

## Building blocks needed by age 5 for academic success

### Ability to:

- rhyme and play sound or word games;
- maintain interest in books and the alphabet;
- follow multi-step directions



### Ability to:

- talk with appropriate pronunciation and grammar;
- find words without hesitation;
- describe events sequentially (tell a story in correct order of events)



### Ability to:

- cut with scissors, use a pencil and tie shoes;
- sit up straight at desk for writing



### Ability to:

- comply with requests;
- interact in a group;
- pay attention
- have impulse/temper control



Please contact us for a complimentary informational meeting to determine if your child may benefit from our program.

**352.332.2629**

Ann W. Alexander, M.D.  
Developmental/Behavioral Pediatrician  
Center Director

Regina Mallini  
Intake Coordinator  
MorrisCenterScreen@LearningDisabilityCenters.org

  
*The Morris Center*

2035 SW 75th Street  
Gainesville, Florida 32607

Tel: 352.332.2629  
Fax: 352.332.3012

[www.LearningDisabilityCenters.org](http://www.LearningDisabilityCenters.org)

## Catch Them... Before They Fall

Preventing Learning Difficulties

An Informational Brochure for Parents  
About Prevention



  
*The Morris Center*

*It's never too early...*



What if it were possible to ensure the academic success of your child at risk for a learning disability? With the proper tools, the prevention of your child's learning difficulties is a welcomed reality.

According to the research from the National Institute of Child Health and Human Development, learning disabilities affect one in seven people. Your child does not have to be a statistic. The earlier the child at risk is identified and treated, the better the outcome. This can prevent a struggle with learning from ever interfering with your child's academic career and overall success in life.

At the Morris Center, we focus on identifying and addressing learning difficulties early. Warning signs may be present in children as young as 2-1/2 years of age. For children with these warning signs, the Center offers brief screening tests to see if they may be at risk for a language/learning disability. If a child is identified as being at risk, a **comprehensive** evaluation will assess the child's strengths and weaknesses in order to plan the appropriate interventions.

## Could your child be at risk for developing a learning disability?

**RED FLAG:** A family history of language/learning problems

### Warning Signs (2 1/2—5 years)

Since a child's skill improves with age, these warning signs vary as the child develops. Each child is unique and does not necessarily display all of these signs.

### Listening

- Little interest in books or alphabet
- Trouble appreciating rhyming and sound or word games
- Trouble following multi-step directions

### Speaking

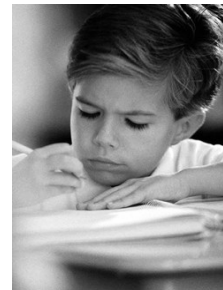
- Late talker
- Slower learning to pronounce words correctly
- Trouble finding words quickly—hesitates, searching for words
- Slower at learning correct grammar—verb tenses, plurals
- Difficulty telling an event or story in order

### Motor Skills

- Difficulty learning to cut with scissors, use a pencil, tie shoes and/or blow nose
- Messy eating (picks food in mouth; doesn't notice food on face)
- More clumsy with learning gross motor skills such as hopping, skipping, bike riding

### Behavior

- Moodiness
- Difficult to manage
- Restlessness
- Short attention span
- Excessive activity and distractibility
- Sleep problems
- Overreaction to some senses—sound, light, smell, light touch



## How can we help your child?

- A recent study by the National Institute of Health showed that 2/3 of young students identified as being at risk for reading difficulties were able to achieve average or above average reading ability *when they received help early* in their schools.

The therapists at our Center:

- treat the **root** of your child's learning difficulties, not just the symptoms.
- aim to have all the children 'school-ready' after their treatment, to **enhance self esteem** by avoiding failure and frustration

The Center program differs from most prevention programs. Our treatment is:

### **Comprehensive—**

- Addresses all the building blocks that are weak, in order to strengthen and solidify the foundation for learning. The language therapy has been proven by scientific research to dramatically improve your child's oral language ability and pre-reading skills.
- Treatment is delivered on a daily basis—proven to be most effective and **cost efficient**. Your child can acquire skills in weeks versus the months it takes to see results with other programs—a **time saver**.
- Parents also receive training to help them learn techniques that will help their child.

### **Interdisciplinary—in one location**

- Professionals from many disciplines (education, speech and language pathology, occupational therapy, psychology and medicine) are available to work together in **one location**, should your child need more than one type of intervention.

### **Individualized—**

- Each child is treated with an individualized program that is adjusted on a daily basis.

### **Preemptive—**

- Your child's learning difficulty is not going to go away on its own.
- Through early intervention, children can acquire the necessary skills to achieve academic success. With strong building blocks, the foundation is solid—the sky is the limit.

