



Teacher Checklist for Learning Differences

Preschool

- Speaks later than most children
- Pronunciation problems
- Slow vocabulary growth, often unable to find the right word
- Difficulty rhyming words
- Trouble learning numbers, alphabet, days of the week, colors, shapes
- Extremely restless and easily distracted
- Trouble interacting with peers
- Difficulty following directions or routines
- Fine motor skills slow to develop

Grades K-4

- Slow to learn the connection between letters and sounds
- Confuses basic words (*run, eat, want*)
- Makes consistent reading and spelling errors including letter reversals (*b/d*), inversions (*m/w*), transpositions (*felt/left*), and substitutions (*house/home*)
- Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorization
- Impulsive, difficulty planning
- Unstable pencil grip
- Trouble learning about time
- Poor coordination, unaware of physical surroundings, prone to accidents

Grades 5-8

- Reverses letter sequences (*soiled/solid, left/felt*)
- Slow to learn prefixes, suffixes, root words, and other spelling strategies
- Avoids reading aloud
- Trouble with word problems
- Difficulty with handwriting
- Awkward, fist-like, or tight pencil grip
- Avoids writing assignments
- Slow or poor recall of facts
- Difficulty making friends
- Trouble understanding body language and facial expressions

From LDOnline.org



Parent Checklist for Learning Differences

Pre-School

Have you noticed that your child has:

- Pronunciation problems?
- Difficulty finding the right word?
- Difficulty making rhymes?
- Trouble learning numbers, alphabet, days of the week, colors and shapes?
- Trouble concentrating?
- Trouble interacting with peers?
- Difficulty following directions or learning routines?
- Difficulty controlling pencil, crayons, scissors?
- Difficulty with buttoning, zipping, typing skills?

Grades K-4

Does your child:

- Have trouble learning the connection between letters and sounds?
- Confuse basic words? (run, eat, want)
- Make consistent reading and spelling errors including letter reversals (b/d, inversions (m/w), transpositions (felt/left), and substitutions (house/home)?
- Experience difficulty learning basic math concepts?
- Have trouble learning about time?
- Take a long time to learn new skills?
- Have trouble remembering facts?

Grades 5-8

Is your child having difficulty:

- With reading comprehension or math skills?
- With letter sequences? (soiled for solid, left for felt)
- With prefixes, suffixes, root words and other spelling strategies?
- Organizing his/her bedroom, notebook, papers, and desk?
- Keeping up with papers or assignments?
- With handwriting?
- With time management?
- Understanding oral discussions and expressing thoughts aloud?

From LDAAmerica.org



ACCOMMODATIONS

Students eligible for a formal accommodation plan must meet the following requirements:

1. The student has diagnosed learning difference or physical impairment that directly affects his/her ability to learn.
 2. The student must have been evaluated by a professional with the appropriate credentials to make the diagnosis.
 3. A full report must be submitted to the school which will include one or more of the following:
 - a. Psychoeducational evaluation indicating a diagnosed learning difference.
 - i. A clear description of the diagnosis listed in the current edition of the Diagnostic and Statistical Manual (DSM).
 - ii. Scores from measures of cognitive functioning, academic achievement, and information processing which support the diagnosis.
 - iii. Specific recommendations for appropriate accommodations.
 - b. A medical diagnosis of a specific physical impairment.
 4. A new evaluation must be submitted every 3 years to maintain the student's accommodation plan.
- This information will be used to guide the development of the Individual Accommodation Plan (IAP).

- The report will be kept on file in the Counselor's office.
- Accommodations provided will not alter the curriculum of St. Monica.
- Accommodations are utilized only when academic integrity can be maintained.
- To alter the accommodation plan, the parent or teacher can request a meeting with a counselor to discuss its effectiveness and suggestions needed to benefit the student's academic success.

Some of the more common accommodations we offer are preferential seating, small group or individual testing environment, oral testing, extended time for tests, reinforcing instructions, reducing assignments, note-taking support, and assistive technology.

St. Monica Catholic School strives to provide challenging, rigorous educational standards in a rich and fulfilling environment that is differentiated for every student. We work in collaboration with the parents, faculty, and staff to develop accommodations that will strengthen the child's ability to learn. While maintaining the integrity of our faith, curriculum, and expectations, we are dedicated to ensuring the success of every child. In our pursuit of success, there may be some individual situations where St. Monica is not able to provide the accommodations needed for a student to reach their full potential. In those rare instances, we will assist the family to find a placement that will be able to guide and foster the spiritual, emotional, intellectual, social, and physical achievement every student deserves.