**Handout 1: Symptoms of LDs**

Learning disabilities are **invisible** but the signs are seen at home, school, work, and in the community.

* Can’t seem to remember the sounds and letters of the alphabet, high frequency words, vocabulary – needs more repetition
* Express themselves better orally than in writing – poor grammar, lack of capitals and punctuation, vocabulary, missing words
* Avoidance of activities that involve reading and writing
* Poor reading fluency and comprehension
* Poor spelling – can’t sound out the words or remember how to spell high frequency words, incorrect and inconsistent spelling of words
* Copying is inaccurate
* Poor handwriting
* Poor organization of ideas in written expression – generally poor quality written work
* Poor sequencing and can’t seem to follow directions
* May need more breaks
* Low self-esteem and low self-confidence – “I can’t”, attributes success to luck rather than hard work, feeling of not being worthy of the achievement
* Can’t seem to meet expectations – ability does not match performance (e.g., fine orally, but can’t seem to read or write)
* Poor test results
* Forgets, argues, postpones, procrastinates, doesn’t complete assignments, and misses deadlines
* Inability to focus (short attention span)
* Problems with integration – putting information in the right order, making sense of the information, and using it to form complete thoughts
* Difficulty understanding and expressing feelings verbally and interpreting verbal language and non-verbal cues
* Problems with relationships – perceiving social situations appropriately, regulating emotions, reacting impulsively, getting along with others
* Anger – due to frustration and quicker to anger than others
* Seems unmotivated
* Symptoms usually appear in both the first language and other languages that are learned
* Possible comorbidity with anxiety and depression if LDs are undiagnosed

**Handout 2: Consider One Student**

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| --- | --- | --- | --- |
| **Name of Student** | **Strengths/Interests** | **Difficulties/Symptoms** | **Strategies** |
|  |  |  |  |

**Handout 3: Template for Direct Instruction Lessons**

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| --- | --- |
| **Lesson Topic**: | **Notes** |
| **Goals** (What the students will be able to do or know at the end of the lesson): |  |
| **Introduction** (Gain attention, inform students of the goals of the lesson): |  |
| **Recall Previous Information** (e.g., Tell students about information already learned, ask questions about information already learned, or review common experiences): |  |
| **Present the Material** (Use many encoding strategies and cognitive supports): |  |
| **Guided Practice and** **Feedback** (Activity for the students to practice the new information or skill with supervision and feedback): |  |
| **Independent Practice**: |  |
| **Assessment** (How you will measure if the goals of the lesson were reached) |  |
| **Reflection** (What went well, improvements): |  |