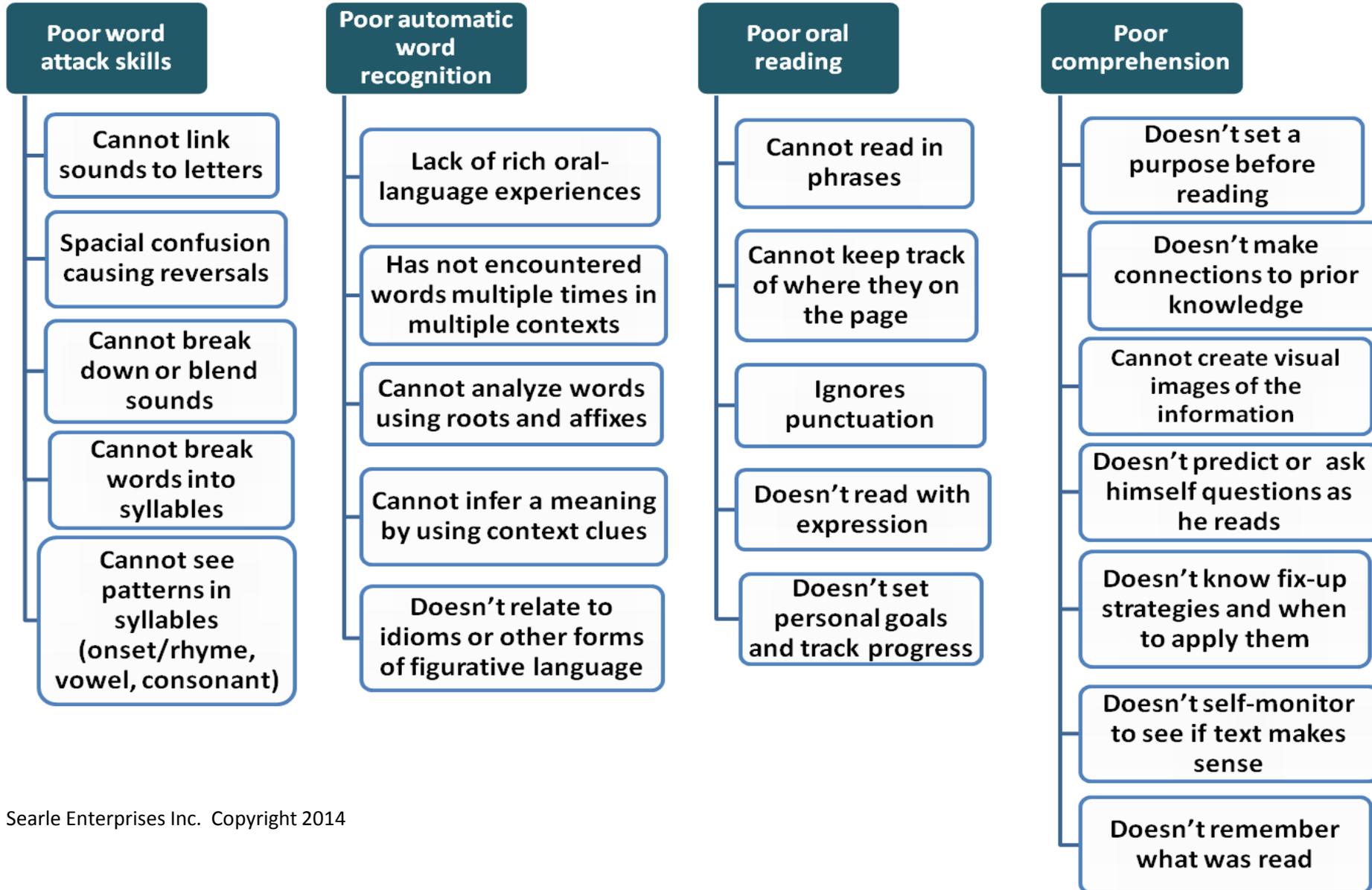


# Common Causes for Persistent Problems in Reading



# Common Causes for Persistent Problems in Math

## Poor problem solving skills

Cannot read and restate the problem in his own words

Can't visualize the structure or patterns of problems

Cannot break complex problems into logical steps

Doesn't know or apply strategies correctly

Can't make conjectures and justify his thinking

Can't identify correct operation or useful data

## Poor fluency with basic facts

Poor sense of counting and comparison of numbers

Cannot visualize numbers and their relationships

Cannot apply the properties of math to make computation easier

Not doing the right type and amount of practice

Asked to master new skills before prerequisites

## Lack of perseverance

Has "I can't" attitude because of repeated failures

Doesn't set personal goals or track progress

Needs frequent breaks to maintain energy and focus

Difficult skills are required before prerequisite skills are in place

Cannot visualize multiple ways of getting a reasonable result

Doesn't ask for help or access resources when stuck

## Lack of self-monitoring

Cannot estimate a reasonable answer

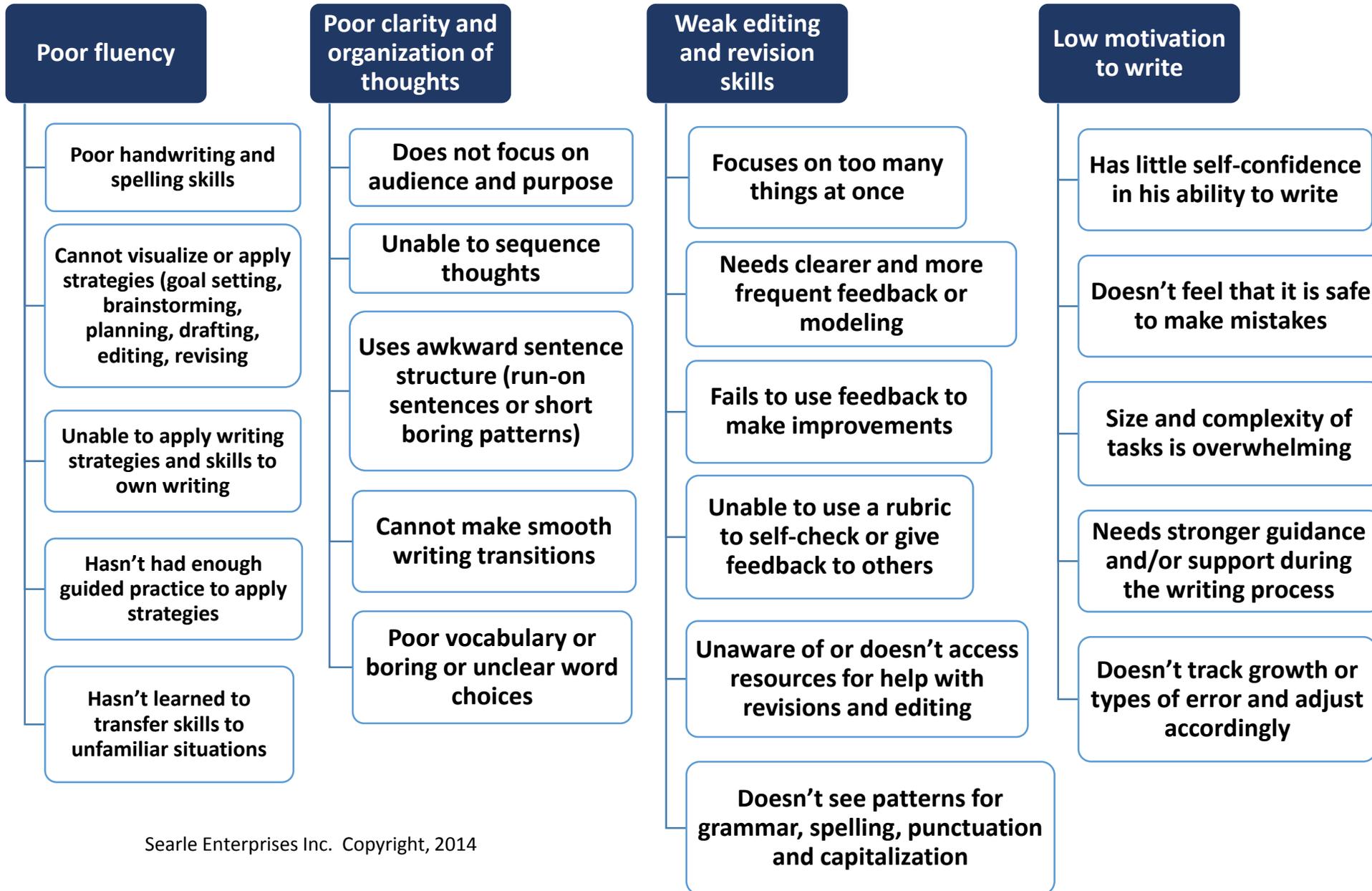
