behavior issues.



How does a functional assessment differ from a formal evaluation for LD?

A functional assessment is much more narrowly focused than a comprehensive evaluation for learning disabilities. And, it is not used to determine if your child has a disability as defined by the Individuals with Disabilities Education Act (IDEA), and therefore might be eligible for special education and related services. The formal LD evaluation process includes a variety of tests to measure your child's cognitive ability, academic skills, language skills, and social and emotional status — but it does not always focus on the what, when, where, how and why of behavior. A functional assessment may be incorporated into a formal evaluation for learning disabilities if your child's behavior is an area of concern, but in many instances, it isn't automatically part of that process.

Who participates in a functional assessment?

Tobey Shaw, principal of the Frostig School, a K-12 school in Pasadena, California, for kids with learning disabilities, says that a team approach works best because the many people involved see things from different perspectives. "We ask for input from a variety of sources," says Shaw. "The classroom teacher may see things differently than the physical education teacher, for example, because different skill sets are called for in those different settings."

The ideal, she says, is when all members of the team communicate well and work together to figure out what's driving the behavior. "They make the adjustments and work collaboratively and consistently," says Shaw, emphasizing that assessments and plans should not be made in isolation.

A functional assessment team might include:

- General classroom teachers
- Special education instructors
- Parents
- Counselors, therapists and related service providers
- School administrators
- Your child

Although not part of the formal team, your child's peers may also help shed light on your child's troublesome behavior.

What steps are involved in a functional assessment?

The persons responsible for overseeing and conducting an assessment vary from state to state or even from school district to school district. In some cases, a person with specialized training, such as a school psychologist or behavior specialist, may be included to help by gathering information, conducting interviews or administering conduct certain screenings or assessments. The information gathered and the resulting plan will become part of your child's school record. It is important that the team review and evaluate the effectiveness of the plan frequently and modify it as needed.



These are some of the steps involved in a functional assessment and plan.

- **Define the behavior in concrete terms.** It's not enough to say a child is disruptive or impulsive. You and those observing your child need to paint a picture — describing the behavior in an objective, descriptive way. Example: John slams his book on the floor when asked to read in front of the class.
- **Collect, compare, and analyze information.** This may include both direct and indirect information gathered by different team members. For example, it may involve reviewing your child's records and interviewing those who are familiar with his or her behaviors, asking questions like these:
 - o Where does the behavior occur?
 - o Are there places where it does not occur?
 - o Does the behavior happen often? Rarely?
 - o Who is present when it happens?
 - o What usually happens right before the troubling behavior occurs? Right afterward?
 - o Is there a more acceptable behavior that could replace the behavior?

Curtis says he asks similar questions of the student, too. For example, he might ask a child who is struggling with anxiety to describe her whole week, a typical day, and then what she is feeling at particular moments. "In the process, I may be able to track the anxiety to a specific class or teacher," he says. Then he might produce a longer version of this record to see if the anxiety shows up at other times and places, such as during summer when school is in recess.

Ideally, the collection of information by team members also involves direct and systematic observation. One common method involves recording details about the behavior in an **ABC chart**. The acronym ABC stands for **A**ntecedent (what happens right before), **B**ehavior, and **C**onsequence (what happens right after). It is also helpful to note how often and where the behavior occurs.

- **Come up with best guesses (hypotheses) for the behavior.** If behavior is the language of kids, then what is John's behavior saying in the example above? What is the payoff for slamming the book on the floor? If he's having trouble pronouncing words, is he trying to get sent from the room to avoid embarrassment? With specific behaviors, kids are often trying to either get something or avoid or escape something. It's the team's job to figure out what the "it" is.
- **Develop, implement, and monitor a plan.** After the team has identified the likely reasons for any inappropriate behaviors, you can partner with school personnel to develop strategies for testing your hypotheses and addressing the inappropriate behavior. If your child is receiving special education services, members of the student support (IEP) team should work closely with those who were part of the functional assessment problem-solving process to design and implement interventions that can directly address the problem behavior. (If your child is not eligible for special education services (i.e., does not have an IEP), or does not qualify for a **504 plan** the school is still obligated to follow up with activities that address the problem behaviors in a timely and effective manner.



