**Identifying & Correcting Blocked Learning Gates**

**Dianne Craft “Right Brain” Learning System Personal Consultation**

**Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Child’s Age: \_\_\_\_\_\_\_\_ Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_**

Please use this Informal Evaluation to identify red flags of a blocked learning gate that your child may be experiencing. In our Personal Internet/Telephone Consultation, we will use this checklist to determine the best plan to follow using our **Three Pronged Approach: Brain Integration Therapy (midline therapy), Right Brain Teaching (healing teaching), & Targeted Nutritional Strategies.**

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| **1. Visual Processing Gate** | **Mild** | **Moderate** | **Severe** |
| Reading reversals after age 7 (on=no, was= saw, of=to) |  |  |  |
| Behind level in reading (how behind? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_years) |  |  |  |
| Oral Reading starts smooth, but becomes labored |  |  |  |
| Yawning shortly after reading begins |  |  |  |
| Rubs eyes, blinks, watery eyes while reading |  |  |  |
| Skips small words and lines when reading |  |  |  |
| Needs to use finger to track when older |  |  |  |
| Oral reading has no fluency |  |  |  |
| Visual Therapy (how long? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |  |  |  |
| **2. Visual/Motor (Writing) Gate** | **Mild** | **Moderate** | **Severe** |
| Frequent or occasional reversals in letters & numbers |  |  |  |
| Poor spacing in writing |  |  |  |
| Difficulty lining up numbers in math |  |  |  |
| Writing is slow and laborious |  |  |  |
| Tells great stories, but writes very little |  |  |  |
| Does all math problems mentally to avoid writing down |  |  |  |
| Writing looks sloppy- considered lazy & unmotivated |  |  |  |
| Can do "journaling", but can't write a paragraph |  |  |  |
| HATES TO WRITE- groans & complains. |  |  |  |
| Doesn’t finish *any* written work (any subject) |  |  |  |
| Switches hands or feet for activities |  |  |  |
| Doesn't write in cursive |  |  |  |
| Leans over writing |  |  |  |
| Copies poorly from book or board |  |  |  |

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| **3. Auditory Processing Gate** | **Mild** | **Moderate** | **Severe** |
| Phonics sounds & rules don't stick  (You're on your 3rd phonics program) |  |  |  |
| Sounds out same word over and over in a story |  |  |  |
| Sight words are hard to memorize  (Sounds out *all* words “what, many") |  |  |  |
| Easily misunderstands verbal information |  |  |  |
| Guesses at long words |  |  |  |
| Can't remember multiplication facts |  |  |  |
| Difficulty saying months in order |  |  |  |
| Delayed Speech |  |  |  |
| Articulation issues |  |  |  |
| Difficulty sequencing events or stories orally |  |  |  |
| Difficulty remembering names of distant family members or animals |  |  |  |
| Can't "sound out" words easily |  |  |  |
| Ear Infections |  |  |  |
| Poor working memory |  |  |  |
| **4. Focus/Attention/Behavior** | **Mild** | **Moderate** | **Severe** |
| Inconsistency in performance from one day to another |  |  |  |
| Needs to have someone sit with them to finish work |  |  |  |
| Forgets previously learned work much of the time |  |  |  |
| Impulsive behavior |  |  |  |
| Easily Upset and angered when things go wrong |  |  |  |
| Sensory Integration Processing Problems (little things bother them a lot, like tags on shirts, loud noises, transitions, etc.) |  |  |  |

**There are various levels of processing problems:**

1. **Glitch- Mild**

* Child has to work harder, but is not behind
* This does not need intervention, but training the photographic memory will make learning easier

1. **Dysfunction- Moderate**

* Child has to work harder and is about one year behind
* Intervention can get this child caught up easily

1. **Severe Blocked Learning Gate**

* Child has to work harder and is about two or more years behind
* Intervention is vital to help this child learn