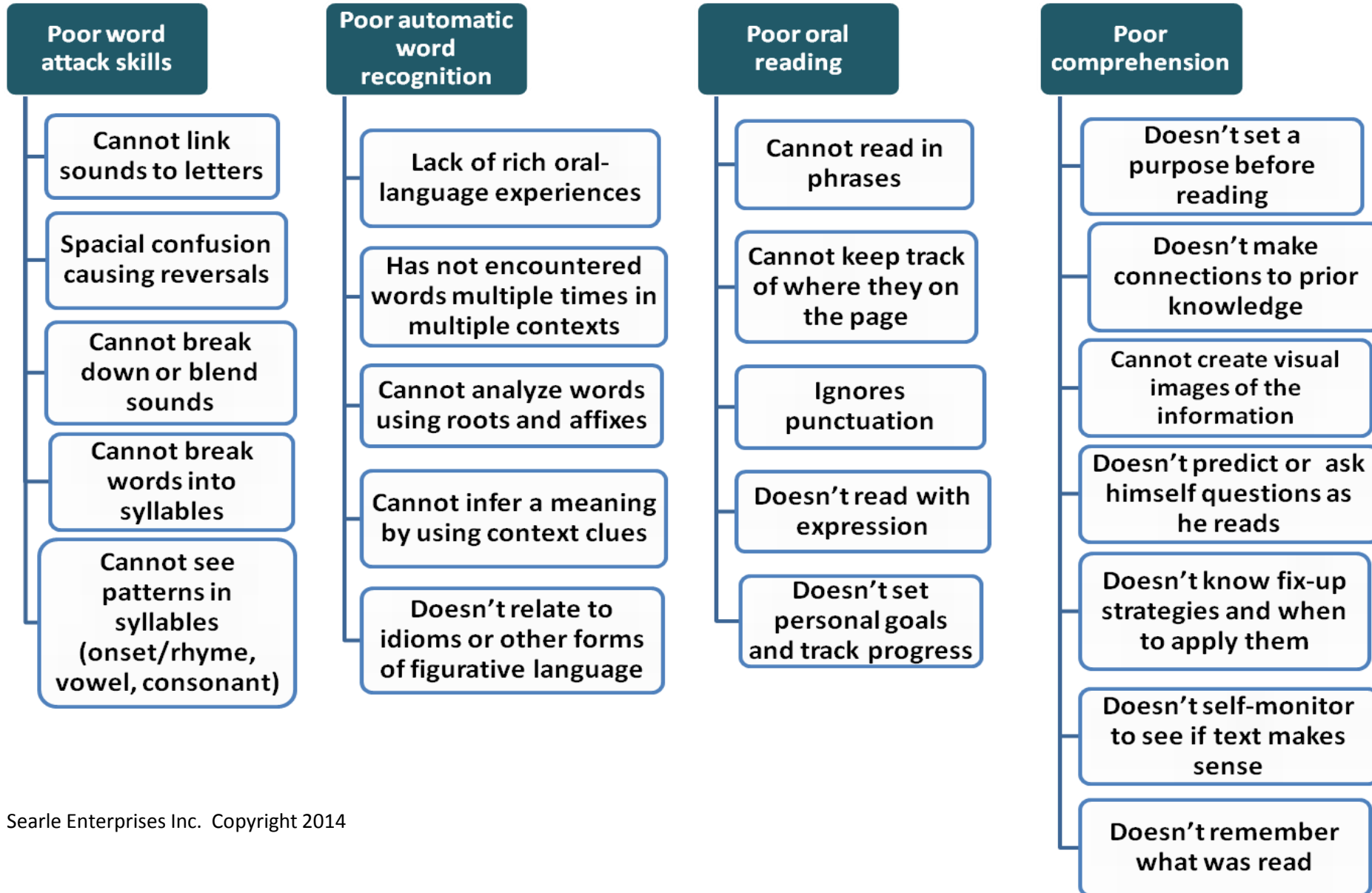
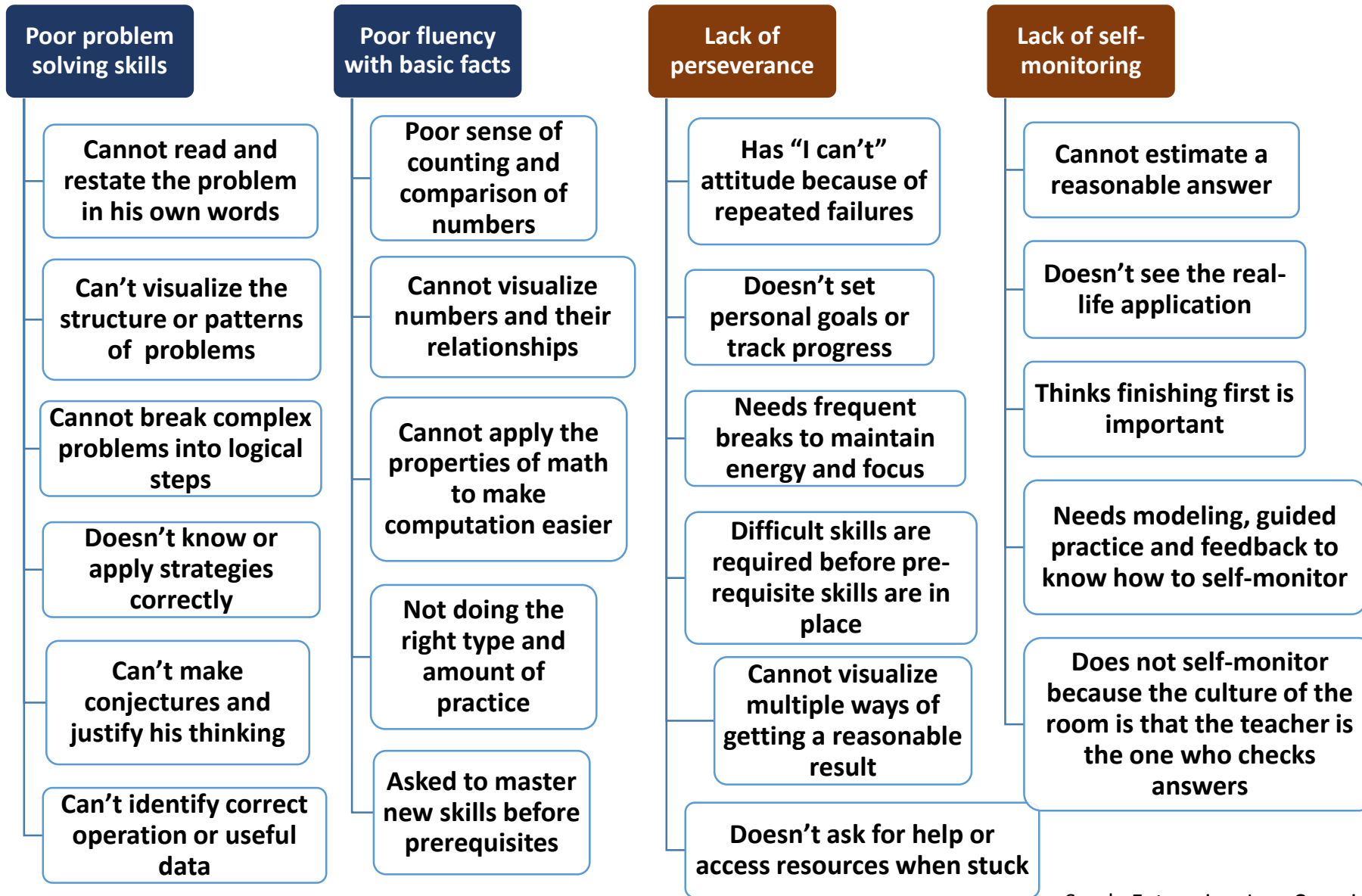


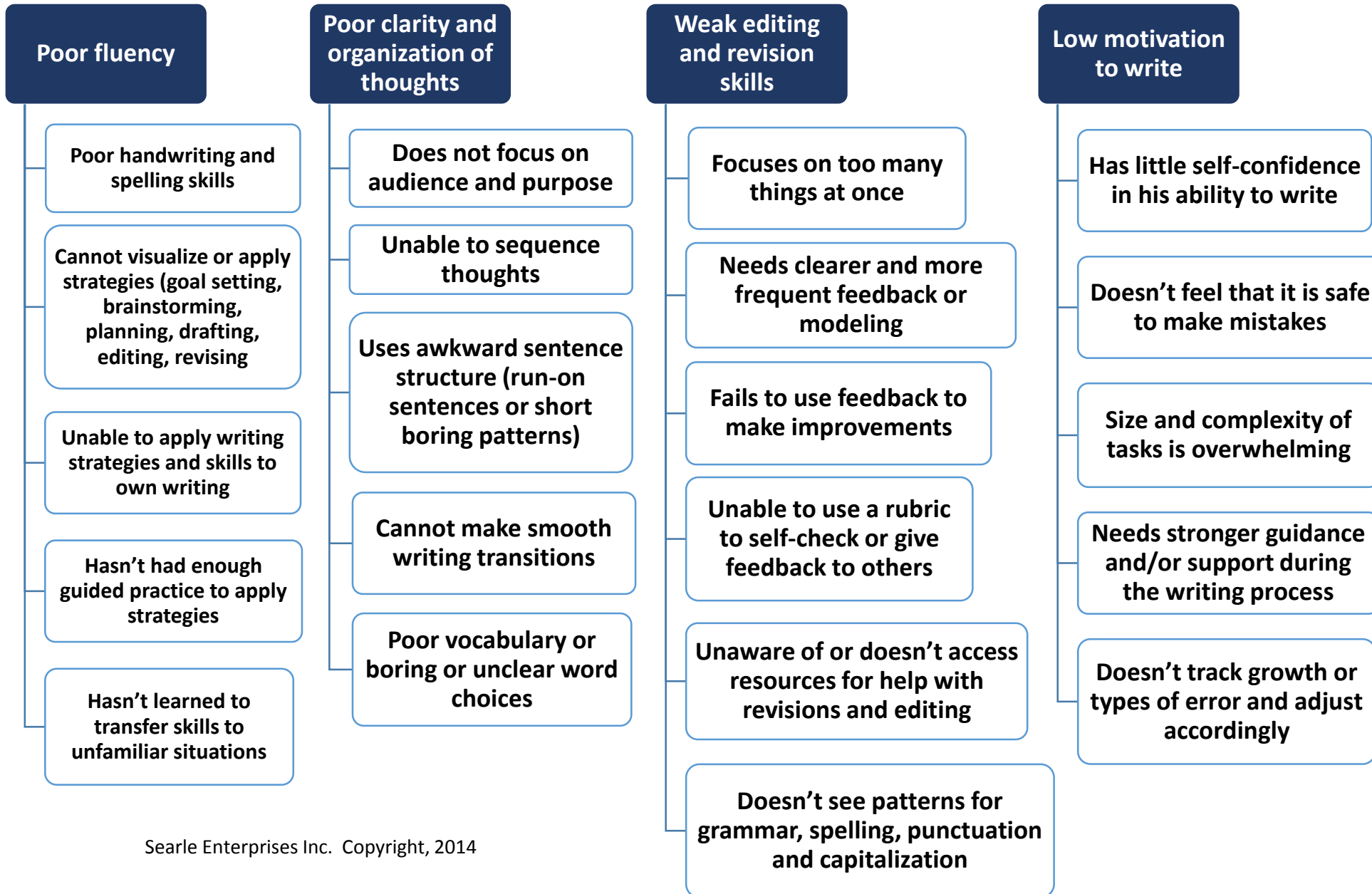
