

# LEARNING DISABILITY EVALUATION SCALE

## Fourth Edition

### (LDES-4)

Stephen B. McCarney, Ed.D.  
&  
Samm N. House

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The *Learning Disability Evaluation Scale - Fourth Edition (LDES-4)* is a norms update of the *Learning Disability Evaluation Scale - Renormed Second Edition (LDES-R2)* (McCarney & Arthaud, 2007). The **LDES-4** assesses the most commonly identified characteristics of learning disabled students. It is based on the federal definition of learning disabilities (IDEIA, 2004) and the subscales (*Listening, Thinking, Speaking, Reading, Writing, Spelling, and Mathematical Calculations*) correspond to seven areas of disability identified in the federal definition.

The **LDES-4** was standardized on a total of 1,802 students, ages 8 through 16 years and grades 2-11. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **LDES-4** fell at or above .82 for each subscale. Test-retest reliability yielded correlation coefficients ranging from .88 through .97, indicating substantial reliability for each of the 7 subscales. Coefficients for inter-rater reliability for the subscales ranged from .94 to 1.00 for all age levels. Content validity was established through the initial development process. The **LDES-4** was compared to the *Learning Disabilities Diagnostic Inventory (LDDI)* (Hammill & Bryant, 1998) as a measure of concurrent validity. All subscales of the **LDES-4** correlated significantly with the LDDI subscales to which they were compared. The construct validity of the scale supports strong diagnostic validity.

The **LDES-4** uses frequency-referenced quantifiers. Each item on the **LDES-4** is rated on a four-point scale (NOT DEVELOPMENTALLY APPROPRIATE FOR AGE, RARELY OR NEVER, INCONSISTENTLY, CONSISTENTLY). Following completion of the ratings, five types of age and grade scores may be obtained: frequency rating for each item (reflecting the degree of difficulty in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), a learning quotient, and percentile. The subscale standard scores are plotted on the graph at the bottom of the Profile Sheet to provide a visual representation of skills.

The **LDES-4** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, or other school personnel. The **LDES-4** complete kit consists of *Pre-Referral Learning Problem Checklists, Intervention Strategies Documentation Forms*, technical manual, rating forms, the *Learning Disability Intervention Manual*, and the *Parent's Guide to Learning Disabilities*.

The *Learning Disability Intervention Manual (LDIM)* includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of a student's IEP, as well as classroom intervention. The *Learning Disability Intervention Manual* used in conjunction with the **LDES-4** provides an assessment and intervention program for learning disabled children and youth. The *Parent's Guide to Learning Disabilities (PGLD)* contains interventions for parents to implement in the home to help their learning disabled child be more successful.



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# PRE-REFERRAL LEARNING PROBLEM CHECKLIST

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Observer: \_\_\_\_\_ Position: \_\_\_\_\_

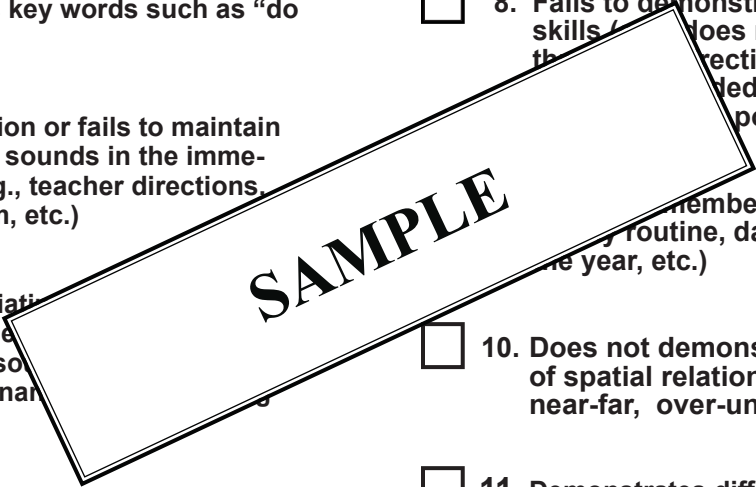
Student known to observer: \_\_\_\_\_ Length of time spent with student each day: \_\_\_\_\_  
(from) (to) (hours) (minutes)

