

# Behavioral Characteristics of children with Special Learning Disabilities

- I.      Hyperactivity  
Nonpurposeful activity. Child is in perpetual motion, wanders about the room, falls out of chair, knocks over books when he gets up from his desk, etc.
  
- II.     Short Attention Span  
Child does not finish tasks, daydreams. Mind keeps wandering.
  
- III.    Distractibility  
Child is seemingly forced to pay attention to irrelevant stimuli. The foreground and background of his world are of equal strength, and he cannot judge what is relevant and what is not.
  
- IV.     Perseveration  
Perseveration is the repetition of a previous response after it is no longer appropriate. It results from the child's inability to "repattern" his thinking quickly enough to give a new response.  
  
An example of verbal perseveration is when a child gives or "echos" the response just given to a previous question when he is called on in class.  
  
An example of motor perseveration is when a child starts to draw a picture and includes a few birds in the sky and finishes with the entire picture filled with birds.
  
- V.      Perceptual Impairment  
Child does not see or hear things as they are. He "looks" but cannot "see", he "hears" but cannot "listen". To him life is a distortion. His senses send messages to the brain, but the messages become scrambled. He may see numbers backwards or hear and say words in a jumbled manner.
  
- VI.     Emotional Behavioral Characteristics  
The child may show a quick shift in emotional state. He gets frustrated easily because most tasks he starts to do end in disaster. Often he has difficulty in communication so that when his "breaking point" is reached, he may yell, scream, cry, or fight. His ability to cope emotionally with situations may vary from moment to moment, hour to hour, or day to day.