

## **RECOMMENDATIONS FOR NONVERBAL LEARNING DISABILITIES**

- \* Teach him in a systematic, step-by-step approach.
- \* Explain expectations in clear, concise terms.
- \* Due a deficit in reading non-verbal cues, he may not pick up on facial expressions, body language, or tone of voice; therefore, use concrete, straight-forward communication.
- \* Due to a deficit in language comprehension, he may not recognize sarcasm, nuance, or inferences; therefore, use clear, precise, direct communication.
- \* Due to the asset of a strong rote memory, the teaching approach will need to be slow, repetitive, and highly redundant.
- \* It will be beneficial to use a teaching approach that includes a lot of role modeling with verbal descriptions to demonstrate expected work.
- \* Use a lot of experiential, hands-on, demonstration type learned activities to build concepts.
- \* Because he has a deficit in handwriting and performing work quickly, it will be beneficial to adjust the quantity of homework appropriately, and should primarily be used as reinforcement for already learned material.
- \* Because he has a deficit in organizational skills, it will be beneficial to keep a set of duplicate books at home to eliminate “forgetting”.
- \* It will be beneficial to have a “check-off” system for homework completed, to help him know what he needs to do, what he has accomplished and what is expected of him daily.
- \* It will be beneficial to write out charts or flip cards of standard procedures, routines, schedules, rules, expectations, and so on, rather than repeated verbalizing them or giving correction or punishing consequences.
- \* Because the development of self-esteem is always at risk, especially for the child with learning disabilities, it will be beneficial for teachers to increase verbal praise, rewards, and physical rewards for jobs completed and jobs well-done, remembering that it takes many positives to undo one negative. (from “Developmental and Behavioral Pediatrics” by Dr. Brad D. Berman)
- \* Read information such as “The Source for Nonverbal Learning Disorders” by Sue Thompson and other resources to better comprehend the complexities of William’s

profile. Other helpful books might include: "The Motivational Breakthrough" and "It's so Hard to be Your Friend", both by Rick LaVoie.

\* Visit the website: Intervention Central: "Intervention Ideas" for great ideas, particularly focusing on the areas of behavior interventions, study skills, homework contracts, rewarding positive behaviors, and "Extending Learning Across Time & Space" for generalization from homework to school work and chores: <http://www.interventioncentral.org/index.php#idea>.

\* Visit the website: <http://www.ldonline.org/indepth/nonverbal> and others on the LD Resources sheet to learn more about Nonverbal Learning Disabilities.

### **Resources On Non-Verbal Learning Disabilities:**

[www.nlda.org](http://www.nlda.org)  
[www.nldontheweb.org](http://www.nldontheweb.org)  
[www.nldline.com](http://www.nldline.com)

The Source for Nonverbal Learning Disabilities, by Sue Thompson, LinguiSystems, 1997

HELP for Language: Handbook of Exercises for Language Processing by Andrea Lazzari, LinguiSystems, 2004

Nonverbal Learning Disabilities at Home: A Parent's Guide, by Pamela B. Tanquay, Jessica Kingsley Publishers

NLD from the Inside Out by Michael Murphy Brown & Gail R. Shapiro, 2008

Raising NLD Superstars by Maria Brown Rubenstein, 2005

Nonverbal Learning Disabilities: The Syndrome and the Model, by Byron P. Rourke, The Guilford Press, 1989

Nonverbal Learning Disabilities at School: Educating Students with NLD, Asperger Syndrome and Related Conditions, by Pamela B. Tanquay, Jessica Kingsley Publishers, 2002

Syndrome of Nonverbal Learning Disabilities: Neurodevelopmental Manifestations, edited by Byron P. Rourke, The Guilford Press, 1995