

Understanding LD & Dyslexia



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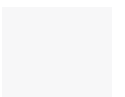
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Table of Contents

Learning Difficulties Disabilities Statistics	6
Learning Difficulties, Learning Disabilities, and Dyslexia	7
What is Dyslexia + the Difference between a Learning Difficulty & LD	8
Types of Learning Disabilities	9
Causes of Learning Disabilities	10
Why is it Important to Identify Learning Problems	11
Won't a Student Grow Out of These Problems?	12
Working Harder Than You Should?	13
Overwhelmed by Spelling	14
Overwhelmed by Vision Perception Problems	15
Overwhelmed by Noise	16
All Children are Gifted	17
An Important Point	18
How Can I Identify a Learning Disability or Dyslexia	19
Symptoms of Learning Problems	20
3 Ways People Learn	21
5 Stimuli Affect Learning	22
Critical Point	23
Opportunity to Find Out if Your Child Has a Learning Problem	24
Complete Table of Contents of the Screening Tool	26
Final Thoughts and Words of Wisdom	27
The Next Step: FREE Exclusive Private Training	28

**Learning Difficulties
Learning Disabilities
&
Dyslexia**



**Learning Difficulties
Affect up to One in Three People**

**Learning Disabilities or Dyslexia
Affect One in Five People**

Learning Difficulties, Learning Disabilities, & Dyslexia

Typically parents and teachers wonder if one of their children has a learning disability or dyslexia if they have difficulties with letter reversals. But, letter reversals alone do not constitute a learning disability or dyslexia.

What is a Learning Difficulty?

Learning difficulties occur when a child struggles with spoken or written language, mathematical calculations, coordination, self-control, or attention.

What is a Learning Disability?

The National Institute of Health and the National Institute of Neurological Disorders and Stroke concur that learning disabilities are a disorder that affects one's ability to either interpret what is seen and heard or to link information coming from different parts of the brain.

These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read, write, or do math.

Although learning disabilities occur in very young children, the disorders are usually not recognized until the child reaches school age.

What is Dyslexia?

The National Institute of Health and the National Institute of Neurological Disorders and Stroke concur that dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read.

These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty with phonological processing (the manipulation of sounds) and/or rapid visual-verbal responding.

What is the Difference Between a Learning Difficulty, Learning Disability, and Dyslexia?

The difference between a learning disability, dyslexia, and a learning difficulty is the *degree* to which the difficulty exists.

What are the Types of Learning Difficulties, Learning Disabilities, and Dyslexia?

Learning disabilities, dyslexia, and learning difficulties are broad terms that cover a wide variety of problems with many possible causes, symptoms, treatments, and outcomes.

Because there are so many areas to look at, it is difficult to diagnose the specific causes. However, the National Institute of Health states that learning disabilities and dyslexia can be divided into three broad categories.

- Developmental speech and language disorders
- Academic skills disorders
- “Other”- a catchall that includes certain coordination disorders and learning handicaps not covered by other terms.

What Causes Learning Disabilities and Dyslexia?

It is difficult to diagnose specific causes of learning disabilities. However, the National Institute of Health has found that dyslexia is an inherited condition.

Researchers have recently determined that a gene on the short area of chromosome #6 is responsible for some types of dyslexia. Since that gene is dominant, dyslexia is highly inheritable, and it definitely runs in families.

Two Questions to Keep in Mind

1. Does your child have a learning difficulty, a learning disability, or dyslexia?
2. Do you know what the specific areas of difficulties are so that you can move forward in finding ways to get the right help.

Why is it Important to Identify if a Child Has a Learning Difficulty, Learning Disability, or Dyslexia?

The International Dyslexia Association research states that 74% of students who are poor readers in 3rd grade remain poor readers in the 9th grade. Many still don't read well even as adults.

However, it is never too late for individuals with learning difficulties, learning disabilities, or dyslexia to learn to read, process, and express information more efficiently.

Knowing how to identify and work with your child's learning problems is important because if they go unidentified and un-addressed, your child may spend his school years either feeling stupid, struggling with his schoolwork, or disliking school.

