

Learning Disabilities Basics Print Pack

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1. Talking to the School: Question Sheet (1 page)

Questions to ask a teacher or school team about progress, evaluation and support, with room for notes and next steps.

2. Accommodations Idea List: Reading, Writing, Math (1 page)

Sourced accommodation ideas by area, from K–12 to college, to discuss with a teacher, IEP or 504 team, or disability services office.

3. What I've Noticed: Signs-by-Age Record (1 page)

A paper version of the signs list on this page, by age group, with room for examples. A record to share, not a screening test.

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Suggested citation. Inchy. (2027). *Learning disabilities basics: Dyslexia, dyscalculia and dysgraphia*. <https://inchyapp.com/learning-disabilities-basics/>

Research claims on the sheets are cited on the sheet or in the Sources list on the web page. Spotted a mistake? Tell us at inchyapp.com/contact.

Talking to the School: Question Sheet

For a first conversation with a teacher, or a meeting with the school team about reading, writing or math. Fill in the top before you go, tick the questions you want to ask, and take notes. Not legal advice.

What I've noticed, with examples

Before the meeting

☐ Vision checked ☐ Hearing checked ☐ Work samples in a folder

Help already tried, and what happened:

Strengths and interests:

About progress and teaching

- ☐ What have you noticed in class, and how does it compare with other students?
- ☐ What reading, writing or math instruction and extra help has my child had? For how long?
- ☐ What do the progress checks show? Can I have copies?
- ☐ What can we try at home and at school now?

About an evaluation

- ☐ I'd like to request an evaluation. Who do I send the request to, and how will consent work?
- ☐ What is the timeline? (Federal rule: 60 days from consent, unless the state sets its own.)
- ☐ Which areas will be tested: listening, speaking, written expression, reading skills, fluency, comprehension, math calculation, math problem solving?
- ☐ Who will do it: a psychologist, speech-language pathologist, reading or special education specialist?

About results and support

- ☐ Which skills are affected, and how much?
- ☐ What instruction will build those skills, how often, and from whom?
- ☐ Which accommodations or assistive technology will my child use in class and on tests?
- ☐ How will we measure progress, and when will we meet again?

If we disagree, or have outside testing

- ☐ Will you consider a private evaluation we share with you?
- ☐ How do I ask for an independent educational evaluation?
- ☐ If my child doesn't qualify for an IEP, would a 504 plan fit?

Free help with the school process: your state's Parent Training and Information Center. Find it at parentcenterhub.org/find-your-center

Notes, names and next steps

Based on IDEA regulations 34 CFR 300.301, 300.309 and 300.502 (ecfr.gov); NICHD, "How are learning disabilities diagnosed?"; Learning Disabilities Association of America, "New to LD"; U.S. Dept. of Education OCR Section 504 FAQ. States add their own rules. Reviewed October 6, 2026. Full source list: inchyapp.com/learning-disabilities-basics

Accommodations Idea List: Reading, Writing, Math

Ideas to discuss with a teacher, an IEP or 504 team, or a college disability services office.

Accommodations change *how* a student learns or shows learning. Most students also need direct teaching of the skill itself.

Reading

- ☐ Extra time to finish reading and tests
- ☐ Tests read aloud or recorded, so questions are heard instead of read
- ☐ Audiobooks for assigned reading
- ☐ Text-to-speech software
- ☐ Help with taking notes
- ☐ Alternative ways to show learning

Sources: NICHD; International Dyslexia Association, "Dyslexia Basics."

Math

- ☐ Pictures or drawings of word problems
- ☐ Colored pencils to mark the parts of a problem
- ☐ Manipulatives (objects to count and move)
- ☐ Number lines and visual representations
- ☐ Computer drills and practice
- ☐ Assistive technology

Sources: NICHD; American Psychiatric Association; WWC math intervention guide (Fuchs et al., 2021).

