

MLD Initial Checklist

Students with Moderate Learning Difficulties 'will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions' and their needs will not be met by 'normal differentiation and the flexibilities of the National Curriculum'. They 'have much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts' and may experience 'speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills' (DfES, 2005, p3). **It is recommended that this checklist is used as an appendix to other more specific checklists** such as ADHD, Dyslexia, Dyspraxia etc – this will then help determine whether the student should be referred for further assessment focusing on a specific learning difficulty or a more general set of difficulties that could be identified as MLD. Ideally, the checklist should be completed collaboratively by two or more staff.

| | | | | | |
|---------|--|------|--|-------|--|
| Student | | Date | | Staff | |
|---------|--|------|--|-------|--|

This student has been known to staff for _____ weeks / months.

| The student... | yes | no | unsure |
|---|-----|----|--------|
| 1. presents with immature listening and attention skills. | | | |
| 2. presents with immature social skills. | | | |
| 3. regularly relies on a teaching assistant to guide them through a lesson. | | | |
| 4. is working at a significantly lower reading and spelling level to that of their peers (2years +). | | | |
| 5. has a noticeably limited vocabulary in comparison to peers. | | | |
| 6. struggles with simple comprehension tasks. | | | |
| 7. has poor visual memory – i.e. cannot remember the events of a film or TV show, will struggle to picture their route to school. | | | |
| 8. has poor auditory memory – i.e. will struggle to recount a conversation, will forget a teacher's instructions. | | | |

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|---|--|--|--|
| 9. requires a high level of support with investigation and problem-solving activities – struggling particularly in maths and science lessons. | | | |
| 10. struggles to grasp abstract concepts – will struggle with metaphors and abstract ideas such as 'time' and 'freedom' etc. | | | |
| 11. presents with poor verbal and non-verbal reasoning skills – struggles to understand cause and effect, struggles to explain why. | | | |
| 12. struggles to understand rules and consequences, and will often present with seemingly defiant and/or disruptive behaviours. | | | |
| 13. finds it difficult to take the knowledge and skills they have acquired in one lesson and apply them to another situation. | | | |
| 14. presents with some fine motor skill and coordination difficulties – tends to struggle in PE, Art and Design. | | | |
| 15. has low confidence and could be described as disengaged from learning. | | | |

| Further Action: | |
|-----------------|---|
| | This student requires continuous support with their additional needs. |
| | This student requires occasional support with their additional needs. |
| | This student is not a cause for concern. |

Sources:

<http://www.teachingexpertise.com/articles/moderate-learning-difficulties-ml-d-1211>

<http://www.teachingexpertise.com/articles/provision-for-pupils-with-moderate-learning-difficulties-3007>