To test the hypotheses, you can try changing something in the environment or alter the sequence of events to see if there is an improvement in the behavior. You, the parent, can change something in the home environment and the teacher can change something in the classroom. For example, it might be helpful to see how John acts when asked to read something to you at home (out of listening range of others) and when the teacher approaches him at his desk and asks him to read aloud to her but not in front of the whole class.

A plan for the teacher may then involve:

- o Changing the physical environment
- o Modifying the curriculum or instructional strategies or providing supplementary aids and supports
- o Changing events that happen before the behavior
- o Changing consequences after the behavior
- o Teaching acceptable behaviors that serve the same function as the inappropriate behavior your child previously displayed

In developing a plan, it's important that the team find out whether your child has the skills to display the desired behavior, understands the expectations, has the ability to control the behavior, and is motivated to do so. After an assessment that looks at this full spectrum of skills, abilities, and behaviors, you and your child's teacher will have a better idea of the specific types of support your child needs to avoid frustration.

What is the parent's special role in a functional assessment?

We all crave positive feedback about our children. So if your child's behavior has been less than desirable, it's tough not to become defensive, to not blame yourself or others. "We have to remember that the educators are on the same page of music as we are," says McIntyre. "They might be on a different line or a different note, but we are trying to get onto the same line or the same note. One way parents can do that is by bringing in some examples of what behaviors they're seeing at home."

Just as the school can observe and record your child's behavior at school, you can do the same at home. Take the journalist approach, says Curtis, answering questions like who, what, when, and where as they relate to your child's behavior. "You can take random notes like Jane Goodall in the wild," says Curtis. "Write out your child's schedule and what happens at different points in the day." Only record what you see and hear, not your interpretation of the behavior. You can make copies of this [chart](#) and fill it in.

Once you've done this, you might reflect back on when the problem started, graphing it over time, says Curtis. Have there been good and bad classes, days, weeks, months, or years? If so, can you make assumptions about what specific changes in your child's environment or development could account for problems with behavior and learning?

But whatever you do, don't jump too quickly to a conclusion, and certainly not to a diagnosis, cautions Curtis. "Most parents want to know immediately what it is — is it dyslexia, ADHD, something else? They want to go there first because they need something to 'hang' the behavior on." But a thorough assessment can help you get a more complete picture about what your child is struggling with. Then you and the school can take the next steps to help.



BEHAVIORS LINKED WITH LD:

Steering Your Child's Behavior in a Positive Direction

As you've looked for explanations for your child's puzzling behavior, you may have unintentionally laid blame where it should not rest. You may have caught yourself saying, "Try harder" or "You're being lazy" or thinking thoughts like this. But if your child is struggling with a learning disability (LD), she's climbing a steeper and rockier slope than most and may be doing her very best to cope.

You have your child's best interests at heart. So what can you do to help?

Taking steps to see if your child has a learning disability and ensuring the necessary support both at home and at school will go a long way toward helping your child academically. And it can create the conditions for more desirable behaviors. You should also know that researchers have begun to learn which factors predict success in individuals with learning disabilities.

"Of course, success depends in part on the student and situation," says Tobey Shaw, M.A., principal of the Frostig School in Pasadena, California, a K-12 school for kids with learning disabilities. But based on more than 20 years of research at the Frostig Center, researchers have found that certain factors may have an even greater impact on success than those such as academic achievement, socio-economic status, and IQ. Here's what they found predicted more competent, content, and independent adults:

- **Self-awareness** — a recognition of not only strengths but also limitations
- **Proactivity** — such as asking for help on a tough science project
- **Perseverance** — the ability to stick with an assignment, despite setbacks
- **Goal setting** — such as making life plans that are concrete and realistic
- **Presence and use of effective support systems** — actively seeking help, as needed, but becoming more independent over time
- **Emotional coping strategies** — being aware of stress triggers such as speaking in front of the class and knowing strategies that work best to address stressors like these.

