**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