**TO OBSERVER: Check each behavior you have observed the student display during the last month.**

LISTENING

THINKING

- |  |  |
|--|--|
| <p><input type="checkbox"/> 1. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)</p> <p><input type="checkbox"/> 2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)</p> <p><input type="checkbox"/> 3. Has difficulty differentiating sounds heard (e.g., does not hear the difference between /ch/ and /sh/ sounds, similar consonant sounds, etc.)</p> <p><input type="checkbox"/> 4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)</p> <p><input type="checkbox"/> 5. Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand;" needs constant reminders, etc.)</p> <p><input type="checkbox"/> 6. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher)</p> <p><input type="checkbox"/> 7. Requires eye contact in order to listen successfully (e.g., one-to-one situation)</p> | <p><input type="checkbox"/> 8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember directions needed for a task, does not memorize a poem or song, etc.)</p> <p><input type="checkbox"/> 9. Does not remember sequences (e.g., events in a story, daily routine, days of the week, months of the year, etc.)</p> <p><input type="checkbox"/> 10. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)</p> <p><input type="checkbox"/> 11. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)</p> <p><input type="checkbox"/> 12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)</p> <p><input type="checkbox"/> 13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)</p> <p><input type="checkbox"/> 14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)</p> <p><input type="checkbox"/> 15. Perseverates - does the same thing over and over (e.g., has difficulty changing activities, routines, etc.)</p> |
|--|--|



**Item #03831**

**Pre-Referral Learning Problem Checklist**

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# Intervention Strategies Documentation Form

Date: \_\_\_\_\_

Student name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Parents: \_\_\_\_\_

Team members: \_\_\_\_\_

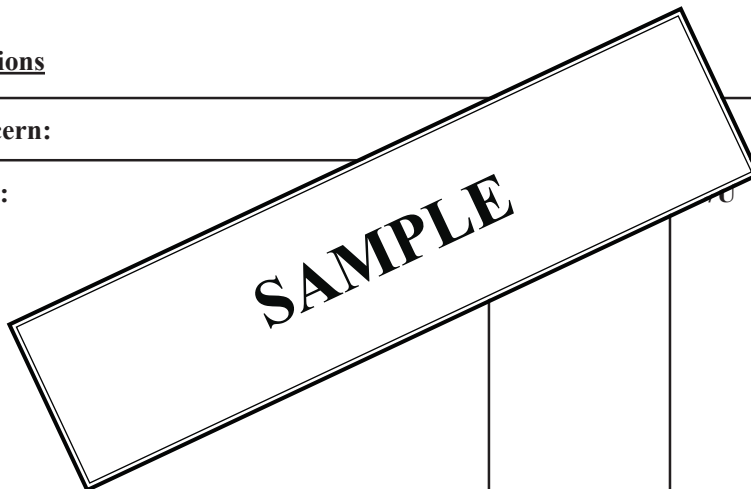
## I. Student History

- A. Are the parents aware of your concern? \_\_\_\_\_
- B. Has the student repeated a grade? \_\_\_\_\_ If so, when? \_\_\_\_\_
- C. Date and results of any previous individual testing? \_\_\_\_\_
- D. Date and results of last hearing screening: \_\_\_\_\_
- E. Date and results of last vision screening: \_\_\_\_\_

## II. Concerns and Interventions

Learning or Behavior Concern: \_\_\_\_\_

Interventions Implemented: \_\_\_\_\_



Decision

Learning or Behavior Concern: \_\_\_\_\_

Interventions Implemented: \_\_\_\_\_

Intervention  
Date

S/U

Decision

Item #00672

Intervention Strategies Documentation Form

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# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## RATING GUIDELINES

- The student should be rated by school personnel who interact directly with the student in the school environment.
- The rater should rely on his/her observation of the student's skills as they occur naturally in the school environment. If the rater has no knowledge of the student's ability to perform a particular skill on the scale, it is recommended that the rater consult another person in the school environment to provide information for that item.
- Do not leave any boxes blank.
- At the secondary level, or in departmentalized elementary programs, educational personnel may rate only those areas (subscales) which they have had the opportunity to observe.
- It is not necessary to complete the rating for a student in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that each quantifier is read with the item, before rating the item. Using item 25 as an example, the rater would first read, "Not developmentally appropriate for age to have difficulty imitating speech sounds," then "Rarely or never has difficulty imitating speech sounds," "Inconsistently has difficulty imitating speech sounds," and finally "Consistently has difficulty imitating speech sounds."
- If the behavior or skill is developmentally beyond what is expected for the student's age, the rating should be **0**  
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the student does not display or rarely displays the behavior or skill indicated on the scale, the rating should be **1**  
RARELY OR NEVER.
- If the student often, but not always, displays the behavior or skill on the scale, the rating should be **2**  
INCONSISTENTLY.
- If the student consistently displays the behavior or skill on the scale, the rating should be **3**  
CONSISTENTLY.

### IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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Item #01510

LDES-4

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**TO RATER: Rate every item using the quantifiers (0-3) provided.  
Every item must be rated. Do not leave any boxes blank.**

NOT  
DEVELOPMENTALLY  
APPROPRIATE FOR AGE  
**0**

RARELY OR  
NEVER  
**1**

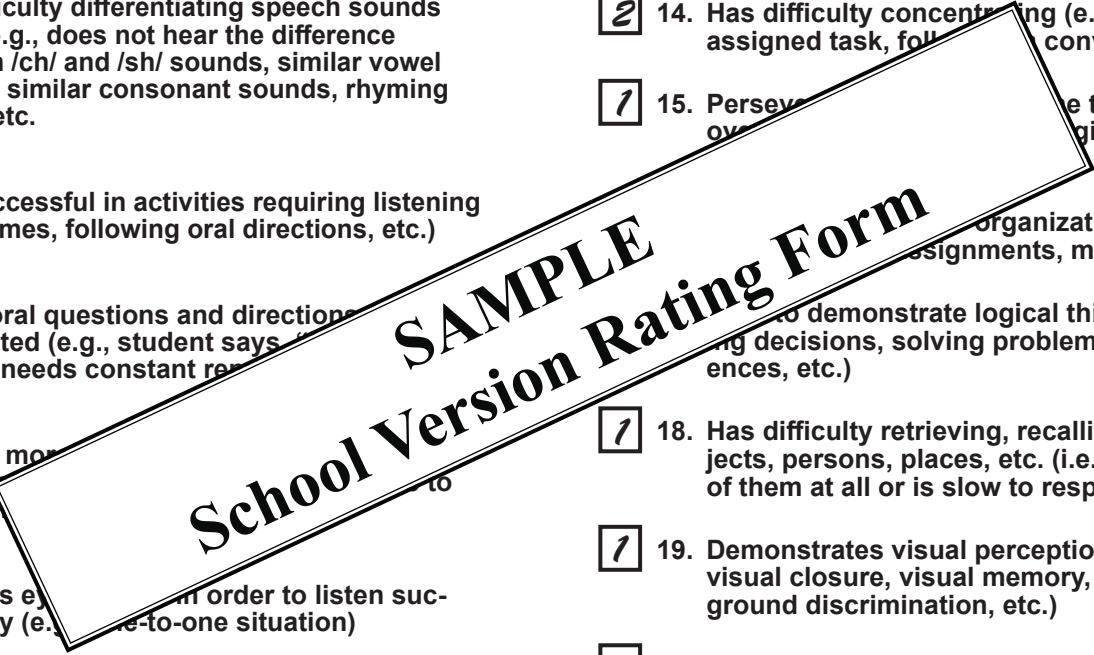
INCONSISTENTLY  
**2**

CONSISTENTLY  
**3**

LISTENING

- 1** 1. Does not hear all of what is said (e.g., misses word endings, misses key words such as “do not,” etc.)
- 1** 2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)
- 1** 3. Has difficulty differentiating speech sounds heard (e.g., does not hear the difference between /ch/ and /sh/ sounds, similar vowel sounds, similar consonant sounds, rhyming words, etc.)
- 1** 4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
- 2** 5. Needs oral questions and directions to be frequently repeated (e.g., student says “I don’t understand;” needs constant repetition)
- 2** 6. Attends more to background noise than to the teacher’s voice
- 1** 7. Requires eye-to-eye contact in order to listen successfully (e.g., one-to-one situation)

- 1** 11. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)
- 1** 12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)
- 1** 13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)
- 2** 14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)
- 1** 15. Perseverates (e.g., repeats the same thing over and over during activities, etc.)
- 2** 16. Needs oral directions to be organized (e.g., does not follow assignments, materials, etc.)
- 2** 17. Needs oral directions to demonstrate logical thinking (e.g., making decisions, solving problems, making inferences, etc.)
- 1** 18. Has difficulty retrieving, recalling, or naming objects, persons, places, etc. (i.e., does not think of them at all or is slow to respond)
- 1** 19. Demonstrates visual perception problems (e.g., visual closure, visual memory, visual figure-ground discrimination, etc.)
- 1** 20. Has difficulty classifying (e.g., does not recognize similarities, differences, etc.)