As a parent, you can help shape these attributes and the behaviors that accompany them. "Try things, and know that it's not 'one size fits all,'" says Shaw. Here are some tips to try. They may help steer your child in a more positive direction.



Talking with Your Child about LD

If your child has been diagnosed with a learning disability or behavioral challenge, talking about it openly within the family can make a big difference, says Steven E. Curtis, Ph.D., a school and child clinical psychologist and former special education director at Seattle University.

“When there’s a behavioral challenge, we tend to go to hardcore discipline rather than trying to understand the problem,” says Curtis. “We say, ‘Kids are out of control in our culture...in the old days, this wouldn’t have been allowed.’” That’s true, he says, but in the old days, kids were also kicked out of school and onto the street. Then you simply didn’t see the “bad behavior.”

Changing the “channel” from “lazy” or “bad” to “challenged” is not only more humane, but more effective, says Curtis. Here are some ways to start the discussion.

- **Not dumb, just different.** Thomas McIntyre, Ph.D., is a professor of special education at Hunter College of City University of New York. He says that we need to help kids see themselves in a different light.

If your child calls himself stupid, help him reframe this so he thinks, “My brain is wired a little differently, so I learn differently, too. Some things come hard to me. It may mean I need to learn some new strategies. And I might have to show my knowledge in a different way. But it doesn’t mean I’m dumb — I just learn differently.”

- **Many kinds of intelligence.** There are many kinds of intelligence such as musical, spatial, and interpersonal. As kids move into adolescence, this might be a good time to help them develop a more sophisticated way of looking at smarts, says Curtis. Pointing out strengths and challenges, not only in your child but also in peers and yourself can help overcome black-and-white thinking about intellectual prowess. Then, you can make it clear that just because something’s tough today doesn’t mean it will be forever. After all, you might add, your own math scores were low in grade school, but got much better over time.

- **You’re not alone.** Curtis helps normalize LD by telling students that many successful and even famous people have struggled with learning. Then he reminds them of the silver lining: “Sometimes when you have a challenge, you learn to be a harder and more effective worker than others. It can become a blessing in disguise.”

Prompting Positive Responses

You and your child may have developed some ineffective ways of interacting around schoolwork. Try these approaches instead and be patient both with yourself and your child.

- **Praise the effort.** Rather than punishing a child who screams “Noooooo” in response to a homework assignment, Curtis suggests saying something like this: “Honey, I understand this is difficult. I want you to learn to work through it.” Start talking about how to stick with it. Offer encouragement and teach how to persist when things get hard.

Carol Dweck, Ph.D., professor of psychology at Stanford University has found through 20 years of research that children’s mindsets can greatly affect their motivation to learn. Those who are praised for being smart come to believe that intelligence is fixed — a demoralizing belief for many people, not to mention those with disabilities. But Dweck says you can nurture a “growth mindset” with descriptive praise that emphasizes effort, process, and strategies tried. And, these are all things we can control, not the gray matter we inherited.



- **Role-play a better way.** It's not enough to simply say, "Do the right thing." If your child is responding to challenges by tearing up paper and putting his head down, you can walk him through what you'd like him to do instead, says McIntyre. "If we're having problems with something, how do we ask for help? Instead of saying, 'I can't do this, I'm stupid,' we say, 'Wow, this is hard. I need to find the answer, or I need to ask for help.'" At first, engaging in this way may feel a bit forced, but it creates a new mental attitude way in your child for future similar situations.

Here's another way to model persistence. Pick an activity to do with your child, but one that neither of you feels confident about. (For a "Joe Pro jock kind of guy," says Curtis, maybe it's something like a cooking class.) Then you can practice persistence together.

