



Jaspal Kaur Public School

Orientation Session: Identifying Children with Specific Learning Disabilities

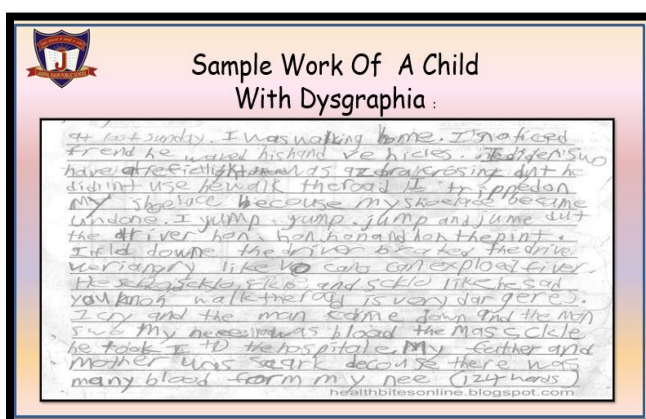
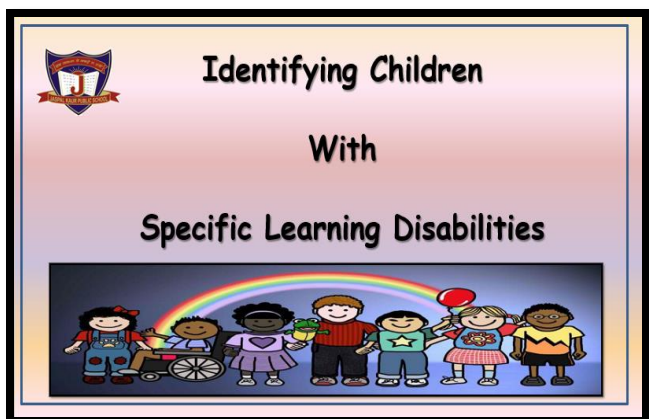
Date of the Session Conducted: 15.11.21 and 22.11.21

Teachers attended: PP – VIII

Time of the session: 1:30 p.m. – 3:00 p.m.


“If a child can't learn the way we teach, maybe we should teach the way he learns.”

Keeping this thought in our hearts and spirits, an orientation session on Identifying Children with Specific Learning Disabilities was conducted by the special educator of the school Ms. Shruti Sethi on 15.11.21 and 22.11.21 for the teachers of PS- III and IV – VIII respectively.



The special educator discussed the various types of specific learning disabilities and their potential characteristics. The teachers learned about the ways to identify the potential signs of SLD and how to help the child in bridging the gap between the child's actual performance and his/ her potential in collaboration with the special educator.

Ms. Shruti also shed light upon the importance of collaborative teaching and the various learning styles adopted by children. A graded checklist on identifying



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Checklist to Identify children who are at risk for Specific Learning Disabilities:

- LD—sometimes called specific learning disability or specific learning disorder—is a term that describes a group of disorders that impact listening, speaking, reading, writing, reasoning, math, and social skills. Remember: LDs don't go away! An LD isn't outgrown or "cured" by medication, therapy, or expert tutoring.
- Signs of LDs can be detected in children as young as 4. But often, signs don't show up (or are not noticed) until classes 3-5 – or even later in life. And of course, no two people are exactly alike, even if they have the same type of LD.
- This checklist is designed as a tool to understand potential signs of LDs, not to diagnose LDs. The more characteristics you check, the more likely the individual described is at risk for (or shows signs of) LDs.
- When filling out this checklist, think about the person's behavior over at least the past six months. And when you're done, if you have questions or concerns, seek assistance from school personnel or

Gross and Fine Motor Skills				
	Preschool	Classes: I - IV	Classes: V - VIII	High School & Adult
Appears awkward and clumsy by dropping or spilling things, or knocking them over			N/A	N/A
Has limited success with games and activities that demand changes in body position and/or hand-eye coordination	N/A			
Has trouble with buttons, hooks, snaps, zippers, and/or learning to tie shoes			N/A	N/A
Has trouble copying and drawing shapes and simple figures and creates artwork that lacks detail and seems immature for age			N/A	N/A
Demonstrates poor ability to color or write "within the lines"			N/A	N/A
Grasps pencil awkwardly, resulting in poor handwriting or trouble using utensils				
Experiences difficulty using small objects or items that demand precision (e.g., Blocks, puzzle pieces, tweezers, scissors)			N/A	N/A
Language				

children with potential signs of SLD was also shared with the teachers for their reference.

At the end of the session, a Q&A round was conducted where all the queries of the teachers were solved. An engaging and informative discussion on the difference between a special educator and a slow learner was held to solve all the apprehensions and doubts.