



Issues Identification Chart

The Issues Identification Chart below identifies areas where students commonly struggle, definitions of a range of disabilities, and how they are experienced. While not intended to provide a diagnosis, the Chart should help you clarify your concerns so that you can clearly articulate them to school staff and other professionals.

As you read through the Chart, make a note of any issue(s) you feel describe how your child is struggling.

<input checked="" type="checkbox"/>	Issue	Definition	What Children May Experience and/or Parents May Observe
<input type="checkbox"/>	Language Processing/ Reading	Language-based learning disability marked by difficulty with reading, spelling, writing, pronunciation; (aka 'Dyslexia')	Frustration with letters and their sounds; labored reading; disorganized written and spoken language; foreign language difficulty
<input type="checkbox"/>	Written Expression	Learning disability affecting handwriting, spelling and the process of putting thoughts to paper; (aka 'Dysgraphia')	Illegible handwriting coupled with repeated spelling errors, and disorganized presentation; writing avoidance; syntax and grammar miscues; large gap between written and oral reasoning
<input type="checkbox"/>	Math and Music	A wide range of learning disabilities contributing to difficulty in math and music (aka 'Dyscalculia')	Struggles with visual processing of symbols; memory/sequencing of numbers, notes, and operations, time; spatiality; word problems
<input type="checkbox"/>	Visual-spatiality	Difficulty organizing the visual-spatial field; often a 'right brain' issue; can present as a non-verbal learning disorder (aka 'NLD')	Awkward movement and perception; poor coordination in both fine and gross motor skills; typically more adept with verbal skills; often coexists with social cue perception issues
<input type="checkbox"/>	Attention	Neurological condition characterized by distraction, making a student less available to learn (aka 'ADHD - Inattentive or Combined Type')	Easily distracted by irrelevant sights/sounds; failure to pay attention to details, follow instructions; skipping from one incomplete activity to the next; often losing and forgetting things
<input type="checkbox"/>	Hyperactivity	Neurological condition characterized by hyperactivity and impulsivity, making a student less available to learn (aka 'ADHD - Hyperactive-Impulsive or Combined Type')	Squirring, fidgeting, constantly on the go; running, climbing, leaving a seat when behavior is expected; inappropriately blurting out or interrupting; difficulty waiting in line or taking turns; appearing abrasive to peers and adults/supervisors
<input type="checkbox"/>	Organization	Difficulty initiating or seeing a task through to completion ("executing a task"); neurological condition in the frontal lobe; (aka 'Executive Dysfunction')	Difficulty shifting flexibly between activities, initiating behavior or planning for the future, prioritizing, pacing, organizing; avoidance of goal-orientation, planning, strategic thinking

<input type="checkbox"/>	General Intelligence	Functioning at a lower intelligence level; characterized by lower IQ scores, lower overall functioning	Prone to teasing, low self-esteem and diminished drive; mild, moderate, severe and profound cases exhibit different levels of day-to-day functioning
<input type="checkbox"/>	Communication	Speech-language delays or disorders as a result of medical, biological, genetic, neurological, or developmental issues	Lack of speech by age one or language sounding different from that of peers at developing stages; speech-language output is leading indicator, but issue may actually be with inputs
<input type="checkbox"/>	Socialization	Behaviors interfering with productive/positive interaction with others; often most pronounced with those on the Autism Spectrum, ADHD, etc.	Inappropriate behaviors in areas relating to making and keeping friends, interacting in a classroom setting, resolving conflict, handling frustration and anger, adhering to social and societal norms
<input type="checkbox"/>	Boredom	Other than/in addition to social-emotional issues, such as avoidance, defiance, etc., frustration due to lack of intellectual challenge (aka 'Giftedness')	Often referred to as 'Twice Exceptional,' with areas of giftedness and struggle; high IQ with areas of discrepancy in learning and/or attention; frequent vacillation between feeling unchallenged and completely overwhelmed
<input type="checkbox"/>	Behaviors	Defiance, non-compliance, (aka 'ODD' or 'Conduct Disorder' in the more extreme cases), lying,	Stubborn to a fault; belligerent; prone to outbursts; antisocial tendencies, such as stealing, lying, bullying, flirting with the law in more extreme cases
<input type="checkbox"/>	Emotions	Struggles in the affective domain such as anxiety, depression, mood lability or other psychiatric disorder	Moping, changed sleep patterns, sustained distraction, heightened sensitivity, low self-esteem, diminished confidence, extreme mood swings, irritability, all contributing to interrupted learning
<input type="checkbox"/>	English language learning	Non-English speaking acculturation; often misunderstood in the context of learning issues	Frustration with learning issues misinterpreted or misdiagnosed as ELL hurdles; overwhelmed by dual task of learning a second language and advancing general language concepts
<input type="checkbox"/>	Physicality	Loss of limb(s), disfigurement or any other condition substantially limiting one or more basic physical activities such as walking, climbing, reaching, lifting, carrying	Other than the obvious need for assistance and/or assistive technologies, a general heightened awareness of handicapping factor(s) and sensitivity to insults; often, feelings of loss and exclusion; realization that condition alone attracts attention
<input type="checkbox"/>	Health	Chronic or acute health conditions, either congenital or acquired, that impact the learning process	Feelings of isolation; frustration with wanting to learn while health conditions do not support success, either as a result of sleep needs, discomfort, medical intervention side effects, etc.