- **Listen actively.** Don't just listen to what your child is saying, but also to the feeling behind what your child is saying. What you "hear" can inform how you interact.
- **Make a "criticism sandwich."** If you need to offer criticism, says McIntyre, do it in a way that motivates, not deflates. How? Sandwich your suggestion with two positives. Start out with something positive: "I like the way you got to work right away and that you remembered the first three steps of this long division problem." Then offer constructive criticism. End on a positive note, saying, "Great, you're getting the front part of this. Now we just have to work on the back part."
- **Avoid "word triggers."** McIntyre suggests avoiding words like, "no," "don't," "stop, or "why" — especially when combined with "you." Words like these can prompt negative responses. Link back to positive experiences, not negative ones. Instead of, "Why do you always do this?" say, "Remember three weeks ago when you struggled with this? You figured it out. What did you do to solve it?"
- **Offer hints and cues.** Although that's a positive statement, it still might not be quite enough to help a kid who nailed it yesterday, but seems stumped today. Offering hints or cues, says McIntyre, can help prompt a response and prevent a meltdown. For a child learning to read, it might be something like this: "When two vowels go walking, what does the first vowel say? It says its name." Or: "What happens to the vowel before it when you've got a silent 'e' at the end of a word? Oh, it says its name, not its sound."
- **Set behavioral goals.** If you're trying to prompt a better response from your child, work up to the ultimate goal, says McIntyre. Maybe you want her to get right to work when you say, "Please sit down and do your schoolwork." Set a realistic goal. Perhaps at first this means that your child gets started with two or fewer reminders, or within 30 seconds. "Then you can start to pull in the reins a bit," says McIntyre, and expect your child to start within 15 seconds.
- **Help your child "own" it.** Over time, you want to help your child to set the goals, to develop inner control over his or her behavior. One way to do that, says Shaw, is with behavior charts. A child who's disorganized might use a chart to keep track of how well she's keeping her work area clean. This can help your child strengthen her inner direction.
- **Make the new behavior beneficial.** Punishment might stop a behavior in its tracks if it's strong enough, says McIntyre, but punishment does not teach new behaviors. And, if your child gets loads of attention for doing it the old way, what's the motivation for changing? If you're trying to replace undesirable behaviors with more positive ones, remember that there has to be something in it for your kid.



Building Strengths, Building a Team

No matter how your child is challenged, he has at least one strength. Start there and build on it. Also, help your child build a team who can support him with his challenges.

- **Find a strength — and strengthen it.** “If you have an area of competence, it’s easier to work with your challenges,” says Curtis, emphasizing the importance of playing to your child’s strengths. Is your child a good artist? Then build that up to help her develop a strong self-concept, says Curtis, who notes he’s seen better results from a child going to chess club than undergoing psychotherapy. “If you get hooked into something you really like and start to feel happy, you’re more likely to work on yourself,” he says. “Over and over, I’ve seen that it works.”
- **Practice — and teach — self-advocacy.** During grade school, you’ll likely offer more hands-on support. But this may lessen in middle and high school as your child becomes less receptive to your help. Then you may need to seek outside tutoring for your child.

But, whatever you do, don’t adopt a sink-or-swim attitude, says Curtis. “I constantly hear teachers say, ‘They have to learn to do it on their own.’” But independence is overrated, he says, especially for children with learning challenges. With kids, parents, and teachers, Curtis makes the point that even CEOs of big companies need a team to be successful.

Shaw agrees, and says that teachers at her school try to use this kind of vocabulary in the classroom: “I know this is difficult for you. What strategy might you use? Who might you ask?” And, she says they work to create an environment where it’s okay to say, “I’m having trouble sitting... I need to move around.” We see that as being proactive, not disruptive.”

- **Teach social skills.** Part of developing effective support systems is knowing how to interact well socially. For some kids with LD, though, this doesn’t come naturally. You need to teach it. One thing you can do is encourage your child to observe others’ social behaviors. Curtis has kids brainstorm how to enter a group, watch others on the playground, then copy behaviors. For example, when boys are approaching each other, they tend to tip their heads and nod.

But be careful what your child learns. One child Curtis worked with came back and reported, “I’ve figured out how to be popular. You are real nice to people, then as soon as they turn around, you start talking about them!”

Also, help provide alternatives to social interactions, suggests Shaw. “If a student has trouble with a peer, sit down and talk about it, asking, ‘How did you feel about this, what is another way you could have said that?’ If you don’t provide a model, a strategy, or thought process, you won’t assist them in learning new ways of approaching things.”

