

## How to ...

...recognize SLDs characteristics among your learners.

### Initial observation of SLDs

Imagine you have a child in your classroom that might show some learning difficulties. You are not yet sure if there is a need for advising parents with an official SLDs assessment because you first want to be sure and identify some of the signs correctly.

We present you with a simple checklist with some major characteristics for every SLD. Please note that SLD are often overlapping. Children with Dys are likely to develop several disorders at the same time. Not only can the different Dys co-occur but they can also be accompanied by other issues such as ADHD for instance, which can make the situation even more challenging for Dys youngsters.

**As a teacher you can see some of the first signs of what can be a learning disorder but remember that it is essential to have an assessment by a specialist.**

### Dyslexia checklist

Below, we present you some indicators which are probably related to **Dyslexia** and of course need to be validated by an authorized institution or professional in order to start an intervention – support.

- Students might avoid reading and if they read, they have a slow and insecure reading, with lots of mistakes, their reading is not fluent. Help student to identify their student's strengths and needs
- Students might have difficulties in retelling the text; difficulties in memorizing a text, a poem.
- They often get tired quickly during reading.
- The pupils face difficulties to remember details of the document already read.
- Often misspell or mispronounce even simple words.
- They might learn new words with difficulties.

## Dyspraxia checklist

Below, we present you some indicators which are probably related to **Dyspraxia** and of course need to be validated by an authorized institution or professional in order to start an intervention – support.

- They might have troubles in organizing daily activities, in keeping order, in perceiving and understanding time.
- They have difficulties in performing activities that require fine motor skills (holding a pencil, cutting with scissors, buttoning, learning to play an instrument etc.).
- They might avoid playing with constructional toys (jigsaws or building blocks).
- They might have difficulties in pronouncing words, writing and typing.
- They might learn new words with difficulties.
- They might have difficulties adapting to new and unpredictable situations.

## Dyscalculia checklist

Below, we present you some indicators which are probably related to **Dyscalculia** and of course need to be validated by an authorized institution or professional in order to start an intervention – support.

- The pupils have difficulties recognizing numbers.
- The pupils face delays in learning to count.
- Struggle to connect numerical symbols (5) with their corresponding words (five)
- Experience difficulties recognizing patterns and placing things in order
- Might lose track while counting
- Need to utilize visual aids to assist counting (fingers)
- Are unable to grasp the concepts behind word problems and other non-numerical math calculations
- Experience difficulties estimating time
- Struggle to process visual-spatial ideas like graphs and charts

## Dysgraphia checklist

Below, we present you some indicators which are probably related to **Dysgraphia** and of course need to be validated by an authorized institution or professional in order to start an intervention – support.

- The pupil has visual-spatial difficulties like: letter spacing, shape discrimination, writing on a line or inside margins, coping texts.
- The pupil frequently uses an eraser as a result of bad designed letters.

- Handwriting issues like: mixing upper-lower case letters, reading their own writing, spelling words, accurate spelling orally but with mistakes in writing.
- The pupil experiences poor spelling, including unfinished words or missing words or letters.

## Dysphasia checklist

Below, we present you some indicators which are probably related to Dysphasia and of course need to be validated by an authorized institution or professional in order to start an intervention – support.

- Dysphasia affects different aspects of language development such as phonology, lexicon, syntax and pragmatics.
- They may have problems understanding what people are saying during a conversation.
- They have problems with communication to develop relationships and express their basic needs.
- They struggle to understand and use gestures.
- They experience difficulties to find the exact word they want to use when talking or writing.
- They might mix up sounds in words or meanings of words

## Sources recommendation

- MOOCDys project resources
- Facebook forum on SLDs