

# 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.**

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 <i>any</i> written work (any subject)			
Switches hands or feet for activities			
Doesn't write in cursive			
Leans over writing			
Copies poorly from book or board			

<b>3. Auditory Processing Gate</b>	<b>Mild</b>	<b>Moderate</b>	<b>Severe</b>
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 <i>all</i> 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			
<b>4. Focus/Attention/Behavior</b>	<b>Mild</b>	<b>Moderate</b>	<b>Severe</b>
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:**

**A. Glitch**

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

**B. Dysfunction**

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

**C. Dyslexia or Dysgraphia**

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