And, that’s the whole idea — helping your child find her way in the world



BEHAVIORS LINKED WITH LD:

Is My Child's Behavior the Sign of a Learning Disability?

Any of this sound familiar? Your child's teacher tells you that your son is having trouble sitting still in class... Every day, homework turns into a teary-eyed, hair-pulling, paper-tearing tug o' war... Your teen is caught painting graffiti on the bathroom wall... You may be baffled by behaviors like these. And, you may wonder whether they could be linked to a learning disability (LD).

What follows is a brief overview of some behavioral red flags of learning disabilities. Remember: even when LD is linked to puzzling behaviors, it's likely other factors contribute as well.

Typical Behaviors in Kids with LD

Tobey Shaw, M.A., is principal of the Frostig School, a K–12 school in Pasadena, California, for children with learning disabilities and related learning problems. When kids first come to the Frostig School from other schools, Shaw and her colleagues typically see behaviors such as learned helplessness. "They've learned, I can't do this, so why try?" she says.

Impulsiveness, inattention, or distractibility is also common. How do these show up in the classroom or at home? In some cases, kids need to move around a lot. Or, they might shout out, instead of raising their hands, says Shaw. Sometimes kids rush through projects or push books off tables, rather than saying they don't know how to do something. "We don't necessarily see these as behavioral 'problems' but rather as behaviors that are 'part and parcel' of the LD or ADHD," says Shaw.

Weaknesses in social skills also come with the territory, she says. Kids might have language-based LD, so they may not understand certain social cues or language pragmatics. "They misread things, or they can't gauge their audience. For example, they don't understand why the language they hear on MTV isn't appropriate for school." All of this can make it more difficult for them to develop friendships and to become independent.

Falling behind in language-based areas — reading, writing, math, or verbal social skills — can also make a child feel less worthy. Since school is common to all kids, not making progress the way others do can inflict a big blow to self-esteem, also affecting behavior, says Thomas McIntyre, Ph.D., professor of special education at Hunter College of City University of New York.

"Our greatest human psychological need is to 'belong,' to have a soft place to fall," says McIntyre. But with LD, the hurdles are higher.



Behavioral Signs of LD in Grade School

Steven E. Curtis, Ph.D., school and clinical psychologist with 25 years of experience working with children and parents, and former special education director at Seattle University, agrees that early signs of learning disabilities may show up as disruptiveness at first. As children begin doing print-based work in kindergarten, for example, they may have trouble focusing or paying attention, doing what they can to avoid the task at hand. As first grade “ups the ante,” kids may become somewhat aggressive or behave as though they don’t want to grow up, he says.

Then somewhere around second grade, children with LD typically go down one of two paths, says Curtis. “They can turn into a really nice, charming child, woo the daylights out of you, and make you think they’re on task,” he says. “But they’re really covering up and not doing anything. With kids like that, you’ll ask, ‘How’s school?’ and they’ll answer, ‘Great!’”

This is more likely to happen, he says, in classrooms where teachers are not assessing children on a regular basis. These children are also more likely to slip through the cracks in classrooms where there is lots of parental involvement. Then tracking progress with individual kids may be more challenging. “Kids are good at covering up, so you have to be sophisticated at spotting it.”

The other behavioral route children with LD may take is to become frustrated, check out, and get turned off to school. These two pathways — the charming cover-up or the aimless off-ramp — can continue throughout third and fourth grades, unless someone intervenes.

Behavioral signs of LD in a grade schooler may include:

- **Not wanting to go to school**
- **Complaining about the teacher**
- **Saying the work is too hard**
- **Not wanting to show schoolwork to parents**
- **Refusing to engage in a task**
- **Avoiding assignments**
- **Seeking a great deal of attention and assistance from the teacher**
- **Saying negative things about his or her academic abilities such as, “I’m stupid”**

Behavioral Signs of LD in Middle School

As kids move into middle school, behavioral signs of LD might show up as more and more excuses for not doing the homework and more resistance to reading and writing, says McIntyre.