A child may feel that their work is never going to be good enough so they stop trying. They may seem to stare off into space, not attending to your instruction. They may constantly interrupt the class. Ultimately, they may not be able to get into the college of their choice or get the job of their choice.

Won't a Student Just Grow Out of These Problems?

No, research has shown that students do not 'outgrow' reading problems or dyslexia. In fact, as time goes on, students often fall farther behind and their self-esteem may plummet.

The Key is to Understand What May Actually be a Learning Problem.

Sometimes there is a slight problem, not enough of one that a teacher would necessarily even look for help with, but it is enough of a problem to make life difficult because the student gets frustrated with school work and doesn't work up to their potential. Sometimes a student has a few areas of difficulty that make learning harder. The key is to understand what may actually be a learning problem. For instance, a student might not remember what happened in the story he just read. **This is usually due to the learning problem and not because they weren't paying attention.** When this happens, it can be because of poor visual memory or difficulties with visual tracking. Remembering a list of chores to do is another area of difficulty; this may be a learning problem in the area called auditory memory.

Even When a Student is Very Bright, They May be Working Harder Than They Should.

Sometimes, a difficulty or disability might not be obvious. Here are some examples of students who are very bright but each had a difficulty, an area that needed to be addressed to make learning easier for them.

A Student Overwhelmed by Spelling

One student I worked with had a spelling disability. She had great difficulty hearing the different sounds that were in each word. Sometimes she mispronounced the word she was trying to spell.

When she saw a word, she was unable to isolate the sound each letter made. This is because she had difficulty with auditory visual association, auditory closure and auditory discrimination.

She would get extremely frustrated with spelling and writing because I couldn't decipher the word she had written. She had misspelled it so badly that she couldn't even find it in the dictionary.

A Student Overwhelmed by Vision Perception Problems

Another bright student had vision perception difficulties. Several behaviors cued me that he had a learning problem. He used to take forever to do his work. He couldn't just sit and do it. He'd always find some reason to get up and wander around.

First it was, "I need a drink." Then, "Where is the map?" And finally, "I need to go to the bathroom." He would do everything he could to avoid sitting down and working. The diagnosis was that he had a visual tracking problem that taxed his vision system, temporarily overloading it.

The vision system needed to take a break. It wasn't that he wasn't smart enough to do the work. You see he was an intelligent student; in fact he received a degree in physics and astrophysics, but as student, he drove his mother nuts with homework during grade school and middle school!

A Student Overwhelmed by Noise

Another student had a problem in the area of “auditory figure-ground.”

The behavior that tipped me off to his learning problem was that he was extremely sensitive to background sounds. In fact, excessive noise bothered him so much that it gave him headaches.

When there was too much noise he would just sit quietly with a pained expression while the rest of the class was enjoying the activity. I’d ask him if something was wrong and he’d say he had a headache. This happened repeatedly when there was extra background noise as well as when the class got a bit rowdy.

All Children are Gifted

Some children are academically gifted.

Some children are athletically gifted.

Some children are socially gifted.

Some children are artistically gifted.

Some children are musically gifted.

Some children have the gift of gab.

Unfortunately, some gifted children still feel stupid. A parent's and teacher's job is to try to bring out the best in their children. Sometimes that is easier said than done.

Psychologist Howard Gardner states, "We should not try to make our children good at what we ourselves were good at, or what we ourselves were not good at. Our job is to help our children become who they are supposed to be, not what we think they should be."

An Important Point to Remember:

Parents are usually correct in identifying when a problem exists, but they don't always know whether it's a behavioral problem, a learning difficulty, or a learning disability.

Often parents have told me their child had just finished reading a passage and then couldn't answer the related questions or could only answer half of them. When that happens, the problem could be poor visual memory, difficulties with visual tracking, or difficulties with visualization.

Sometimes parents tell me their child can't seem to remember what happened in the story they just read to them. This time an area of auditory memory is affected.

Parents are usually correct in identifying when there is a problem. However, they usually need an educational specialist's guidance to help their child overcome their learning problem.

How can I Identify if a Child has a Learning Disability or Dyslexia?

