

1. Introduction

Results of this LD Checklist are aggregated for research purposes. To see a report of results, click on the links provided. Privacy is always protected. You can save the results of your checklist.

Symptoms may point to the need for investigation by an appropriate expert* listed in [brackets] below the category heading. *NOTE: Only secure the services of professionals experienced in the identification and treatment of learning disorders.

If the student resides in the USA and is between ages 1 and 26, complete the checklist and print a summary of responses. Submit a letter to the school principal or district director of special education requesting evaluation in all areas of suspected disability noted on the checklist. The school must provide this testing free of charge and must report back to you in a Multidisciplinary Education Team (MET) Planning Committee Meeting within 30 days of your request. The MET (which includes the parent) will determine if the student is eligible for special education services. If so, the MET will develop an Individual Education Plan (IEP) for the student. (For more information visit wrightslaw.com.)

Any of the disabilities can exist in isolation or more commonly in combination. An IEP of treatment and accommodation should address all areas of disability.

2. Respondent Information

Who is filling out the checklist?

1. Respondent's Full Name:

2. Respondent's e-mail address:

3. Respondent's relationship to student:

3. Student Information

* 1. Student Information:

Name:

Schooling Completed:

City/Town:

State/Province:

ZIP/Postal Code:

Country:

* 2. Historically, the student has experienced problems in these areas: (Check all that apply.)

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading Out Loud | <input type="checkbox"/> Remembering schedules | <input type="checkbox"/> Remembering math facts |
| <input type="checkbox"/> Understanding what is read | <input type="checkbox"/> Planning ahead | <input type="checkbox"/> Remembering math processes |
| <input type="checkbox"/> Remembering what is read | <input type="checkbox"/> Meeting deadlines | <input type="checkbox"/> Remembering order of operations |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Keeping belongings in order | <input type="checkbox"/> Ability to do mental math |
| <input type="checkbox"/> Forming letters legibly | <input type="checkbox"/> Turning in assignments | <input type="checkbox"/> Forgets math learned |
| <input type="checkbox"/> Handwriting legibly | <input type="checkbox"/> Performing on tests | <input type="checkbox"/> Memory of basic math facts |
| <input type="checkbox"/> Writing sentences & paragraphs | <input type="checkbox"/> Sense of direction | <input type="checkbox"/> Telling time |
| <input type="checkbox"/> Punctuation | <input type="checkbox"/> Ordering (ABC's, months...) | <input type="checkbox"/> Dealing with money |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Copying accurately | <input type="checkbox"/> Math anxiety |
| <input type="checkbox"/> Finishing written work | <input type="checkbox"/> Left-Right confusion | <input type="checkbox"/> Name/face association |
| <input type="checkbox"/> Following Spoken Directions | <input type="checkbox"/> Saying the right thing | <input type="checkbox"/> Memory for dates |
| <input type="checkbox"/> Remembering what was said | <input type="checkbox"/> Pronouncing words correctly | <input type="checkbox"/> Memory for numbers |
| <input type="checkbox"/> Understanding what is said | <input type="checkbox"/> Speaking coherently | |

Source of the LD Categories below:

Dr. Larry M. Silver - 1992, Georgetown University, USA

4. Input Disabilities

(1) Visual Perception [Optometrist] [Neurologist] [Educational Psychologist] [Orton-Gillingham Practitioner] [Occupational Therapist]

(2) Auditory Perception [Audiologist] [Speech-Language Pathologist]

(3) Sensory Integration [Occupational Therapist]

1. Visual Perception & Processing:

- Difficulty organizing the position and shape of input.
- Example: (u=n, E=3, W=M, b=d=p=g=q, 7=L, rotations/reversals).
- Difficulty focusing on a figure with background.
- (Difficulty locating things; Skipped words, lines, rereads).
- Judging distance and depth (appears clumsy).
- Disoriented about position in space, poor sense of direction.
- Visual Motor: Inept at jump rope, hopscotch, ball sports.

2. Auditory Perception and Processing:

- Difficulty detecting subtle differences in phonemes:
- (Mixes up similar sounding words: How are you? = 9.)
- Cannot focus on sounds with competing background noise.
- (Seems not to listen or pay attention.)
- Auditory lag: Must concentrate harder to understand speech.
- (Misses parts of auditory information.)

