This checklist was created to help students with a learning disability become better self advocates by becoming more mindful of how their learning disability can affect their learning. This checklist was created to be used in a one on one setting. It is strongly recommended that the teacher sit with the student as he/she fills it out. It is also recommended that teachers gain a solid understanding of the main components of this chart in case students have any questions as the chart is being filled out. This checklist is to be used only with students who have been formally diagnosed with a learning disability by an educational psychologist.
### Phonological Awareness: Hearing the sounds in words
- I feel...
  - ❑ it's hard to hear when words rhyme.
  - ❑ it's hard to break words into word parts
  - ❑ it's hard to blend sounds
  - ❑ it's hard to remember the sounds letters and letter blends make

### Listening Skills: Understanding what you hear
- I feel...
  - ❑ it's hard to follow teachers who use big (vocabulary) words and talk in long sentences
  - ❑ it's hard to understand stories or conversations
  - ❑ it's hard to know the difference between joking around and being serious (literal vs. figurative)
  - ❑ I need things to be repeated

### Language(Talking): being able to explain ideas
- I feel...
  - ❑ I'm not comfortable expressing my thoughts with big words
  - ❑ it’s hard to give instructions
  - ❑ it’s hard to read
  - ❑ I have a hard time writing (getting ideas on paper)
Helping Students Understand their Learning Disability: A checklist designed to help students become better self advocates

<table>
<thead>
<tr>
<th>Visual Motor Skills: an example is being able to draw what you see</th>
<th>Visual Spatial Skills: being able to solve problems without words (building Lego/putting things together/video games)</th>
<th>Memory: being able to remember things you have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel...</td>
<td>I feel...</td>
<td>I feel...</td>
</tr>
<tr>
<td>❑ I take a long time to write things down</td>
<td>❑ I write messy</td>
<td>❑ I need to ask for instructions more than twice</td>
</tr>
<tr>
<td>❑ I would avoid writing even if I know what to write. I would rather share my thoughts by talking.</td>
<td>❑ I sometimes misjudge social cues (thinking someone is joking but they aren’t)</td>
<td>❑ I lose track and can’t remember what I am supposed to do</td>
</tr>
<tr>
<td>❑ I write messy</td>
<td>❑ I get lost easily</td>
<td>❑ I have a hard time remembering my times tables</td>
</tr>
<tr>
<td></td>
<td>❑ I am clumsy and bump into things</td>
<td>❑ I have a hard time thinking of words I want to use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ it’s hard to follow directions</td>
</tr>
</tbody>
</table>
### Helping Students Understand their Learning Disability: A checklist designed to help students become better self advocates

#### Processing Speed: how quickly you can do tasks or solve problems

- it takes a long time to get things done, even if I know what to do
- it takes me a long time to think of an answer

#### Attention: how well can you concentrate on a task?

- I am easily distracted
- I have a hard time paying attention to boring things
- I like to fidget
- I need to move all the time

#### Executive Functioning: how well can you plan, organize and complete tasks?

- I forget to hand things in, or hand them in late because I forget
- I have a hard time staying organized
- all of a sudden I forget what to do, or I do things in the wrong order
- I find it hard to plan an essay or a project

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*Helping Students Understand their Learning Disability: A checklist designed to help students become better self advocates
Created by Mike Di Donato, Brian Hayes and Geoff Mortaley in Consultation with Dr. Don Shattuck C. Psych. in February 2016*