Remember, just as no two people are exactly alike, no two people with learning disabilities or dyslexia are exactly alike. No one will have every single symptom of a learning disability, dyslexia, or a learning difficulty. A person may have one symptom, two, five, or fifteen.

The symptoms each person has can also vary in degree from mild to severe. Having one symptom would not be considered a learning disability or dyslexia, but depending on the severity of the problem, it may be a learning difficulty.

In the case of a learning disability, experts are looking for clusters of symptoms. These symptoms or problem areas are unexpected when compared with each person's potential, age, or abilities in other areas.

Here are a Just a Few Symptoms of Learning Problems:

Does your child/student:

- ☐ Take too long to do their assigned work?
- ☐ Skip, repeat, or omit words when reading aloud?
- ☐ Have difficulty sounding out words?
- ☐ Have poor reading comprehension?
- ☐ Have difficulty following instructions?
- ☐ Have sloppy handwriting?

Do any of these additional problems sometimes apply to your child/student?

- ☐ Your student procrastinates about doing schoolwork.
- ☐ Your student spends hours doing schoolwork, usually not finishing the assignments in the allotted time.
- ☐ Your student knows they have an assignment, but can't remember what it is.

3 Ways People Learn

Visually (see)
Auditory (hear)
Tactile/kinesthetic (touch)

We are all familiar with this concept. We learn by seeing, hearing, and doing. However, it really is a bit more complicated than that. There are many components to learning and that affect learning.

For instance, from the research done by Dunn and Dunn we know that at any moment in time we are affected by different stimuli:

Environment:	sounds, light, temperature, and design
Emotional:	motivation, persistence, responsibility, and structure
Sociological:	self, pairs, peers, teams, adults, and varied
Physiological:	perceptual, intake, time, and mobility
Psychological:	global, analytic, hemispheric, impulsive, and reflective

5 Stimuli Affect Learning

Environment, Emotional, Sociological, Physiological, and Psychological

The stimuli we are concerned with when identifying our child's learning strengths and weaknesses is in the **Physiological Area**.

Within the physical area is the area of perceptual processing information.

There are three main subgroups:

Visual

Auditory

Tactile/Kinesthetic

There are nine areas of visual, auditory, and tactile/kinesthetic processing that affect learning. Having a difficulty in any one area is enough to cause a student to struggle. Having a difficulty in more than one area will create a greater challenge for the student.

The comprehensive screening tool includes checklists that cover each of these 9 subgroups that affect learning:

Nine areas of visual processing

Nine areas of auditory processing

Nine areas of tactile-kinesthetic processing

It is Critical to Note:

These difficulties have nothing to do with intelligence. Students can be very bright and still have a difficulty with learning.

The good news is that much can be done about these difficulties.

Most of these areas of visual, auditory, and tactile/kinesthetic processing are learned skills, and they can be improved.

You Now Have an Opportunity to Find Out at Home if Your Child Has a Learning Problem

Purpose of Assessment Tools

The purpose of informal assessments are to give you a better understanding of specific learning problems, learning difficulties, dyslexia, and learning disabilities which your child may encounter.

My experience is that even the most dedicated and devoted teachers and parents often misinterpret a learning difficulty or a learning disability as a behavioral problem.

Even after an assessment is done it is often difficult to understand how the difficulties or problems affect learning in a classroom setting. Assessment tools will help you understand how the learning challenges in the different areas of perception impact learning.

As a parent you do have the ability to use a complete 'Informal' Comprehensive Identification Tool in order to determine the specific areas of learning challenges your child has.

The complete 'Informal' Comprehensive Identification Tool covers the three ways we learn in depth. [visual, auditory, and tactile/kinesthetic].

There is a scoring mechanism so you will know your child's strengths and weaknesses.

Once you have completed the 'Informal' Comprehensive Assessment, you will have the knowledge and understanding of why your child struggles with learning. You will also know specifically the areas that you can help your child with so they can become an efficient learner.