Doesn't see the real-life application

Thinks finishing first is important

Needs modeling, guided practice and feedback to know how to self-monitor

Does not self-monitor because the culture of the room is that the teacher is the one who checks answers

# Common Causes for Writing Problems



# Poor Attention and Focus

**Doesn't know what to focus on**

**Can't relate to the new information**

Lacks a clear purpose for the task

Doesn't see similarities to prior knowledge

Task does not have personal importance

Cannot inhibit distractors

Stress is interfering with the ability to focus

**Can't sustain focus**

**Poor endurance**

Cannot break large tasks down into manageable chunks

Overwhelmed by too much information given at once

Cannot work for long periods without a break

Lacks sufficient variety in ways to approach the task

Lacks enough support to keep frustration manageable

Cannot self-monitoring on-task behavior

**Poor transition skills**

**Lack of flexible thinking**

Feels stress from fear of failure or unknown consequences

Unable to see clear goals and priorities

Is unable to work without seeing structure or patterns

Inability to use self-talk to plan before acting

Cannot adjust pace or plan to fit new situation

Has difficulty stopping one activity in order to start another

# Common Causes for Memory Problems

## Poor encoding to short-term memory

Cannot create visual images of the information

Cannot keep up with the pace of spoken instruction or directions

Misses details and sequences

Cannot break task down into manageable parts

Distracted by irrelevant information

Cannot switch efficiently from one task to another

## Poor processing in working memory

Cannot hold information long enough to copy it or work on it

Cannot keep track of steps in a process

Inability to see patterns and relationships

Difficulty matching language with concepts and symbols

Fails to self-correct due to losing focus on purpose and details

## Poor storage in long-term memory

Relies too much on rote learning

Uses a weak or only one pathway to learn material

Cannot link or categorize new learning with existing knowledge

Does not make the effort when information is not seen as important

Doesn't ask for help or access resources when stuck

## Poor retrieval from long-term memory

Lack of the right type or amount of modeling and guided practice

Cannot link to old information (similarities and differences)