Writing

- ☐ Typing or a word processor instead of handwriting
- ☐ Speech-to-text (dictation) or an audio recorder
- ☐ A note-taker, or teacher-provided notes, outlines and study sheets
- ☐ Oral exams, or recorded reports instead of written ones
- ☐ Extra time for written assignments

Sources: NICHD; American Psychiatric Association.

College (academic adjustments)

- ☐ Extended time for testing
- ☐ Note takers or recording devices
- ☐ Priority registration or a reduced course load
- ☐ Screen-reading or voice-recognition software on school computers
- ☐ Course substitution, where it doesn't change an essential requirement

Source: U.S. Dept. of Education OCR. Students must ask disability services; an IEP or 504 plan alone is generally not enough documentation.

Teaching that builds the skill (ask about it too)

- **Reading:** explicit, systematic teaching of sounds, letters, decoding and spelling, plus vocabulary and comprehension (structured literacy).
- **Writing:** explicit handwriting and spelling instruction, and strategies for planning and composing.
- **Math:** systematic instruction, clear math language, number lines and deliberate teaching of word problems.

Our list for this student

Sources: NICHD, "What are the treatments for learning disabilities?"; International Dyslexia Association, "Dyslexia Basics," "Understanding Dysgraphia" and "Structured Literacy"; American Psychiatric Association, "What Are Specific Learning Disorders?" (2024); What Works Clearinghouse practice guides (ies.ed.gov/ncee/wwc); U.S. Dept. of Education OCR, "Students with Disabilities Preparing for Postsecondary Education." Free assistive tools: inchyapp.com/free-assistive-technology-reading-writing. Reviewed October 6, 2026.

What I've Noticed: Signs-by-Age Record

Tick the signs you have seen *more than once, over time*, and write a real example next to the section. Bring it to a teacher or clinician. This is a record of observations, not a screening test: it has no score, and only a professional can diagnose a learning disability.

Name or initials: _____ Age or grade: _____ Date: _____ Noticed for about: _____

Preschool

- ☐ Pronunciation problems
- ☐ Trouble finding the right word
- ☐ Trouble making rhymes
- ☐ Trouble learning numbers, alphabet, days of the week, colors, shapes
- ☐ Trouble concentrating
- ☐ Trouble getting along with other children
- ☐ Trouble following directions or routines
- ☐ Trouble controlling a pencil, crayons, scissors

Example:

Grades K–4

- ☐ Trouble linking letters and sounds
- ☐ Confuses basic words (run, eat, want)
- ☐ Consistent reading and spelling errors (b/d, felt/left, house/home)
- ☐ Trouble learning basic math concepts
- ☐ Trouble learning about time
- ☐ Takes a long time to learn new skills
- ☐ Trouble remembering facts

Example:

Grades 5–8

- ☐ Trouble with reading comprehension or math
- ☐ Trouble with letter sequences (soiled/solid)
- ☐ Trouble with prefixes, suffixes, root words
- ☐ Trouble organizing room, notebook, papers, desk
- ☐ Trouble keeping up with assignments
- ☐ Trouble with handwriting
- ☐ Trouble with time management
- ☐ Trouble following discussions or expressing thoughts aloud

Example:

High school and adults

- ☐ Spells the same word differently in one document
- ☐ Avoids reading or writing tasks
- ☐ Trouble with open-ended test questions
- ☐ Trouble with memory skills
- ☐ Trouble using skills in a new setting
- ☐ Slow work pace
- ☐ Trouble with abstract concepts
- ☐ Trouble focusing on details
- ☐ Misreads information

Example:

Already done

- ☐ Vision checked ☐ Hearing checked
- ☐ Learning in a second language or dialect

Help already tried, and what happened:

Strengths and interests

Signs summarized from the Learning Disabilities Association of America, "New to LD" (ldaamerica.org/support/new-to-ld). One sign now and then is normal; LDA suggests considering a learning disability when several signs appear over a period of time (NICHD notes the same). Reviewed October 6, 2026. Online version with a printable summary: inchyapp.com/learning-disabilities-basics