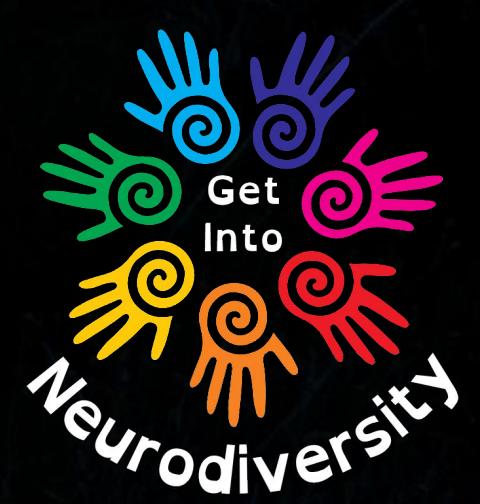


5 THINGS TO KNOW BEFORE SCREENING A CHILD FOR LEARNING DIFFICULTIES

BY JILLIAN ZOCHER

WWW.GETINTONEURODIVERSITY.COM





Unless we know the combination of a child's difficulties, our endless efforts may not produce the expected outcomes.

With the correct intervention, most students will make progress. If a student continues to struggle with learning and reading at school then finding out **why** is far more important than repeating literacy tests.

Testing and retesting helps teachers check if progress has been made and so what happens when very little or no progress has been made?

Do you keep doing the same thing or do you look for answers?

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CHAPTER 01

The Importance of Screening

It is helpful for you to know that difficulties mostly co-exist.

SPECIFIC LEARNING DIFFICULTIES

Specific learning difficulties (SpLD's) is an overarching term for a number of associated learning differences i.e. dyslexia, dysgraphia, dyscalculia, ADHD, Dyspraxia, Speech and Language Impairment, Autism, etc.



SCREENINGS

Screenings are for those teachers and parents working with students with learning differences, wanting to help them achieve their true potential. This new approach to screening offers a time efficient and anxiety free experience.

Online, face to face screenings with a qualified Specialist in SpLD's helps you change learning outcomes.

Screenings, shouldn't only focus on literacy tests.

This blue print for success has helped thousands of teachers and families for 16 years.

It is the norm rather than the exception for learning difficulties to overlap

"FOCUS ON ME NOT JUST ONE ASPECT OF MY ABILITY "

CHAPTER 02

Evidence

Evidence isn't collected purely from a bank of standardised tests.

FAMILY HISTORY

A child's difficulties need to be put into context. All the necessary questions need to be asked to complete an assessment or screening. The parent and child's perspectives are part of the collection of evidence. Parents can offer deeper insight into a child's behaviour, interests and strengths. Without this vital background information you simply won't have the whole picture.

SCHOOL QUESTIONNIARE

Teachers and learning support staff must be included in the screening process as they offer valuable information regarding the student's performance within the academic and social framework of school life.

THE CONVERSATION

Conducting tests can be the cause of much anxiety. Softening the atmosphere to reduce anxiety requires empathy, understanding and the skills of an experienced educational therapist.



.....
**"WHAT DOES THE CHILD SAY?
WHAT DOES THE CHILD DO?"**
.....

CHAPTER 03

Aspects for Investigation

A variety of standardised and informal tests are required to build the 'whole picture'.



The purpose of a screening is to help us gain a deeper understanding into a student's needs so that an individual educational program can be drawn up ,and decisions examined regarding the need for a full assessment. None of this can be achieved unless we address the learners strengths, rather than constantly focusing on their weaknesses and challenges.

A screening should cover:
reading skills
sequencing/organisation
writing skills
spelling
maths
short-term auditory memory
working memory
motor memory
processing speed
concentration and attention
phonological processing
technology skills
background information
strengths profiling

"IDENTIFY THEIR STRENGTHS AND BUILD THEIR AWARENESS TO UNDERSTAND HOW THEY LEARN BEST"

CHAPTER 04

Reflect, deliver and refer



REFLECT

Once the information has been collected, learning patterns can be identified. This is done by noticing the trends between the sub-tests and background information. This collection of information can provide evidence of a learning difficulty.

DELIVER

You should be provided with a written report which includes background history, results, standardised scores, an explanation in layman's terms, conclusion, recommendations, referrals and links to further information and support.

REFER

As it is the norm rather than the exception for learning difficulties to overlap, and so it is vital that referrals are listed for you to receive the necessary specialist support and advice.

"NOW YOU HAVE THE WHOLE PICTURE!"

CHAPTER 05

Early Intervention

Early intervention is key!

If what you are doing hasn't worked as the student hasn't made the expected progress, then **you need the help of a specialist** to conduct a screening.

Screenings should always be conducted by a SpLD's specialist. Reading and spelling tests can be conducted with the student's teacher or learning support staff, and is the first necessary step, yet confirms the symptoms, not the cause.

A screening shouldn't take more than an hour. Once the screening has been conducted, the next step may be to have a full assessment by an educational psychologist and should take approximately 3-4 hours. An intelligence test or IQ test in isolation simply doesn't hack it when it comes to SpLD's, as more, in-depth insight is required.



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Remember - it's never too late!



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www.getintoneurodiversity.com

or email

info@getintoneurodiversity.com