

# FACT SHEET



## BEHAVIORAL CHARACTERISTICS OF STUDENTS AT RISK OF LEARNING DISABILITIES

This check list is designed to alert the classroom teacher to the **possible presence** of a learning disability among one or more of his/her students. For each characteristic described below, check YES if the child exhibits the behavior. You will probably find that children will have greater deficits in one area than in another. This will indicate areas of strength and weakness. A few children will have many deficit areas. **Because this check list is not standardized and results will be based on each teacher's subjective judgment, it is recommended that the teacher complete a check list for every child in his/her class.** Students who score abnormally high in comparison to the other students will then be most suspect. If you are concerned that a child in your class may have a learning disability, you may wish to seek further assessment.

### **Definition:**

- |   |        |
|---|--------|
| 1. Seems bright                                 | Yes No |
| 2. Does some things well, others poorly         | Yes No |
| 3. Is failing at school in one or more subjects | Yes No |

### **Auditory Processing:**

- |   |        |
|---|--------|
| 1. Doesn't listen in class                                    | Yes No |
| 2. Doesn't remember what he is told, eg: following directions | Yes No |
| 3. Has limited speaking and/or listening vocabulary           | Yes No |
| 4. Has a poor sense of rhythm                                 | Yes No |
| 5. Can't discriminate between similar sounds                  | Yes No |
| 6. Mispronounces words  | Yes No |
| 7. Has difficulty learning phonics: eg sounding out words     | Yes No |
| 8. Reading errors are similar in meaning, eg puppy-dog        | Yes No |
| 9. Spelling errors resemble correct word in appearance        | Yes No |
| 10. Remembers what he sees                                    | Yes No |

### **Visual Processing:**

- |  |        |
|--|--------|
| 1. Reverses letters when reading or writing                                      | Yes No |
| 2. Is a slow reader  | Yes No |
| 3. Sounds out words that should be sight words                                   | Yes No |
| 4. Reading substitutions are visually similar but disrupt the meaning, eg horse- |        |

- |   |        |
|---|--------|
| house   | Yes No |
| 5. Loses his place or omits words when reading          | Yes No |
| 6. Has difficulty copying from the board                | Yes No |
| 7. Spelling errors are phonetic                         | Yes No |
| 8. Can't remember what he has seen: eg pictures, scenes | Yes No |
| 9. Has a superior ability to remember what he has heard | Yes No |

### **Oral Language Disabilities:**

- |   |        |
|---|--------|
| 1. Speaks in incomplete sentences                         | Yes No |
| 2. Has an immature vocabulary                             | Yes No |
| 3. Can't seem to find the word(s) to express his thoughts | Yes No |
| 4. Dislikes participating in class discussions            | Yes No |
| 5. Has poor reading comprehension                         | Yes No |
| 6. Uses incorrect verb tenses                             | Yes No |
| 7. Mispronounces words                                    | Yes No |
| 8. Sentences seem "mixed up"                              | Yes No |
| 9. Uses gestures rather than words                        | Yes No |

**Written Language Disabilities:**

- |   |        |
|---|--------|
| 1. Poor writing posture   | Yes No |
| 2. Written work is untidy   | Yes No |
| 3. Sequence of movements in forming letters is incorrect                      | Yes No |
| 4. Beyond grade three, is still reversing letters                             | Yes No |
| 5. Letters vary in size and wander off the lines                              | Yes No |
| 6. Has difficulty copying from the board                                      | Yes No |
| 7. Is slow completing written work  | Yes No |
| 8. Can't seem to express ideas in writing in a logical or intelligible manner | Yes No |

**Motor Coordination:**

- |   |        |
|---|--------|
| 1. Is poor in sports                                    | Yes No |
| 2. Seems clumsy   | Yes No |
| 3. Drops things   | Yes No |
| 4. Has poor balance                                     | Yes No |
| 5. Has poor eye-hand coordination: eg. cutting, writing | Yes No |

**Orientation:**

- |   |        |
|---|--------|
| 1. Can't tell time  | Yes No |
| 2. Lacks ability to judge time spans: eg. bed time, birthdate | Yes No |
| 3. Performs poorly on timed tests or assignments              | Yes No |
| 4. Can't plan ahead   | Yes No |
| 5. Gets lost  | Yes No |
| 6. Confuses directions: eg: north, south, left, right         | Yes No |
| 7. Has difficulty making comparisons of size and/or distance  | Yes No |

**ATTENTIONAL DISABILITIES****Hyperactivity:**

- |   |        |
|---|--------|
| 1. Acts impulsively: eg. acts first, thinks later | Yes No |
| 2. Is moving constantly                           | Yes No |
| 3. Behavior is inconsistent from day to day       | Yes No |
| 4. Is disruptive in class                         | Yes No |

- |                               |        |
|-------------------------------|--------|
| 5. Has a short attention span | Yes No |
|-------------------------------|--------|

**Disinhibition:**

- |   |        |
|---|--------|
| 1. Attention seems to wander                                | Yes No |
| 2. Daydreams  | Yes No |
| 3. Comments are off topic                                   | Yes No |
| 4. Starts assignments without having listened to directions | Yes No |

**Distractibility:**

- |  |        |
|--|--------|
| 1. Is easily distracted by sights and sounds around him/her    | Yes No |
| 2. Can't discriminate between what is important and what isn't | Yes No |

**Perseveration:**

- |  |        |
|--|--------|
| 1. Persists in an activity or a train or thought to an obsessive level | Yes No |
|--|--------|

**Organization:**

- |  |        |
|--|--------|
| 1. Is rarely prepared for class              | Yes No |
| 2. Loses assignments and personal belongings | Yes No |
| 3. Has a messy locker and/or desk            | Yes No |
| 4. Notes are disorganized                    | Yes No |
| 5. Is often late or forgetful                | Yes No |

**Social Perception:**

- |   |        |
|---|--------|
| 1. Dislikes school, complains frequently                              | Yes No |
| 2. Seldom takes responsibility for his own actions: eg. blames others | Yes No |
| 3. Loses his temper easily  | Yes No |
| 4. Insensitive to the feelings of others                              | Yes No |
| 5. Has few friends  | Yes No |
| 6. Is withdrawn   | Yes No |
| 7. Does not participate in group activities                           | Yes No |
| 8. Does not like change   | Yes No |

### Score Sheet

Definition	/3		Motor Coordination	/6
Auditory Processing	/10		Orientation	/7
Visual Processing	/9		Attentional	/12
Oral Language	/9		Organization	/5
Written Language	/8		Social Perception	/8
<b>TOTAL: /77</b>				

The [Learning Disabilities Association of Canada](#) gratefully acknowledges [Foothills Academy](#) in Calgary for their permission to reprint this checklist:  
**FOOTHILLS ACADEMY**, 745-37th Street N.W., Calgary, AB T2N 4T1,  
Phone: (403) 270-9400, Fax: (403) 270-9438

<p>FACT SHEET: <i>Behaviorial Characteristic of Students at risk of LD</i></p> <p>Learning Disabilities Association of Canada 323 Chapel Street, Suite 200 Ottawa, Ontario, Canada (613) 238-5721; (613) 235-5391 fax email: <a href="mailto:information@ldac-taac.ca">information@ldac-taac.ca</a> website: <a href="http://www.ldac-taac.ca">www.ldac-taac.ca</a></p>	<p><b>DISTRIBUTED BY:</b></p>
---	-------------------------------