

**SYMPTOMS & MANIFESTATIONS\***  
**of**  
**Learners with Possible Learning Disabilities**

**ATTENTION**

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- fidgets
- doesn't wait for turn
- easily distracted
- impatient
- blurts out answers
- responds without thinking
- doesn't learn
- trouble staying on task
- uncompleted assignments
- excessive talker
- verbal rambler
- interrupts
- takes big risks
- mind wanders
- can't remain seated
- perpetual motion
- difficulty following through
- problems working alone
- unorganized
- loses things
- extremely restless
- highly impulsive
- short attention span

other

## REASONING & PROCESSING

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- deficient decision-making skills
- frequent errors - verbal and written
- cannot recognize mistakes
- trouble transitioning information
- delayed verbal responses
- tasks take longer
- problems adjusting to change
- poor time manager
- difficulty with abstractions
- cannot see the whole
- needs concrete demonstrations
- requires extra practice
- trouble following oral information
- trouble processing written information
- difficulty with maps and graphs
- extremely early or late
- complains of getting lost easily

other

## MEMORY

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- can't remember personal history or data
- problems repeating information
- difficulty synthesizing discussion
- long-term retention difficulty
- trouble remembering information presented orally
- trouble remembering information read
- trouble with multiple directions
- difficulty retaining recently-taught material
- problems sequencing events (previous jobs/school)
- problems recalling simple instructions

other

## ORAL COMMUNICATION

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- omits or uses words inappropriately
- sentences are short and simple
- problems explaining things logically
- trouble expressing thoughts concisely
- trouble with phones
- frequently misunderstands
- difficulty expressing in group setting
- substitutes words incorrectly
- trouble retrieving known words
- problems making generalizations
- never volunteers

other

## READING

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- trouble reading aloud, or silently
- trouble reading signs, or notes
- trouble reading applications, and forms
- skips lines, words, letters, and numbers
- poor comprehension
- difficulty with basic skills assessment
- problems keeping place in test answer sheets
- difficulty tracking from test booklet to answer sheet
- reverse letters, words, or phrases
- complains of blurring or tired eyes

other

## WRITING AND SPELLING

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- poor handwriting
- problems writing legibly
- demonstrates simplistic writing patterns
- difficulty copying
- poor spelling skills
- trouble with written expression
- trouble filling out forms
- substitutes written words incorrectly
- problems filling in bubble answer sheets

other

## MATHEMATICAL CALCULATION AND APPLICATION

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- difficulty managing money
  - trouble balancing checkbook
  - can't do written calculations
  - can't do simple mental calculations
  - trouble with basic skills assessment
  - difficulty using a calculator
  - can't count money or make change
  - trouble with measurement
- other

## COORDINATION AND MOTOR FUNCTIONS

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- trouble with gross motor functions
  - clumsy; accident prone
  - trouble with fine motor functions
  - poor handwriting (letter formation inconsistent)
  - confuses right and left
  - difficulty keeping balance
  - slow reaction time
  - limited endurance
  - trouble filling in bubbles on answer sheets
  - problems copying from books or off boards
  - trouble manipulating keyboard or computer mouse
- other

## **SOCIAL COMPETENCE AND EMOTIONAL MATURITY**

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- interacts inappropriately with peers
- trouble responding to nonverbal cues
- misunderstands non-verbal communication
- complains about new tasks
- easily upset or irritate
- ineffective eye contact
- overly aggressive or assertive
- excessively shy and withdrawn
- trouble following “the rules”
- works outside the system
- few friends or avoided by peers
- lacks awareness of consequences
- problems accepting criticism
- trouble securing help
- low self-confidence
- can’t work close to another
- can’t work in isolation
- misunderstands figurative language
- lacks awareness of one’s personal space
- excessive or inappropriate language
- shares intimate information inappropriately
- social situations difficult

other

## **SELF-CONCEPT**

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- resistant to attempt new/different tasks
- lacks self-reliance
- often says “I can’t” or has excuse
- untidy or disorderly appearance
- unable to evaluate personal behavior
- low self-esteem
- can’t describe success
- indifferent or self-defeating attitude
- appears to lack motivation

other

## HIGHER ORDER COGNITIVE SKILLS

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- problems self-managing other
- trouble organizing
- difficulty prioritizing
- problems identifying the next step
- inconsistent performance and transition
- trouble with associations (cause/effect)
- difficulty solving problems
- difficulty with abstractions
- jumps from topic/idea to topic/idea

## NOTES

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\* People who have learning disabilities will display a number of symptoms across several domains. Generally, there will be a previous history of multiple manifestations unless some recent occurrence has created an acquired learning disability.