

B

LEARNING DIFFICULTIES SCALE

INSTRUCTION FOR THE TEACHERS / RATER

Here is a scale aiming to findout whether children have difficulties in learning to read and write. There are six major behaviour areas with few items under each.

You are requested to go through it carefully and rate each child based on your observations of him / her. It is very important for you to keep in mind that you have to tick mark (/) any of the 3 statements which is most representative of a child. Mark it only if a child shows that behaviour consistently. While rating consider the average class performance as the criterion. Accordingly, the three levels are :

Performance	Scoring Key
Level A - Below average performance child having difficulty	0
Level B - Average for age and grade	1
Level C - Performs well; above average	2

Pupil's name
School's Name

Sex	Caste
Age	Date of Birth
Class	Mother tongue
Father's name	
Address	
Teacher's name	

SPOKEN LANGUAGE**1. Vocabulary**

- a) Poor vocabulary
- b) Average vocabulary
- c) Above average vocabulary

2. Relating experiences

- a) Unable to relate ideas in a logical sequence
- b) Relates ideas as per age and grade level
- c) Relates ideas well and fluently in a logical sequence

3. Verbal fluency

- a) Below average
- b) Average
- c) Above average

4. Word recall

- a) Unable to recall appropriate words
- b) Shows recall, but hesitates some times
- c) Above average, rarely hesitates for finding an appropriate word

5. Word enunciation or articulation

- a) Unable to enunciate / articulate words
- b) Fair level of articulation for age and grade level
- c) Can articulate distinctly and clearly

6. Reading printed or written words

- a) Unable to read
- b) Reads but few errors
- c) Reads efficiently

7. Using words that express that intended meaning

- a) Unable to use accurate words and fails to convey the meaning
- b) Use of accurate words, but manages to convey its meaning
- c) Uses accurate words to convey the intended meaning

8. Use of sentences in relation to the context

- a) Fails to use sentences effectively and meaningfully
- b) Adequate use of sentences for age and grade level
- c) Effective, meaningful use of sentence

9. When question about subject matter answers in

- a) Incomplete sentences
- b) Complete sentences, but with few errors
- c) Complete sentences with no errors

10. Synthesis of isolated sounds into words/sound blending i.e. can read the letters B, A, T, Separately but can not read BAT as a whole

- a) Unable to synthesize
- b) Can synthesize a few words
- c) Can synthesize a most words easily

11. Fluency in oral reading

- a) Very poor in reading in relation to age and grade level
- b) Accurate reader, hesitates sometimes
- c) Reads fluently in relation to grade level

12. Organization of thoughts (as verbally expressed)

- a) Unable to organize thoughts well while answering
- b) Organizes thoughts fairly well
- c) Shows high ability in reorganization of thoughts

MOTOR COORDINATION**1. Motor or manipulation skills (e.g. needle work, cutting)**

- a) Awkward, below average - find it difficult to perform tasks
- b) Average level of manipulation - can perform tasks
- c) Excellent manipulation - well coordinated movements, performs the task efficiently

2. Physical activity

- a) Hyper active, always on the move and restless
- b) Average movement - shows appropriate activity level for some activities
- c) Almost always shows task appropriate activity level e.g. highly active on the play grounds, attentive during lesson

3. Copying letters and words (from books and boards)

- a) Cannot copy well and needs constant help
- b) Copies fairly well for age and grade level
- c) Copies independently and efficiently

4. Control over writing on line

- a) Poor control (writes above or below the lines)
- b) Average control
- c) Good control, writes neatly

5. Pencil pressure

- a) Too heavy or too light pressure effects writing
- b) Average pressure
- c) Normal and even pressure result in clear writing

6. Forming letter as required

- a) Very poor, unable to form appropriate curves
- b) Average curve formation
- c) Shows appropriate curves in letter formation

PERSONAL SOCIAL

1. Organization

- a) Very slowly, disorganized
- b) Maintains average organization or work
- c) Complete work in a well organized manner

2. Attention

- a) Very distractible
- b) Adequate attention for age - grade
- c) Highly attentive

3. Reaction to new situation

- a) Overreacts, lacks self control
- b) Adopts adequately for age
- c) Adopts easily and shows self control

4. Completion of task (persistence)

- a) Seldom finishes a task
- b) Average, sometimes finishes sometimes does not
- c) Above average always completes a task

5. Concentration in a particular task

- a) Unable to concentrate
- b) Average concentration for grade level
- c) Can concentrate for a long time

6. While at a task

- a) Does not enjoy doing it
- b) Indifferent to it
- c) Enjoys doing it

7. Level of confidence while answering

- a) Hesitates to answer, or does not know the answer
- b) In certain situations answers with confidence
- c) Usually replies with confidence

8. Attitude towards reading

- a) Shows negative attitudes towards reading
- b) Reads when asked to
- c) Highly positive attitude, volunteers to read

9. Consistency in class performance
(in relation to various academic tasks)

- a) Very inconsistent performance
- b) Average consistent pattern of performance
- c) Above average always performance well

MEMORY

1. Retaining information

- a) Frequent lack of recall
- b) Average recall
- c) Good recall

2. Auditory memory capacity to hear and reproduce gives sequences of words or digits.

- a) Poor auditory memory (wrong reproduction)
- b) Average level of auditory memory (few mistakes)
- c) High auditory memory (no mistakes)

3. Visual sequential memory (Perceiving and reproducing letters or words in the same sequence.)

- a) Poor visual sequential memory
- b) Average level of visual sequential memory
- c) High level of visual sequential memory

VISUAL PERCEPTION

1. Visual discrimination

- a) Unable to discriminate between likenesses and differences in letter
- b) Fair level of discrimination forms
- c) Can discriminate easily

2. Recognize rhyming words (cat, bat, rat)

- a) Unable to recognize rhyming words
- b) Fair level of recognition for age and grade level
- c) Can recognize rhyming words easily

3. Punctuation marks (common signs such as comma, full-stop)

- a) Unaware of punctuation and makes error
- b) Fair level of awareness for age and grade level
- c) Is aware of all punctuations, and uses them correctly

4. While reading - eye movement

- a) Moves the head from side to side rather than moving the eyes across the page
- b) Makes left to right movement, but very slow movement and require efforts
- c) Makes left to right eye movement therefore reads efficiently

AUDITORY COMPREHENSION**1. Comprehending word - meaning**

- a) Fails to understand simple words
- b) Fair grasp of vocabulary for age and grade level
- c) Good level vocabulary comprehension; understands obstractions

2. Following instructions

- a) Unable to follow instruction, always confused
- b) Follow instruction according to his age and grade level
- c) Can follow instruction much bettern than his peers

3. Comprehending class discussion

- a) Unable to follow class discussion (irrelevant responses)
- b) Follows according to age and grade level
- c) Understands well, and usuall gets involved in discussion

4. Awareness of symbol-sound relationships

- a) Unable to relate symbol and sound
- b) Aware of some symbol-sound relationships
- c) High awareness of symbol-sound relationship

5. Understanding new sounds and accents

- a) Unable to comprehend new sounds and accents, thereby handling class performance
- b) Fair level of comprehension, but does not handling class performance
- c) Understands almost all new sounds and accents introduced in his class

6. Auditory discrimination

- a) Unable to distinguish likeness and differences in speech sounds (therefore mixes up similar sound of letters)
- b) Fair level of discrimination for age and grade level (Mixes up only occasionally)
- c) Is able to distinguish likeness and differences in speech sounds easily

7. From rapidly spoken word sequences (Rapidly spoken sentences)

- a) Unable to discriminate sounds
 - b) Can discriminate certain main words
 - c) Can discriminate all words
-