

LEARNING DYSFUNCTIONS IN THE CLASSROOM

SPECIFIC LEARNING DYSFUNCTION

CLASSROOM BEHAVIORS

Poor Auditory Perception

Fully comprehends only part of what is heard in lectures, discussions, multi-media presentations

Constantly misperceives adult intentions; fails to grasp meaning of oral instructions; has frequent clashes of opinion; constantly requests teacher to repeat; turns to peers for verification and reinforcement

Poor Visual Perception

Constantly misreads signs, symbols, and text passages; perceives only parts of visual patterns; fails to perceive part/whole relationships

Constantly misinterprets text material, chalkboard presentations, test items, etc; has poor comprehension of author's meaning in reading; often gives dyslogic responses because only part of the information was perceived correctly.

Poor Auditory-to-Motor Transfer

Cannot rapidly associate what is heard (or thought) with corresponding written symbols; cannot successfully write down ideas and information; cannot retain correct spellings; has poor concepts of grammar and syntax

Has trouble taking notes; does poorly on essay responses; spells phonetically (munday, Twosday); uses immature sentence structure in written work; has very slow, labored rate of handwriting; often has poor or illegible handwriting; is quickly frustrated; has low tolerance for time pressure

Poor Visual-to-Motor Transfer

Cannot maintain consistent fine motor control in copying; often cannot recall how to write specific symbols; cannot maintain good spacing of written work
(near-to-far fixation = vision problem)

Has trouble copying from chalkboard or hard-back texts; has very poor penmanship; is quickly frustrated; has low tolerance for time pressure

Poor Visual-to-Oral Transfer

Cannot quickly associate speech sounds with what is seen in print

Has low phonics skills; stumbles in sounding out vocabulary of content areas; has much tongue twisting in oral reading; is quickly frustrated; avoids reading when possible

Poor Auditory-to-Visual Transfer

Cannot quickly match what is heard with what is seen in print

Is slow following teacher commands to find specific places on the page, map or graph; is quickly confused and frustrated in matching what is heard with what is seen

Poor Perception of Sequence

Cannot keep details in a given sequence

Reverses symbols; mirror reads and writes; scrambles in math and spelling; cannot recall details in sequence

Hyperactivity (hyperkinesis)

Cannot keep muscle systems still

Inadvertantly makes distracting sounds; is talkative and disruptive; quickly becomes restless and tense when forced to be still; explodes when inner stress is not discharged; has short attention span; is often dyslogic;