“But that’s human nature,” he says. “We try to avoid things that are excruciatingly difficult, we try to avoid failing in school.” A challenge might be good, but if it is beyond your child’s current skill level, it can quickly become overwhelming. If the teacher asks kids to do something publicly, they often feel they have a choice: They can be bad or they can be dumb. “And bad trumps dumb as a public image thing,” says McIntyre. “Sometimes kids are forced into the behavior we complain about. But they’re just trying to protect their inner sense of self.”



In addition to the signs that may show up in grade school, signs of LD in a middle schooler may include:

- Refusing to work at school or resisting doing homework
- Refusing to follow the teacher's directions in order to get sent from the room
- Using other delay tactics to avoid doing an assignment
- Cutting class
- Bullying

Behavioral Signs of LD in High School

Sometimes behavioral signs of learning disabilities show up later — in high school or even college, says Curtis. How was this missed early on? Maybe a child has a less severe learning disability, making it harder to detect. Or, maybe you have a hard-working youngster who never wanted to ask for help. As the academic demands mount, however, so can frustration, anxiety, or depression. And, watching peers pick up things more easily adds insult to injury for a child who finds it harder to meet the challenges.

A high schooler might engage in actions that reflect rejection of school or low self-esteem. A teen might reject school because he or she feels poorly served by it, says McIntyre. Or, poor self-esteem might surface due to a sense of failure and being unable to do what others grasp quickly.

In addition to signs that show up in middle school, behavioral signs of LD in a teen may include:

- Refusing to do homework
- Skipping School

Of course, with adolescents come all the other physiological changes that accompany this stage of life, reminds Shaw. This may make it more difficult to sort out the source of the behavior at this stage.

What Next?

If any of this sounds familiar, it's time to pursue a [formal evaluation](#) to get to the root of your child's behavior. Regardless of the cause, obtaining help may not only enhance your child's academic success, but also improve his or her relationships at school, at home, and in the world at large. And, that's something best not left to chance.



Related Resources

Related Content on LD.org

- [Behavior Problems and Learning Disabilities](#) ›
- [Behaviors Linked with LD: Is My Child's Behavior the Sign of a Learning Disability?](#) ›
- [Behaviors Linked with LD: Steering Your Child's Behavior in a Positive Direction](#) ›
- [Attention and Learning Problems: When You See One, Look for the Other](#) ›
- [Tips for Helping Your Child to Build Social Skills](#) ›

Additional Information about Behaviors Linked with Learning Disabilities

- *Understanding Your Child's Puzzling Behavior: A Guide for Parents of Children with Behavioral, Social, and Learning Challenges*, by Steven E. Curtis, Ph.D.
- *The Behavior Survival Guide for Kids: How to Make Good Choices and Stay Out of Trouble*, by Thomas McIntyre
- [Addressing Student Problem Behavior \(Center for Effective Collaboration and Practice\)](#)
- [Functional Behavioral Assessment \(Center for Effective Collaboration and Practice\)](#)
- [Functional Behavior Assessment \(Utah State University\)](#)
- [Life Success for Students with Learning Disabilities: A Parent Guide. \(A Project of the Frostig Center.\)](#)

About the Author

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LD.org — Designed with Parents in Mind

The National Center for Learning Disabilities' LD.org Web site offers busy parents a “one-stop shop” — answering questions about learning disabilities (LD) and providing free, helpful resources for the entire family as you move along the “LD journey.”

Visit these sections on LD.org to find the LD information you need.

[LD Basics](#)

“The basics” about various types of learning disabilities.

[In the Home](#)

Real-life suggestions to help parents manage the day-to-day challenges and expectations of having a child with LD.

[At School](#)

Information that teaches parents how to advocate for their child by explaining their child's rights.

[College and Work](#)

Strategies and tools for parents whose children are transitioning from high school to work or college.

[On Capitol Hill](#)

Highlights education and civil rights legislation that directly impacts students with LD and their families.

NCLD's free high-quality resources include:

- [Parent & Advocacy Guides](#)
- [Exclusive NCLD policy-related publications](#)
- [Checklists and worksheets](#)
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