Doesn't see the real-life application

Needs multiple pathways for faster retrieval

Has test anxiety, especially for long tasks

# Lack of Organization



# Problem Solving

## Can't get started

## Doesn't follow through

### Can't visualize the goal

Can't visualize the final product

Goal does not seem important or reasonable

Does not know how to set goals and subgoals for himself

### Can't visualize an action plan

Can't break big task down into small steps

Can't put steps in logical order

Cannot remember the action plan steps

Cannot stay focused because of unanticipated roadblocks

### No sense of urgency

Does not see the task as relevant or as a priority

Unable to accurately estimate the time tasks may take

Cannot delay gratification of immediate want

Feels overwhelmed by and avoids tasks

### No backup plan

Does not anticipate barriers or consequences

Cannot identify resources

Doesn't know when or how to ask for help

Doesn't know or use fix-up strategies

Is not aware of when he needs help

### Poor self-monitoring

Cannot identify attributes of a quality product

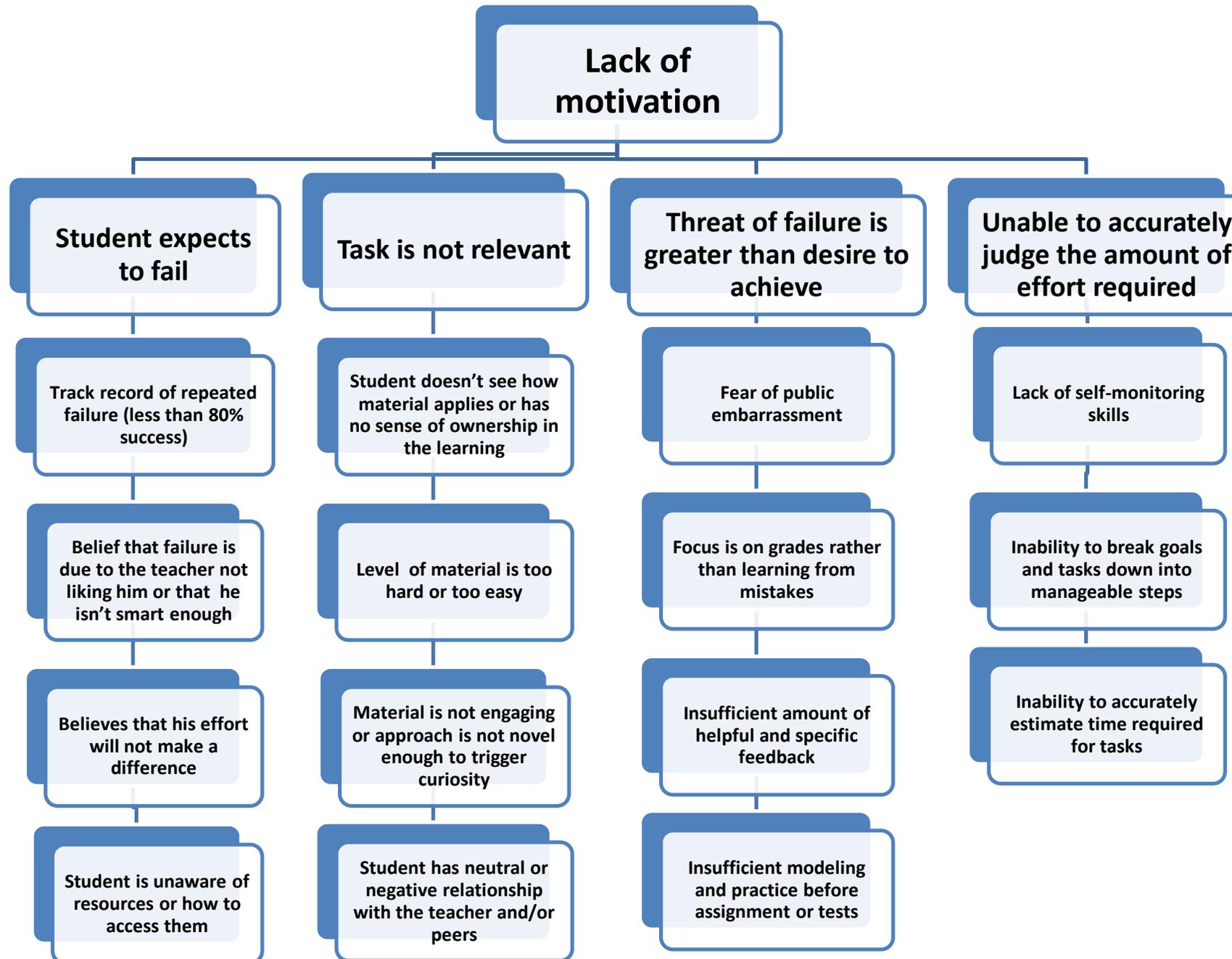
Cannot use rubrics and checklists to self-assess

Doesn't recognize signs of stress and fear in time to cope

Needs strategies for self-soothing when fearful or upset.

Doesn't link his actions with outcomes

Doesn't give himself credit for small successes



# Common Causes for Impulsiveness and Poor Self-Monitoring

