

PARENT'S GUIDE TO LEARNING DISABILITIES

Helping Your LD Child Succeed at Home and School

**Stephen B. McCarney
Angela Marie Bauer**

Copyright © 1991 by Hawthorne Educational Services, Inc.

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the
United States of America.

7/12



HAWTHORNE

**Educational Services, Inc.
800 Gray Oak Drive
Columbia, MO 65201
Telephone: (573) 874-1710
FAX: (800) 442-9509
www.hawthorne-ed.com**

Table of Contents

I. Introduction	5
II. Behaviors & Solutions	6
A. Memory, Organization, Following Directions	
1. Has to have several reminders	6
2. Ignores what he/she is told	8
3. Puts off doing things	10
4. Requires eye contact in order to listen successfully	12
5. Fails to demonstrate short-term memory skills	14
6. Fails to demonstrate logical thinking	16
7. Remembers information one time but not the next	17
8. Requires slow, sequential, substantially broken-down directions or explanations	19
9. Does not hear all of what is said	20
10. Is unsuccessful in activities requiring listening	21
11. Does not bring home notes about field trips, the book fair, etc.	23
12. Is disorganized with possessions	24
13. Does not prepare for school assignments	26
14. Does not read or follow directions	28
15. Fails to follow a routine	30
16. Begins things before receiving directions or instructions.	32
17. Fails to follow necessary steps in doing things	34
18. Fails to remember sequences	36
19. Has difficulty retrieving, recalling, or naming objects, persons, places, etc.	37
20. Does not organize responsibilities	39
B. General Academics	
21. Fails to perform homework independently	41
22. Does not complete homework.	43
23. Requires repeated drill and practice to learn schoolwork.	45
24. Does not have necessary study skills	46
25. Does not demonstrate an understanding of left-right, forward-backward, east-west, etc.	50
26. Performs homework so carelessly as to be illegible	51
27. Demonstrates visual perception problems	53
28. Has difficulty classifying	54
C. Reading	
29. Does not comprehend what he/she reads	55
30. Fails to recognize words on grade level.	57
31. Loses place when reading.	58
32. Omits, adds, substitutes, or reverses letters, words, or sounds when reading.	59
33. Reads words correctly in one context but not in another	60
34. Does not read independently	61
35. Does not discriminate between similar letters and words.	62
36. Does not know all the letters of the alphabet	63
37. Understands what is read to him/her but not what he/she reads silently	64

D. Written/Expressive Language and Speech

38. Does not compose complete sentences or express complete thoughts when writing	66
39. Fails to correctly organize writing activities	67
40. Omits, adds, or substitutes words when writing	69
41. Spells words correctly in one context but not in another	70
42. Requires continued drill and practice in order to learn spelling words	72
43. Has a limited speaking vocabulary	74
44. Does not complete statements or thoughts when speaking	75
45. Dysfluent speech interferes with daily communication	76

E. Math

46. Does not understand the concept of skip counting	78
47. Does not remember math facts	79
48. Does not understand the concept of time	80
49. Has difficulty understanding abstract concepts	82
50. Has trouble using money to make purchases, make change, etc.	83
51. Has trouble with measurement in day-to-day activities.	84
52. Confuses operational signs when working math problems	86
53. Does not make use of columns when working math problems	87
54. Fails to correctly solve math problems requiring addition	88
55. Fails to correctly solve math problems requiring subtraction.	90
56. Fails to correctly solve math problems requiring multiplication	92
57. Fails to correctly solve math problems requiring division	94
58. Fails to correctly solve math problems requiring regrouping.	96
59. Works math problems from left to right instead of right to left.	98
60. Fails to follow necessary steps in math problems.	99
61. Has difficulty solving math word problems.	101

F. Handwriting

62. Fails to form letters correctly when printing or writing.	104
63. Uses inappropriate letter size when writing.	106
64. Reverses letters and numbers when writing.	108
65. Fails to write within a given space	109
66. Does not copy letters, words, sentences, and numbers from a book, worksheet, etc.	110

G. Self-Control

67. Is impulsive	111
68. Has difficulty with changes in routine	113
69. Is not able to eat, sleep, or concentrate because of personal or school problems.	115
70. Does not consider the consequences of behavior	117
71. Leaves yard, is late for meals, stays out late	119
72. Does not accept constructive criticism	121
73. Is impatient	123
74. Does not deal well with friendly teasing	125
75. Is overly sensitive	127
76. Does not settle down after becoming excited	129
77. Is easily frustrated.	131
78. Is easily distracted by other things happening in the home	133
79. Does not listen to what others are saying	135

80. Does not pay attention or maintain attention	137
81. Is unsuccessful in activities requiring listening	139
82. Needs oral questions and directions frequently repeated	141
83. Has difficulty concentrating	143
84. Is disorganized with possessions	145
85. Does not remain on-task to do homework	147
86. Does not listen to or follow verbal directions.	149
87. Forgets.	151
88. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on to the next activity, etc.	153
89. Has a short attention span	155
90. Starts but does not complete homework	158
91. Does not independently perform chores or responsibilities.	160
92. Does not remain on-task to study or prepare for tests or quizzes.	163

III. Forms 165

I. Introduction

The *Parent's Guide to Learning Disabilities* was written to help the parents and learning disabled child experience more success at home and at school. The learning and behavior intervention strategies included have been tried and tested by parents of children with learning disabilities and are presented in the most convenient and practical manner possible.

The format chosen for the guide was designed for ease of use in identifying the learning or behavior problem the child encounters and providing a selection of strategies parents may implement to successfully deal with the problem. This format reduces the need for lengthy reading exercises, indecision over how or exactly what to do, and indecision over whether the intervention strategies are appropriate for the child. Because of differences in situations and the kinds of behaviors associated with learning disabilities, the interventions take several forms. Some interventions are appropriate for the prevention of problems, while others reduce problem behavior, increase the child's self-control of his/her behavior, or help the child learn more appropriate behavior. A variety of intervention strategies is presented for each problem associated with learning disabilities so that **parents** will be able to choose the interventions best suited to their child, in **their** home.

The majority of the intervention strategies in the guide are designed to help the learning disabled child be more successful in school. By using the suggestions under Memory, Organization, Following Directions; General Academics; Reading;

Written/Expressive Language and Speech; Math; Handwriting; and Self-Control; the parent will be able to help the student succeed in the regular or special education classroom. By conferring with the classroom teacher, specific areas such as math or reading can be pinpointed for the parent and student to work on at home. Teachers have been very enthusiastic about the use of the guide by parents to supplement the learning experiences in the classroom.

You will notice that, for some problems, there are as many as 50 possible solutions to the particular situation. The reason for this is that we believe there is no one best way to help children and youth be successful. We offer a variety of possible solutions in order that you will be able to find a solution that will work in your unique situation, based on all variables related to your family and considering the age, gender, maturity, abilities, etc., of your child. The variety is there in order for you to choose the interventions that are best for you and your child.

We believe it is extremely important that the intervention strategies employed to help a child succeed are those with which parents are most comfortable. Parents are likely to be more successful implementing those interventions they think are best for themselves and their child rather than attempting to implement interventions suggested by a third party who would not have the same insight the parents have relative to their child's behavior.

SBM

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 your child’s age and experience when giving your child a job to do or telling him/her to do something.

5. Demonstrate for your child what he/she should do when given 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 only one behavior at a time.

10. Allow natural consequences to occur as a result of your child’s failure to do what he/she is told (e.g., forgetting to put a bike in the garage may result in it being stolen, leaving a toy in the street may result in it being run over by a car, etc.).

11. 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.).