9 Raw Score

THINKING

- 1** 8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, does not memorize words to a poem or song, etc.)
- 1** 9. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)
- 1** 10. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)

- 1** 21. Fails to generalize knowledge from one situation to another (e.g., identifies the word “house” on a flashcard, but fails to identify it in a sentence; is able to count by fives, but is not able to determine the value of a group of nickels counting by fives; knows that  $6 \times 8 = 48$ , but does not understand that  $48 \div 6 = 8$ ; etc.)
- 1** 22. Demonstrates confusion (e.g., walks into the wrong classroom or area)
- 2** 23. Remembers information one time but not the next
- 1** 24. Requires slow, sequential, substantially broken-down presentation of concepts

21 Raw Score

SPEAKING

- 25. Has difficulty imitating speech sounds
- 26. Omits, adds, substitutes, or rearranges sounds or words when speaking
- 27. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
- 28. Does not use appropriate subject-verb agreement when speaking (e.g., says, "It don't matter to me;" instead of "It doesn't matter to me.")
- 29. Does not carry on conversations with peers and adults
- 30. Has a limited speaking vocabulary
- 31. Fails to use verb tenses correctly when speaking (e.g., past, present, future)
- 32. Speaks dysfluently (e.g., runs words and sentences together, speaks too fast or slow, pauses at incorrect places, etc.)
- 33. Does not complete statements or thoughts when speaking (e.g., speaks in incomplete sentences, fails to think of correct words to express ideas, etc.)

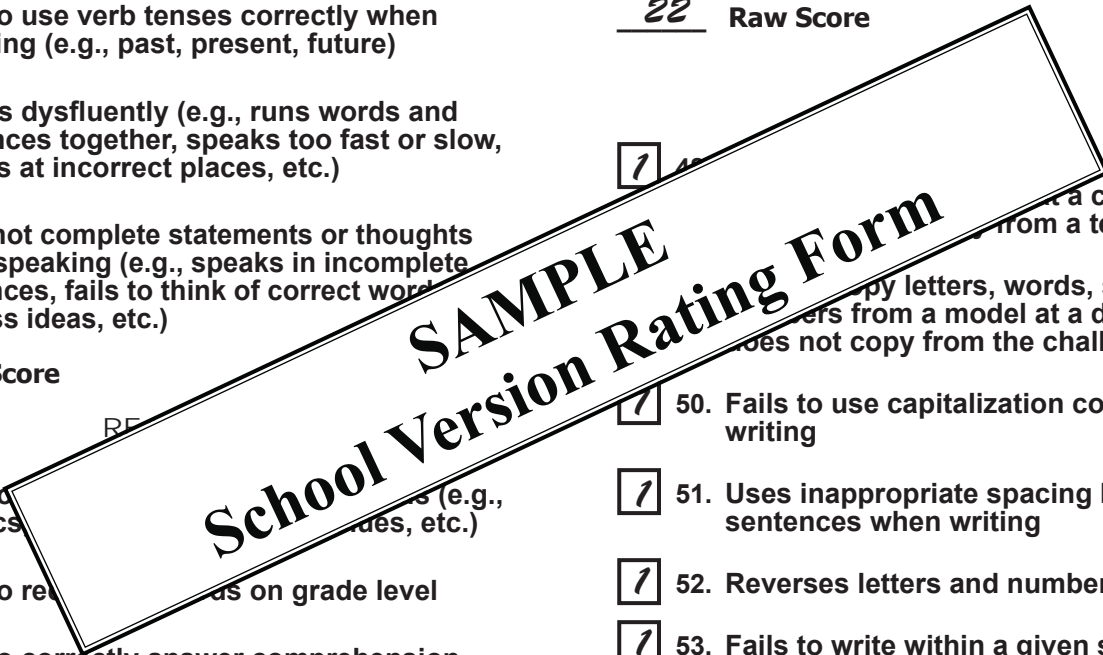
10 Raw Score

- 34. Fails to use phonics skills (e.g., omits, adds, substitutes, or reverses letters, words, or sounds when reading)
- 35. Fails to read words on grade level
- 36. Fails to correctly answer comprehension questions from reading activities
- 37. Loses place when reading (e.g., leaves out words, lines, or sentences when reading)
- 38. Has difficulty with sound-symbol relationships (e.g., does not know that the letter "d" makes the /d/ sound)
- 39. Has difficulty with phonics skills when reading (i.e., fails to sound out words correctly or blend sounds into words)
- 40. Omits, adds, substitutes, or reverses letters, words, or sounds when reading
- 41. Fails to demonstrate word comprehension (i.e., does not know the meaning of words read)