Common Causes for Persistent Problems in Reading



Common Causes for Persistent Problems in Math



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

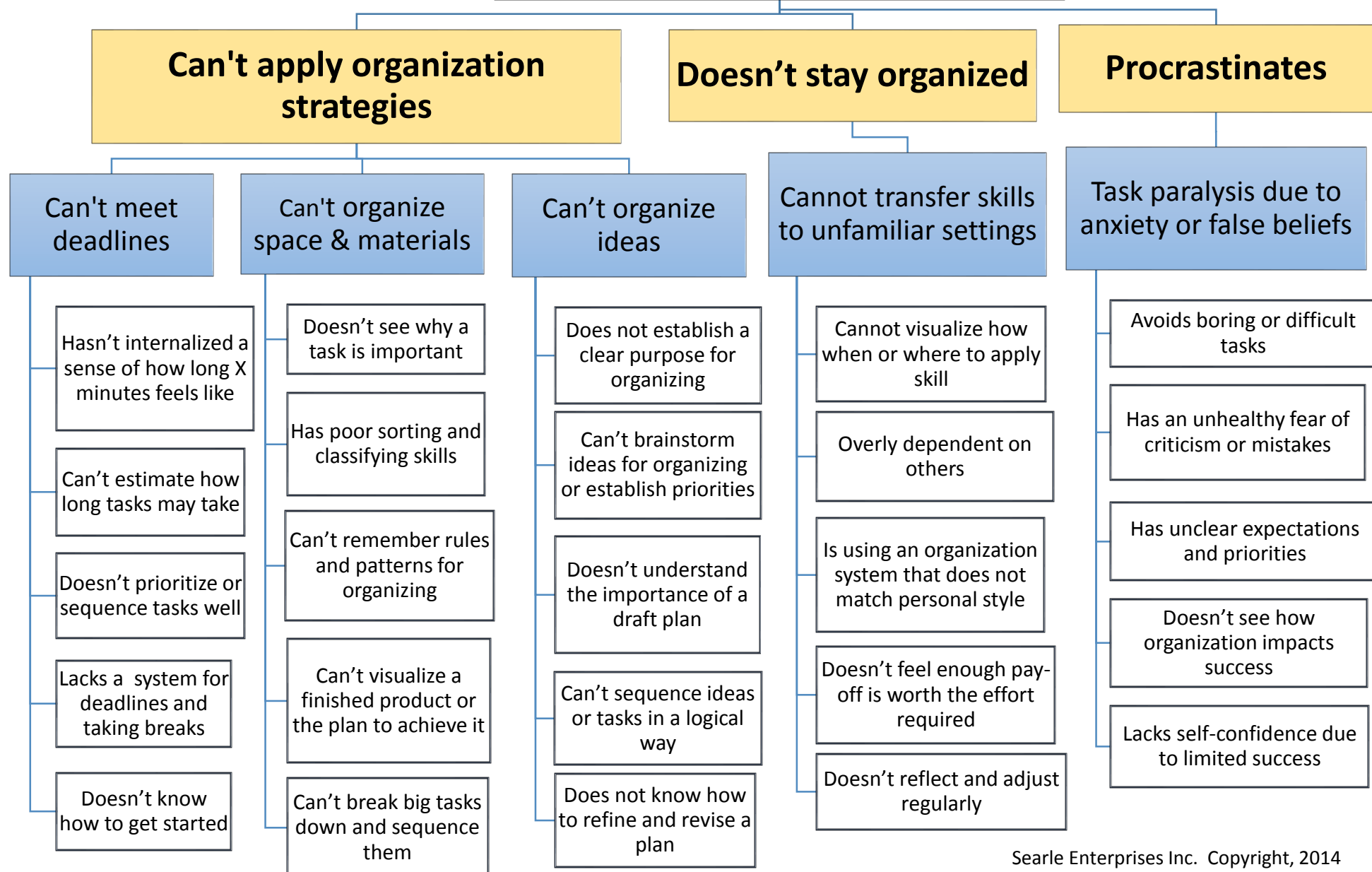
Cannot link to old information (similarities and differences)

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

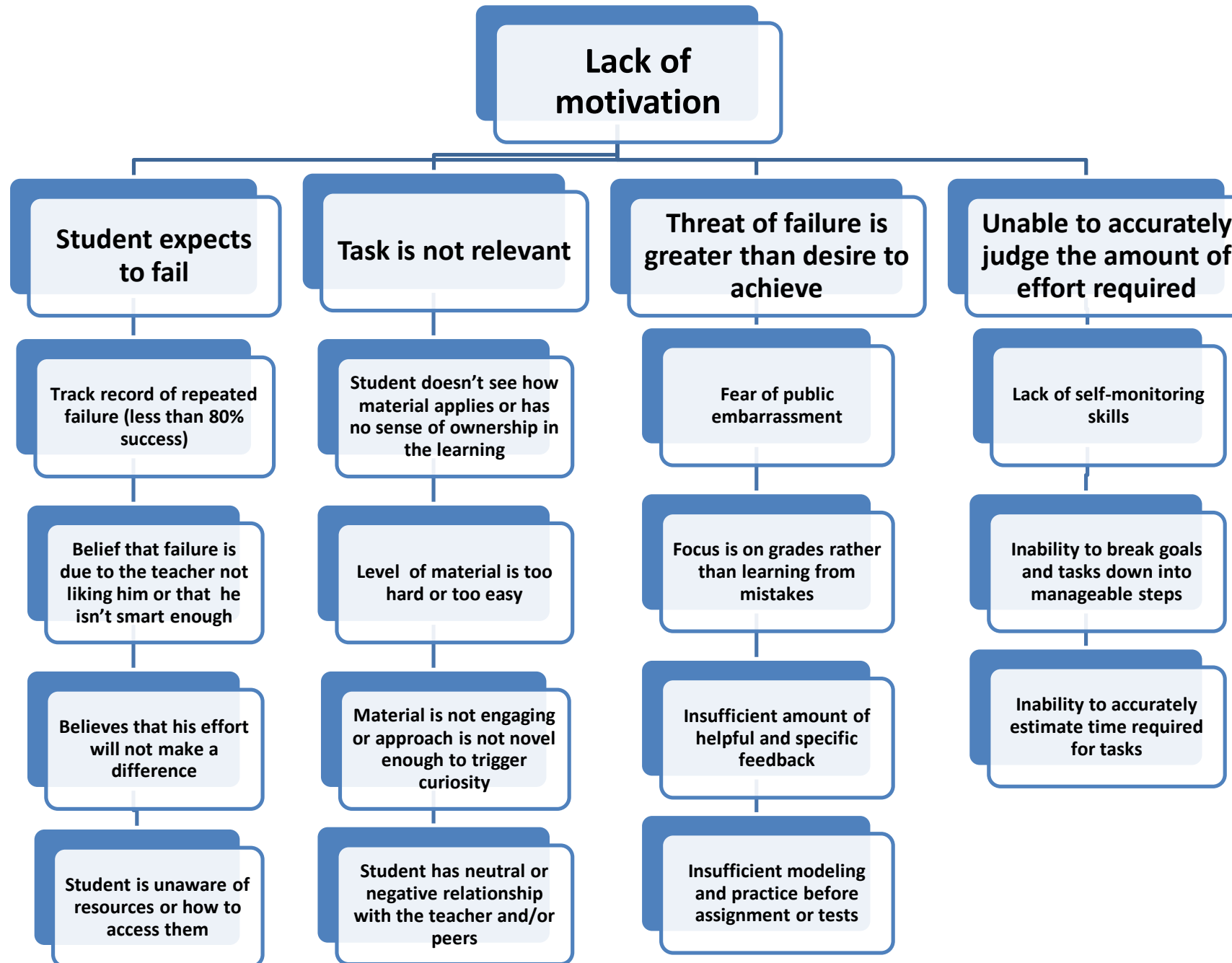
Cannot use rubrics and checklists to self-assess

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

