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Learning Disabilities Calculator Analysis and Results Report

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Preliminary Analysis:

Reading: The set of data indicates a significant suspicion of the existence of dyslexia (reading disability). Language difficulties are reported, as well as difficulties in reading acquisition. Continued reading difficulties are currently reported. Thus, inaccurate reading, and slow reading pace are reported. It is possible that these difficulties affect the reading comprehension ability, which is reported as low. Accordingly, difficulties in learning a foreign language are reported. Furthermore, previous diagnoses have been made which may indicate difficulty in the past. In addition, academic achievements indicate a decrease in reading and/or reading comprehension abilities, despite receiving study assistance. Hence, all the set of data indicates a significant decrease in reading functions. Thus, there is a high probability that diagnostic findings will raise difficulties in reading functions. In conclusion, according to all the set of data we have, the likelihood of a learning disability in the field of reading is high.

Writing: The set of data indicates a significant suspicion of the existence of dysgraphia (writing disability). Difficulties in motor development are reported, as well as difficulties in acquiring writing, and graphomotor difficulties. Continued writing difficulties are currently reported. Thus, low handwriting readability is reported, as well as spelling errors, and slow writing pace. It is possible that these difficulties affect written expression, which is reported as low. In addition, previous diagnoses have been made which may indicate difficulty in the past. Furthermore, academic achievements indicate a decrease in writing and/or written expression ability, despite receiving study assistance. Hence, all the set of data indicates a significant decrease in writing functions. Thus, there is a high probability that diagnostic findings will raise difficulties in writing functions. In conclusion, according to all the set of data we have, the likelihood of a learning disability in the field of writing is high.

Arithmetic: The set of data indicates a significant suspicion of the existence of dyscalculia (math disability). Difficulties in acquiring basic mathematic skills are reported, and also difficulties in the quantitative field are currently reported. Thus, difficulty in recalling basic arithmetic facts is reported, as well as mathematical procedures in addition, difficulties in perceiving quantity are reported. Difficulties in higher levels of math, such as percentages/

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fractions and/or solving equations, are reported. In addition, previous diagnoses have been made which may indicate difficulty in the past. Furthermore, academic achievements in this area indicate a decrease in mathematical skills, despite receiving study assistance in the field. Hence, all the set of data indicates a significant decrease in mathematical functions Thus, there is a high probability that diagnostic findings will raise difficulties in the quantitative field In conclusion, according to all the set of data we have, the likelihood of a learning disability in the quantitative field is high.

Attention deficit hyperactivity disorder (ADHD): The set of data indicates a significant suspicion of the existence of ADHD. Symptoms corresponding to attentional characteristics are reported. Thus, distractibility, hyperactivity and impulsiveness are reported, as well as difficulty sustaining attention. Also, organization difficulties are reported. 1 In addition, a previous diagnosis of ADHD and/or taking medication (such as Ritalin) for ADHD has been reported. Therefore, it is recommended to seek current medical clarification in the field of attention from a neurologist or psychiatrist, and medical treatment if necessary. Furthermore, it is possible that attention difficulties intensify the difficulties and have an impact on academic functioning, since academic achievements are low.

Conclusion:

The set of data indicates a high probability of the existence of a learning disability in the field of reading, writing and mathematics. Respectively, academic achievements are low in the areas of difficulty, although accepting previous study assistance has been reported which indicates attempts to intervene and support difficulties. In addition, there is a significant suspicion of the existence of ADHD, which may affect academic performance and/or intensifies the difficulties. Alongside this, other (emotional/medical) difficulties have been reported, that could affect study performance. The combination of attention difficulties with reporting an emotional/medical difficulty that can intensify the study difficulties, creates a complex and multi-dimensional recommended reference, as detailed in the recommendations.

Recommendations[i]:

- Seek a didactic/psycho-didactic diagnosis
- Seek medical attention/clarification in the field of attention from a neurologist or psychiatrist.
- Seek medical clarification in the field of motor/occupational therapist/physiotherapist due to graphomotor difficulty.
- Use assistance lessons/remedial lessons in reading and reading comprehension.
- Use assistance lessons/remedial lessons in writing and written expression.
- Use assistance lessons/remedial lessons in arithmetic.

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- It is recommended to contact a school counsellor at the educational institution where your child is studying.
- Seek counselling/treatment in the emotional field, in light of the reports of emotional difficulties.
- It is recommended to develop regular reading habits, in order to enrich the language and to promote reading comprehension.

Possible Adjustments[ii]:

- Extended time.
- Speech-to-text software/ Orally dictate responses (using a scribe or digital recorder)/ Type (keyboard) response/ computer use /ignore spelling mistakes.
- Usage of Formula Sheets / calculator.
- Verbal instructions/ Text or Instructions in audio-format/Electronic dictionary/ foreign language exemption.

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[i] All recommendations are based on the preliminary diagnosis only.

[ii] All adjustments do not bind the institution of study.

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