

## Some common problems<sup>1</sup>

### *You may think:*

#### **S/he's not listening**

- ❖ S/he may have difficulty in remembering a list of instructions.
- ❖ S/he may have problems getting thoughts together coherently for story or essay writing.
- ❖ S/he may have sequencing problems and may need to be taught strategies to cope/alternative ways of remembering.

#### **S/he's lazy**

- ❖ S/he may have difficulty in organising work and need specific teaching to help her/him.
- ❖ S/he may be able to answer the questions orally but can't write them down.
- ❖ The child may have found that the less s/he writes, the less trouble s/he gets into for making mistakes

#### **S/he's not concentrating**

- ❖ S/he may have difficulty in copying accurately. This is often because s/he cannot remember chunks but needs to look at each letter, write it, then look at the board again, find the place, and so on...

#### **S/he's careless**

- ❖ S/he may have very poor handwriting as s/he hasn't sufficient hand skills to control the pencil.

#### **S/he's not checking work**

- ❖ S/he may spell the same word several different ways if s/he doesn't have the visual memory to know what is right or the kinaesthetic memory for it to feel right as s/he is writing.

#### **S/he doesn't look carefully**

- ❖ S/he may have a visual memory deficiency and therefore experience difficulty when interpreting symbols.

#### **S/he's being awkward / impossible on purpose**

- ❖ S/he may be able to produce very good work one day and the next "trip up over every word". "Off days" are quite common and require extra encouragement and understanding.

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<sup>1</sup> The Dyslexia Institute Website: <http://www.dyslexia-inst.org>