

CHARACTERISTICS OF NONVERBAL LEARNING DISABILITIES

- STRONGER VERBAL THAN PERCEPTUAL COGNITIVE SKILLS
- Verbal IQ > Performance IQ
- Verbal Attention & Memory > Visual
- WEAK PSYCHOMOTOR AND PERCEPTUAL SKILLS
- Gross & Fine Motor Problems
- Balance & Coordination Difficulties
- DEFICIENCY IN ARITHMETIC
- Better Reading & Spelling than Math
- Problems with Problem Solving
- DIFFICULTY WITH NOVEL AND COMPLEX TASKS
- Rely on Rote Memory
- Doesn't Generalize to New Situations
- POOR PROBLEM SOLVING SKILLS
- Difficult to Change Cognitive Sets
- Inflexible, No Cause/Effect Relation
- SOCIAL AND INTERPERSONAL DEFICITS *Most Debilitating Feature
- Deficits- Social Awareness, Judgment, & Interaction. Bullied/Teased. Naive.
- PSYCHOSOCIAL ADJUSTMENT PROBLEMS
- Prone to Social Isolation & Withdrawal
- Higher Risk for Depression & Suicide

NONVERBAL LEARNING

DISABILITIES: REFERENCES

BOOKS:

Sue Thompson (1997)

The Source for

Nonverbal Learning Disorders

Linguistics Systems, Inc.

Pamela Taanguay (2001)

Nonverbal Learning Disabilities

at Home: A Parent's Guide

Jessica Kingsley Publishers

WEBSITES:

www.nldline.com

www.nldontheweb.org

www.nlda.org

www.ldonline.org

www.ldaca.org

www.ericc.org

www.ericdigests.org

www.familyvillage.wisc.edu

NONVERBAL LEARNING

DISABILITIES: BEST

PRACTICE

PROPERTY OF SOUTH CENTRAL BOCES

Parent and Teacher Guide

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EDUCATIONAL STRATEGIES FOR STUDENTS WITH NONVERBAL LEARNING DISABILITIES

- Simplify all visual materials.
 - Provide simple graphic organizers. (vertical outlines, not webbing)
 - Use lined paper for math lessons, fold into smaller squares to contain work.
 - Use experiential activities to develop measurement and spatial concepts.
 - Provide many examples of:
 - Drawing inferences from spoken and written information.
 - Organizing complex written and verbal output.
 - Using organizational strategies for problem solving and managing independent work.
 - Allow word processor for written work.
 - Reduce copying tasks. Remember, students are *drawing* each letter from memory.
 - Verbally explain **AGAIN** and **AGAIN**:
 - Sarcasm
 - Tone of voice
 - Facial expressions
 - Body language
 - Verbally explain thought processes that are intuitive for others.
 - Verbally model your thought process when thinking about a task.
 - Be especially watchful for bullying and respond appropriately.
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- **WHENEVER YOU THINK, I SHOULD'NT HAVE TO TELL YOU", TELL THEM!**
 - Teach:
 - Humor
 - Jokes
 - Generalizations
 - Inferences
 - Metaphors
 - Reading "between the lines"
 - To look around to answer questions first, before asking other students or teacher.
 - Teach social concepts directly.
 - Teach them to apply what is learned in one social situation to other situations.
 - Interpret their behavior correctly.
 - Don't assume they "know better".
 - Verbally explain behavior and appropriate responses.
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- IT IS IMPORTANT REMEMBER THAT NO TWO STUDENTS WILL HAVE EXACTLY THE SAME COMBINATION OF THESE CHARACTERISTICS.**

- **TALK, TALK, TALK!**
- Use student's verbal strength to analyze new information.
- Develop self-talk strategies to assist in multi-step directions.
- Allow extra time for work as information is slow to process.
- Project an attitude of acceptance, respect, and warmth.
- Highlight student's strengths, both publicly and privately.
- Provide frequent verbal feedback and individual attention.
- Keep routines predictable. Post the day's activities and clarify changes in advance, if possible.
- Give specific directions for every activity as carryover is unlikely.
- Provide verbal explanations with many examples.
- Break tasks into smaller parts.