- 42. Reads words correctly in one context but not in another (e.g., can read a word printed on a flashcard but cannot read the same word in a sentence)
- 43. Does not read independently (i.e., does not choose reading as an independent activity, avoids reading, etc.)
- 44. Does not discriminate between similar letters and words (e.g., "m" and "n," "cat" and "cap," etc.)
- 45. Does not know all the letters of the alphabet
- 46. Understands what is read to him/her but not what he/she reads silently
- 47. Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)

22 Raw Score

- 48. Fails to read words on grade level (e.g., does not read words at a close proximity from a textbook)
- 49. Fails to copy letters, words, sentences, and paragraphs from a model at a distance (e.g., does not copy from the chalkboard)
- 50. Fails to use capitalization correctly when writing
- 51. Uses inappropriate spacing between words or sentences when writing
- 52. Reverses letters and numbers when writing
- 53. Fails to write within a given space (e.g., writes off of the page, does not write on a line, etc.)
- 54. Fails to punctuate correctly when writing
- 55. Does not use appropriate subject-verb agreement when writing
- 56. Does not compose complete sentences or express complete thoughts when writing
- 57. Fails to correctly organize writing activities (e.g., does not sequence events, develop a paragraph, use correct word order, etc.)
- 58. Omits, adds, or substitutes words when writing
- 59. Fails to form letters correctly when printing or writing (e.g., a's do not look like a's, b's do not look like b's, does not connect letters, etc.)



2 60. Fails to use verb tenses correctly when writing (e.g., past, present, future)

1 61. Uses inappropriate letter size when writing (i.e., too large or too small)

18 Raw Score

SPELLING

1 62. Fails to use spelling rules (e.g., "i before e except after c," rules for changing words to plural form, etc.)

1 63. Has difficulty with phonetic approaches to spelling (i.e., does not spell words the way they sound)

1 64. Omits, substitutes, adds, or rearranges letters or sound units when spelling words

1 65. Has difficulty spelling words that do not follow the spelling rules

1 66. Does not use word endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, -er, etc.)

1 67. Spells words correctly in one context but not in another (e.g., spells the word correctly in a sentence but not in a sentence quiz but not in a sentence quiz)

1 68. Requires more time to learn spelling words than other students (e.g., requires much longer to learn spelling words than other students)

7 Raw Score

MATHEMATICAL CALCULATIONS

1 69. Has difficulty solving math word problems

1 70. Fails to change from one math operation to another (e.g., starts with addition and does not change to subtraction)

1 71. Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems)

1 72. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying)

1 73. Works math problems from left to right instead of right to left

1 74. Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)

1 75. Fails to correctly solve math problems involving fractions or decimals (e.g., understanding parts of the whole, recognizing fractional values, performing operations, etc.)

1 76. Fails to demonstrate knowledge of place value

1 77. Confuses operational signs when working math problems (e.g., +, -, ÷, ×)

1 78. Has difficulty understanding abstract concepts (e.g., dimensionality, size, space, shape, etc.)

1 79. Fails to correctly solve problems involving money (e.g., coin identification and value, counting money, making change, etc.)

1 80. Fails to solve problems using measurement (e.g., length, weight, etc.)

1 81. Fails to solve math problems requiring

1 82. Does not understand the concept of time (e.g., does not know how to tell time, does not use a calendar, does not work problems involving time, etc.)

1 83. Fails to correctly solve math problems requiring addition

1 84. Fails to correctly solve math problems requiring subtraction

1 85. Fails to correctly solve math problems requiring multiplication

1 86. Does not understand the concept of skip counting (e.g., may be able to count by fives, but does not know that five is being added to each consecutive number)

1 87. Does not remember math facts

1 88. Does not make use of columns when working math problems (e.g., puts numbers in wrong columns, adds across columns, etc.)