Go to: <http://bonnieterrylearning.com>

**Don't Miss Out on the
'Informal' Comprehensive Dyslexia LD Screening Tool !!
You can purchase a copy for only \$97.00**

- ❑ Now you can be knowledgeable about your child's learning processes.
- ❑ You will also have an understanding of why some things are difficult for your child and some things are easy.
- ❑ You will be the 'expert' on your child.
- ❑ You will also know the impact specific difficulties have in the classroom.
- ❑ You will know what tests to request if you would like to pursue 'formal' testing.

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Bonnie Terry. Just go to Bonnie's calendar now.**

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- ❑ Ask your burning questions
- ❑ Learn How to Help Your Child Improve Reading, Writing, and Math Skills in 20 minutes a day.
- ❑ Learn How Homework Wars Can Become a Thing of the Past

Learning Disability Screening Tool

Table of Contents

Purpose of Assessment	5
Section One: Learning Difficulties , Learning Disabilities, and Dyslexia	6
Learning Difficulties, Learning Disabilities, and Dyslexia	7
Pre-Screening Tool	11
Scoring of Pre-Screening Tool	15
Section Two: Perception [Visual, Auditory, and Tactile/Kinesthetic Processing]	17
An Overview of Perception	18
Areas of Visual Processing	19
Areas of Auditory Processing	20
Areas of Tactile/Kinesthetic Processing	21
Section Three: Visual Processing	22
Checklist for Behaviors That Suggest a Difficulty With Visual Processing	23
Summary of Visual Processing Difficulties	26
Impact of Visual Processing Difficulties in the Classroom	27
Section Four: Auditory Processing	28
Checklist for Behaviors Suggesting a Difficulty With Auditory Processing	29
Summary of Auditory Processing Difficulties	32
Impact of Auditory Processing Difficulties in the Classroom	33
Section Five: Tactile/Kinesthetic Processing	35
Checklist for Behaviors Suggesting a Difficulty With Tactile/Kinesthetic Processing	36
Summary of Tactile/Kinesthetic Processing Difficulties	39
Impact of Tactile/Kinesthetic Processing Difficulties in the Classroom	40
Section Six: Visual, Auditory, and Tactile/Kinesthetic at a Glance	42
Comprehensive Summary Sheet Learning Disability/Dyslexia Tool	44
Section Seven: Guidelines for Choosing Resources	45
Guidelines for Choosing Resources	46
Section Eight: More In-Depth Testing	47
Additional Tests for Visual Processing Difficulties	48
Additional Tests for Visual Motor (Neuro-Sensory Integration) and Tactile/Kinesthetic Processing Difficulties	48
Additional Tests for Visual Memory and Learning Assessments	49
Additional Tests for Auditory Processing Difficulties	49
Bibliography	50
Final Thoughts and Words of Wisdom	51

Final Thoughts and Words of Wisdom

What do people retain more? What they SEE or what they HEAR?

Studies show:

- 7% retention is from the Verbal - the words that you use.
- 28% retention is from the Vocal - the way that you say those words - your voice inflection, intonation, etc.
- 55% retention is from the Visual - the things that we see.
- 78% retention is from the Doing - the actions we take tactile and kinesthetic.

“We can’t solve problems by using the kind of thinking
that we used when we created them.”

Albert Einstein

“Continuous effort --- not strength or intelligence ---
is the key to unlocking our potential.”

Winston Churchill

I truly believe that all children can succeed. All of us have strengths as well as weaknesses. Remember to discover and celebrate the strengths in your kids as well as celebrate the differences.

Learning differently is not bad or good, just like the Black-Eyed-Susan is different than a yellow daisy. Neither is better than the other. Both are beautiful, but different.

Life becomes much easier once you understand what is going on with your child’s learning. Once you understand why some things are difficult for your kids and some things are easy, the world opens up to you because there are simple and effective ways to make all learning easier.

That is the whole point of the ‘informal’ comprehensive screening tool.

Understanding why learning is hard in one area or another is half the challenge.

Understanding that your kids are gifts and that simple activities can open the world of learning to them is the other half.

Learning doesn’t have to be hard anymore. In fact, with this knowledge, learning can now be a joyful and exciting experience!

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