

Researching Learning Challenges Competition

Overview

The Researching Learning Challenges competition focuses on disabilities outlined in the Individuals with Disabilities Education Act (IDEA). Approximately 7.5 million students or the equivalent of 15 percent of all public school students have been diagnosed with learning disabilities and receive special education services (Citation: <https://nces.ed.gov/programs/coe/indicator/cgg>). Participants will delve deeply into one specific disability selected for this year's competition, aiming to craft insightful recommendations for effective educational support systems.

The [Individuals with Disabilities Education Act \(IDEA\)](#) groups students into fourteen disability categories:

1. Autism
2. Deaf blindness
3. Developmental delay
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairments
10. Preschool disabled
11. Specific learning disability (e.g., dyslexia)
12. Speech or language impairment
13. Traumatic brain injury
14. Visual impairment

This year's competition focuses on a specific learning disability called Dyscalculia.

The Learning Disability Association of America states that "Dyscalculia is associated with weaknesses in fundamental number representation and processing, which results in difficulties with quantifying sets without counting, using nonverbal processes to complete simple numerical operations, and estimating relative magnitudes of sets.

Because these math skills are necessary for higher-level math problem solving, quantitative reasoning is likely impaired for these individuals." (Citation <https://ldaamerica.org/disabilities/dyscalculia/>)

Dyscalculia can impact:

- Estimating a quantity without counting
- Calculation skills
- Using processes to solve equations
- Mental math
- Remembering steps in a sequence
- Reading graphs or charts
- Remembering dates and deadlines
- Counting change
- Navigation skills



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The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and to produce a research-supported presentation to explain and advocate for positive practices in schools to support the education of students with dyscalculia. Imagine that the local school board has asked you: "What specific steps should we take to support the education of students with dyscalculia? Also, why should we accept your recommendations?"

Students are encouraged to engage in comprehensive research utilizing both traditional and primary sources. This includes conducting interviews with individuals affected by the chosen disability and professionals in relevant fields. Teams will collaboratively analyze their findings to develop a cohesive set of recommendations.

Each chapter must collaboratively prepare an 8-10-minute presentation supported by thorough research. Subsequently, they will nominate two to four students to deliver their findings and propose best practices to a panel of judges onsite.

Participation Details

- This is a chapter competition.
- Only one (1) entry per chapter will be accepted.
- A maximum of four (4) entries total will be accepted, on a first-come, first-served basis.



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Competition Guidelines

- A. Team members will use the information collected in the research phase to collaborate in creating a slide-deck presentation (ex. PowerPoint, Prezi).

(MLA, APA, or Chicago style are acceptable).
- B. The presentation should engagingly complement and deliver the team's research findings and recommendations.
- C. The slide deck presentation must include the following:
 - a. A title slide with the title of the project and school/chapter name,
 - b. A credit slide with the names of the student creators, sponsoring teacher(s), and the source of any non-original, multimedia elements (images and sounds), and
 - c. At least three sources of relevant information in a works cited slide
- D. At the FEA Regional Conference, two to four members must present the chapter's research and recommendations to a panel of expert judges using the slide deck as their visual aid. FEA at FIU will provide the laptop, LCD projector, and screen for the competition. Team members should bring the file of their slide deck on a USB drive.
- E. The presentation must not exceed 10 minutes. Team members should be prepared to answer questions and have a discussion with the judges.
- F. Team members will receive a visual, non-verbal indication that there is one minute remaining when they reach the nine-minute mark of their presentation.

Judging and Scoring

- A. Competitors must be present at the scheduled time or will be considered disqualified.
- B. The judges' decision is final.
- C. Contestants agree to be bound by the FEA General Competition Rules.
- D. The entry will be scored using the Researching Learning Challenges Competition rubric.

How to Enter

- A. This is a chapter competition. Only one (1) entry per chapter will be accepted.
- B. All entries for individual and/or chapter competitions must be submitted by the chapter's sponsoring teacher via the [Online Competition Entry Form](#) by **5:00 pm, on Friday, November 1, 2024**.
- C. Four (4) entries total will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.
- D. Entries submitted by email will not be accepted.



Researching Learning Challenges Competition

Presentation and Q&A

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Content of Slide Deck	<p>The content of the slides reflects professional-caliber thoughtfulness and thoroughness.</p> <p>The team members expertly leverage the visual medium to bring out key insights and recommendations with clarity.</p>	<p>The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the team members' insights and recommendations.</p>	<p>The content of the slides reflects compliance but minimal insight.</p> <p>The images employed may be basic or not entirely effective at amplifying the team's messages.</p>	<p>The content of the slides reflects inconsistent focus and quality.</p> <p>The images or text may distract the audience from the team's intended messages, or that message may lack focus.</p>
Depth & Insight	<p>The content of the presentation reflects professional caliber, in-depth understanding, and striking insight into all elements of the issue.</p> <p>The excellent depth of research and preparation is clearly apparent throughout the presentation.</p>	<p>The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session.</p> <p>The presentation may explore many but not all key facets of the issue.</p>	<p>The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. Some material may be superficial or reflect limited research.</p> <p>The presentation may not explore many of the issues or perspectives at play in the scenario.</p>	<p>The presentation may offer ideas that are flawed, illogical, or partially developed and feel incomplete.</p> <p>Few perspectives or issues at play in the scenario are explored.</p>
Depth of Research	<p>The presentation makes informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information.</p>	<p>The presentation makes recommendations that correlate to the research that is referenced.</p> <p>The presentation may reference fewer than three sources or the source material may not directly correlate to the presentation's central purpose.</p>	<p>The presentation makes limited connections to relevant research.</p>	<p>The presentation makes virtually no connection to relevant research.</p>



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Presentation and Q&A

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Q & A Discussion	<p>The students' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The students display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The students' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to them.</p> <p>The students display some substantive knowledge and understanding of the selected topic based on their experience and research.</p>	<p>The students' responses in the Q&A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.</p>	<p>The students' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered.</p>
Overall Impact	<p>The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a largely persuasive presentation.</p> <p>With deeper research, more realistic proposals, or revisions to delivery, the project could be considered of professional caliber.</p>	<p>The minimally persuasive presentation does demonstrate effort.</p> <p>At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue.</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>