20 Raw Score

SAMPLE School Version Rating Form

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

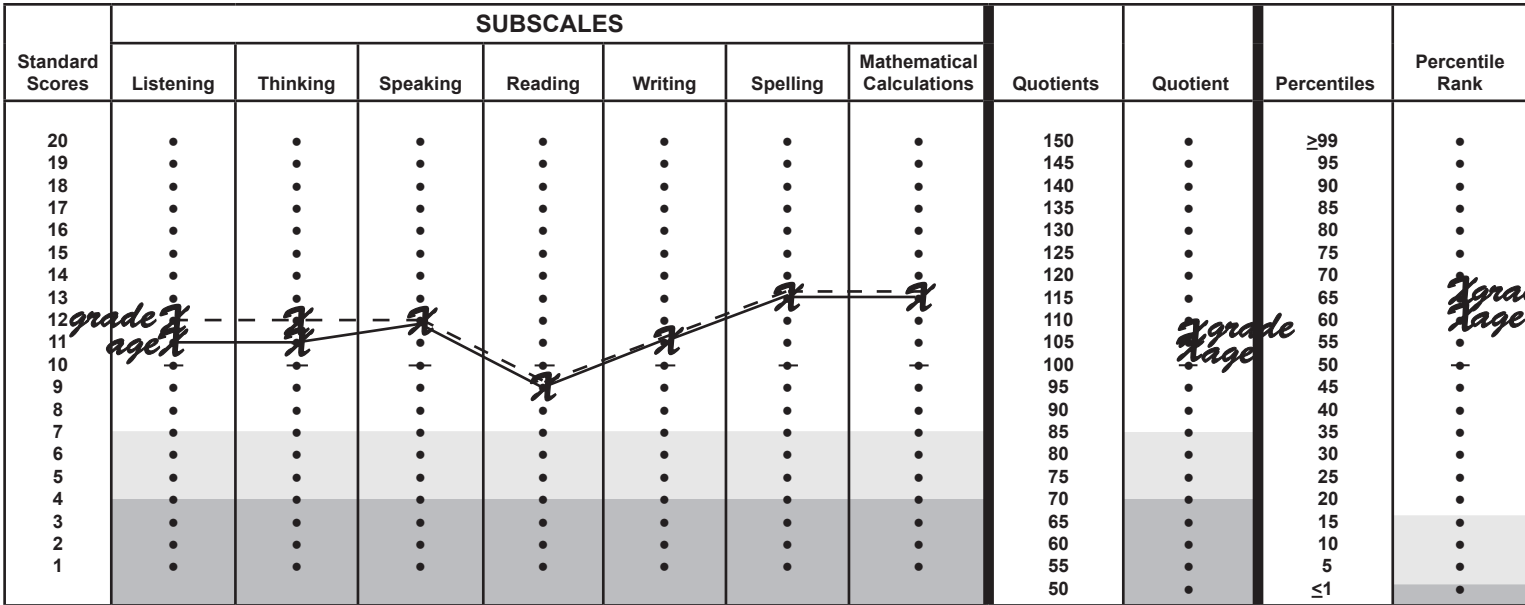
## PROFILE SHEET

Name of student: Andrew Thomas Gender: M  
 School: Midvale Elementary  
 Class: all subjects Grade: 4  
 City: Midvale State: PA  
 Date of rating: 2017 11 8  
 (year) (month) (day)  
 Date of birth: 2008 5 17  
 (year) (month) (day)  
 Age at rating: 9 5 21  
 (years) (months) (days)

SUMMARY OF SCORES					
Subscales	Raw Score	Standard Score		Standard Score SEM	
		Age (APPX A)	Grade (APPX D)	Age (APPX C)	Grade (APPX F)
Listening	9	11	12	2.58	2.88
Thinking	21	11	12	1.86	2.00
Speaking	10	12	12	2.66	2.92
Reading	22	9	9	2.00	2.14
Writing	18	11	11	2.18	2.24
Spelling	7	13	13	2.48	2.70
Mathematical Calculations	20	13	13	1.74	1.80

Rated by (observer's name): M. Jackson  
 Dates during which observation of student occurred:  
 From 9/17 To 11/17  
 Amount of time spent with student:  
 Per day 6 Per week 30

TOTAL SCORE									
Sum of Subscale SS		Learning Quotient		Percentile		Learning Quotient SEM		Confidence Interval (Chapter 2)	
Age	Grade	Age (APPX B)	Grade (APPX E)	Age (APPX B)	Grade (APPX E)	Age (APPX C)	Grade (APPX F)	Age	Grade
80	82	105	106	63	67	4.54	4.84	95%	95%



Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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# Goals, Objectives, and Interventions

## 1 Does not hear all of what is said

1. Make certain the student's hearing has been checked recently.

2. Have the student repeat or paraphrase what is said to him/her in order to determine what was heard.

3. Give the student short directions, explanations, and instructions to follow. As the student demonstrates success, gradually increase the length of the directions, explanations, and instructions.

