

The SpLDs and associated factors profiled by SNAP Version 3

Attentional and hyperactivity difficulties

ADD

Difficulty in sustaining and controlling attention, and in remaining on-task when it is a task that does not engage the learner's immediate interest and attention

Hyperactivity

An excessive restlessness, and difficulty in remaining still (often associated with attention deficit)

Impulsivity

Difficulty with restraining and holding back, awaiting turn, or reflecting before acting

DCD/dyspraxia

Movement, balance, coordination and planning difficulties

Difficulty with balance and coordination, and difficulty with motor and/or cognitive planning

Sensory integration and sensory sensitivity difficulties

Hyper- or hypo-sensitivity with processing or integration of auditory, visual, vestibular, tactile, proprioceptive and/or gustatory/olefactory information, often linked to social awareness and communication difficulties

Involuntary speech/motor difficulties

Chronic muscular tics or twitches, and/ or vocal tics or involuntary noises, including echolalia – repeating words/ phrases of others – and stammer/ stutter

(+ **Dysgraphia**)

Dyscalculia

A weakness with calculation, usually arithmetical, but sometimes pervading a wider range of mathematical thought.

Literacy difficulties

Reading

Difficulty with fluent/accurate reading

Spelling

Difficulty with fluent/accurate spelling

Dysgraphia

Difficulties with forming clear, fluent and legible script, and with page layout and organization (separate from spelling difficulties – often, but not always, accompanied by a difficulty with spelling)

Hyperlexia/Specific comprehension deficit

A difficulty with text comprehension, despite much more fluent and skilled oral reading

(+Phonological difficulties)

Memory difficulties**Auditory working memory difficulties**

Difficulty in retaining/ working with auditory information

Visual working memory difficulties

Difficulty in retaining/ working with visual information

Processing speed difficulties

Difficulties experienced by a child in processing information, and in reading or writing at the speed that might be expected. The quality and accuracy of a pupil's writing or reading may be at the expected level – but for these children, cognitive, perceptual and/or motor factors means that their processing is unduly slow and laborious.

Social awareness and communicative difficulties

Difficulty with social awareness, empathy and functionally effective communication (may be linked to or described as Aspergers, high functioning autism, semantic-pragmatic disorders or visual-perceptual/non-verbal difficulties)

Spoken language difficulties**Phonological difficulties**

Difficulties in perceiving, manipulating and/ or articulating the segments of sound that make up words

Expressive/ receptive language difficulties

A motor and/or cognitive weakness with processing and organising expressive and/or receptive language.

Auditory processing difficulties

Difficulties in the effective processing of auditory information

(+Auditory working memory difficulties)

Visual and visual processing difficulties

Visual tracking and ocular control difficulties

Difficulties arising from poor muscular coordination of the different eye-movements required for fluent reading and/or writing

Meares-Irlen syndrome

Difficulties stemming from visual discomfort that arise from a neuro-physiological reaction to the page, or to patterns of print upon the page.

Visual-perceptual/ nonverbal difficulties

Difficulty at a cognitive/ perceptual level in working with visual information.

(+Visual working memory difficulties)

Essential fatty acid deficiency

Nutritional deficiencies with implications for various aspects of learning

Self-esteem

Social self-esteem

Educational self-esteem