3. Sensory Integration:

- Tactile Defensive: Confuses light touch with pressure.
- Dislikes being touched/ held.
- Clothes are uncomfortable.
- Calmed by hard rubbing.
- Provoked to anger by casual physical contact.
- Touch Deprivation: person craves bodily contact. (Not usually due to inadequate affection.)
- His touching annoys others.
- Proprioception Deprivation- repeated stomping or bumping.
- Vestibular perception- Behavior: Frequent spinning.
- Difficulty maintaining muscle tone, posture, balance.
- Difficulty with coordination for tying, buttoning, running, jumping, or climbing.
- Extra sensitive sense of taste and/or smell.

5. Integration Disabilities

(1) Sequencing Disabilities [Educational Psychologist] [Neurologist] [Orton-Gillingham Practitioner][Special Educator]

(2) Abstraction Disabilities [Educational Psychologist] [Neurologist] [Language Therapist] [Special Educator]

(3) Organization Disabilities [Occupational Therapist]

1. Sequencing Disabilities:

- Recalls events read in the wrong sequence.
- Recalls numbers in the wrong sequence.
- Mixes up math operations ($2+5=3$).
- Mixes up letters when copying.
- Mixes up numbers when copying ($2+3=$ __ = $2+5=3$, $61=16$).
- Cannot apply known sequences on demand.
- Must recite ABC's to use dictionary or to alphabetize.
- Cannot remember the rules for games.
- Cannot name holidays, seasons, or months in order.
- Cannot remember the layout for setting the table.
- Does not dress or tend to chores in the recommended sequence.

2. Abstraction Disabilities:

- Unable to make generalizations.
- Takes things literally.
- Misunderstands jokes, puns, and idioms.
- Does not apply known math processes to solve story problems.
- Does not apply known patterns to language arts tasks.
- Does not automatically relate new facts to known facts.
- Can recall details but not the main idea.

3. Organization Disabilities:

- ☞ Messy notebook, locker, bedroom
- ☞ Unable to plan ahead, organize time
- ☞ Assignments and books often left behind
- ☞ Loses coats, books, assignments, glasses, etc.
- ☞ Speech is fine, but writing is disorderly.

6. Memory Disabilities

Short-Term Memory Disabilities [Neurologist] [Educational Psychologist] [Orton-Gillingham Practitioner]
Long-Term Memory Disabilities [Neurologist] [Medical Doctor]

1. Short-Term Memory Disabilities:

- ☞ Inconsistent auditory memory.
- ☞ Inconsistent visual memory.
- ☞ Poor memory of physical sequential tasks.
- ☞ 10-15 repetitions over several days required to remember.
- ☞ Disrupted flow of ideas in speech.
- ☞ Disrupted flow of ideas in writing.

2. Long-Term Memory Disability, associated with Mental Retardation, can also be caused by a number of diseases, injuries, events, and conditions. LTMD may be temporary or permanent.

- ☞ Abnormal degree of forgetfulness.
- ☞ Abnormal inability to recall past events.
- ☞ Inability to recall recent events.
- ☞ Inability to recall events from the distant past.
- ☞ Sudden onset memory loss.
- ☞ Gradual onset memory loss.

7. Output Disabilities

(1) Language Disability [Audiologist] [Speech-Language Pathologist]
(2) Motor Disability [Occupational Therapist] [Educational Therapist]

1. Language Disability:

- ☞ Difficulty producing speech on demand.

2. Motor Disability:

- Gross Motor Disability.
- Fine Motor Disability.
- Dysgraphia: poor, cramped, or illegible handwriting.
- Unable to express thoughts in writing.
- Difficulty coloring neatly.
- Difficulty copying, drawing shapes, letters, figures.
- Poor visual-spatial awareness and positioning.

8. Add important information here:

1. Enter background information on student (health history, diagnoses, interventions):

2. Do you want a personal response to your submission?

Yes

No, thank you.

3. Join mailing list? (Quarterly newsletter)

Yes

No