

Checklist of Dyslexic Characteristics\*

Visual Dyslexia	Auditory Dyslexia	Dysgraphia
<input type="checkbox"/> Perceives symbols backwards, upside down	<input type="checkbox"/> Doesn't hear phonic elements	<input type="checkbox"/> Writes backwards (mirror writing)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> can't distinguish short vowels <input type="checkbox"/> can't distinguish long vowels <input type="checkbox"/> can't tell what letters make up consonant clusters ( <u>br</u> , <u>str</u> , <u>ph</u> , <u>sm</u> , etc.)	<input type="checkbox"/> Has difficulty making letters, numerals, words <input type="checkbox"/> Can't remember how to make certain letters
<input type="checkbox"/> Reverses words while reading, writing	<input type="checkbox"/> Can't tell when words sound same or different	<input type="checkbox"/> Makes letters backwards, upside down
<input type="checkbox"/> on-no <input type="checkbox"/> saw-was <input type="checkbox"/> of-for <input type="checkbox"/> but-tub	<input type="checkbox"/> Can't give rhyming words	<input type="checkbox"/> Distorts letters or numerals while writing
<input type="checkbox"/> Fails to perceive minimal cues	<input type="checkbox"/> Can't apply simple phonic generalizations while reading	<input type="checkbox"/> Can't copy simple shapes without distortions(circle, square, triangle)
<input type="checkbox"/> omits parts of words <input type="checkbox"/> leaves off endings <input type="checkbox"/> misreads similar letters, words	<input type="checkbox"/> Can't hear syllables in words	
<input type="checkbox"/> Telescopes words	<input type="checkbox"/> Can't hear accented syllables	
<input type="checkbox"/> Perseverates (adds letters, syllables)	<input type="checkbox"/> Can't blend parts of words into whole words	
<input type="checkbox"/> Can't recall correct order of letters in words	<input type="checkbox"/> Can't learn to interpret diacritical markings in dictionary	
<input type="checkbox"/> Has difficulty repeating months, days of week, items in sequence	<input type="checkbox"/> Gives garbled pronunciation (emany, vigenar)	
	<input type="checkbox"/> Can't apply phonetic rules to spelling	
	<input type="checkbox"/> Writes words phonetically ( <u>kat</u> , <u>reefews</u> , etc.)	
	<input type="checkbox"/> Asks speaker to repeat (major habit)	
	<input type="checkbox"/> Must vocalize (mutter) while reading alone	

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### 13 Good Teaching Suggestions For Children With Learning Disabilities

1. It is important that parents understand the child's problem as early as possible. Strengths should be pointed out as well as weaknesses. Arrangements may need to be made for one-to-one help. If the parents cannot help perhaps peer tutors, college student aides or parent volunteers can be utilized.
2. Some students require more careful and detailed instructions if they are to understand an assignment. Don't assume that they are "not paying attention" or are "day-dreaming." They may be embarrassed to tell you they do not understand. Get eye contact and teach the child to watch the face of the person speaking. Show instead of tell. Too much talking confuses some children. Use visual and an auditory stimuli in conjunction as much as possible.
3. Teach new concepts as concretely as possible. The task should be analyzed so steps are small and carefully sequenced. Learning requiring concentrated attention should be presented during very short time intervals. Have the child repeat as much of the verbal instruction as possible.
4. Copying from the board should not be required of the child who after observation cannot do this task. Place the assignment on a sheet of paper for that child. When asking a child to copy from a given piece of paper, place the paper directly above his copying paper so that he does not have to move the eye from side to side which causes reversals.
5. Use the tape recorder as a teaching tool:
  - a. Tape record the directions for assignments or any written material, if the student is unable to read well.
  - b. Allow the student to tape record his answers to tests or assignments if spelling or written expression is a problem.
  - c. Allow a student with written expression problems to compose his story or report on the tape recorder and then write it by replaying it in short snatches.
  - d. Children who have trouble with written expression should be allowed to give oral reports as much as possible.
6. Keep homework at a minimum because it usually takes an LD child longer to do written work. Send home only review or practice work you know the child understands, not something you have not yet been able to teach him.
7. When independent work is required, be sure the LD child is given tasks he can complete with a chance of being successful at least 75% of the time. Sometimes a ten minute work page should be subdivided into ten one minute segments. This can easily be done by folding the assignment sheet in thirds and have the child complete one-third of the task before unfolding it and going on to the second part.

13 Good Teaching Suggestions For Children With Learning Disabilities  
pg. 2

8. Spend a little time watching how a child goes about doing a task.
9. Suggestions for correcting papers:
  - a. Whenever possible, check assignments immediately with the student.
  - b. Use a pencil other than red.....it has bad connotations!
  - c. Mark the correct answers instead of the incorrect answers.
  - d. Materials can be made self-correcting to provide immediate feedback. Provide a key.
10. If at all possible, vary the overall rhythm of activities so the student has written work along with manipulative tasks, work at the board and perhaps some "housekeeping" tasks.
11. Children with visual perceptual problems find that purple dittoed material is very difficult to read. When making material for your class, use a black ditto or a stencil. Be careful in spacing the questions and other material on the paper. Leave plenty of space between individual teaching items on a paper. Make sure that the paper given these children is legible. Handwritten dittoes are impossible for these children to comprehend.
12. Math problems should be carefully spaced on the paper and enough space allowed for the complete answer.
13. When creating tests, short answers are more successful. Matching questions are the easiest for the LD child to adjust to. The answer is there for him to copy in another position on the test. Remember that tests can be given in a buddy system where the test is read to a child and his "buddy" records the answers.

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