4. Maintain a consistent verbal delivery of information.

5. Make certain the student is attending to the source of information (e.g., making eye contact, hands free of writing materials, looking at assignment, etc.).

6. Provide the student with directions and instructions in a clear, concise manner.

7. Stop at key points when delivering directions, explanations, and instructions.

9. Place the student near the source of the information.

10. Reduce distracting stimuli (e.g., noise and motion in the classroom) in order to facilitate the student's ability to listen successfully.

11. Stop at key points when delivering directions, explanations, and instructions in order to determine student comprehension.

12. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.

13. Deliver directions, explanations, and instructions at an appropriate pace.

14. Identify a list of word endings, key words, etc., that the student will practice listening for when someone is speaking.

15. Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting directions, explanations, and instructional content. Determine which modality is stronger and use it to the results.

16. Stop at various points during the presentation of information to allow for comprehension.

17. Use visual aids and listening skills (e.g., note-taking) to help the person delivering information. Provide necessary note-taking material.

18. Tell the student what to listen for when being given directions, receiving information, etc.

19. Play games to teach listening skills (e.g., Mother May I?, Simon Says, Red Light-Green Light).

20. Have the student silently repeat information just heard to help him/her remember the important facts.

21. Have the student question any directions, explanations, instructions he/she does not understand.

22. Evaluate the level of information presented to the student to determine if the information is presented at a level the student can understand.

23. Reinforce the student for listening carefully based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time he/she is required to listen.

**SAMPLE**  
**Learning Disability Intervention Manual**

## II. Behaviors & Solutions

### 1 Has to have several reminders

**1.** Establish rules for following directions (e.g., listen carefully to the directions; ask questions if you do not understand; follow the directions with-out having to be reminded; etc.). These rules should be consistent and followed by everyone in the home. Talk about the rules often.

**2.** Reward your child for not requiring reminders to do what he/she is told to do. Possible rewards include verbal praise (e.g., "Thank you for making your bed without having to be reminded."), a kiss on the cheek, a hug, having a friend over to play, staying up late, watching a favorite TV show, or playing a game with a parent.

**3.** If there are other children or adolescents in the home, reward them for doing what they are told to do without requiring reminders.

**4.** Carefully consider the child's past experience with reminders when telling the child to do something.

**5.** Show the child what he/she should do for a chore (e.g., show your child how to take out the trash when told to do so).

**6.** When your child requires a reminder(s) to do something, explain what he/she did wrong, what should have been done, and why.

For example: You told your child to set the table before dinner. It is now five minutes until dinner time and the table is not set. Go to your child, tell him/her that this is a reminder to set the table and that it needs to be done immediately because dinner is ready.

**7.** Make sure your child is paying attention to you when you tell him/her to do something. Have your child look directly at you to know he/she is listening and have your child repeat the direction to check for understanding.

**8.** Do not give directions to your child from another room. Go to your child, get his/her undivided attention, and tell him/her what should be done.

**9.** Write a contract with your child.

For example: I, William, will make my bed without having to be reminded to do so for 5 days in a row. When I accomplish this, I can watch 30 extra minutes of TV.

The contract should be written within the ability level of your child and should focus on one behavior at a time.

**10.** Allow the child to experience the result of his/her behavior. For example, if she is leaving a toy in the street, she is being run over by a car,

Make certain that your child sees the relationship between his/her behavior and the consequences which follow (e.g., failing to retrieve a toy from the street results in having a broken toy).

**12.** Along with a directive, provide an incentive statement (e.g., "You may have a bowl of ice cream after you get ready for bed.").

**13.** Do not give your child more than two or three steps to follow in one direction. Directions that involve several steps can be confusing and cause your child to have difficulty following them. An example of a two-step direction is: "Please brush your teeth and go to bed."

**14.** Deliver directions in a supportive, rather than threatening, manner (e.g., "Please take out the trash." rather than "You had better take out the trash or else!").

**15.** Provide your child with a list of daily chores, weekly chores, etc., and put it where it will be seen often (e.g., on the closet door, on his/her desk, on the refrigerator, etc.).

**SAMPLE**  
**Parent's Guide to Learning Disabilities**