

**“Robert”**

Robert is a student who learned to read early, was very verbally fluent, and had an extensive vocabulary. He impressed his teachers as being talented in many forms of language based learning, and was a virtual encyclopedia of facts. In early elementary school his major challenges were handwriting, and understanding any type of visual-spatial math, e.g., lining up numbers to do triple digit multiplication. His poor number formation further complicated his difficulties with math.

Robert’s parents remarked that even though he might often visit a building, like the community library, he was very confused about where things were in relation to each other. Robert also couldn’t seem to track the ball when playing a team sport, and was confused about how team mates followed through on plays.

Robert is now a sophomore in high school, and his teachers note that the following challenges: 1, problems tracking assignments and handing in work; 2, illegible handwriting; 3, weak math skills; and 4, very variable attention. Robert has several, rather narrow, and deep interests, and has trouble connecting with fellow students. The main reasons for referral are difficulties he is having understanding readings especially when they require ‘reading between the lines’ to understand what the author is inferring. His teachers describe Robert as getting lost in details, and not seeing how data points fit together to form the big picture. This problem regularly pops up in his expository writing.

Robert is a student with many of the characteristics of a Nonverbal Learning Disorder.

Recommendations included:

1. Consistent use of a laptop for all note taking, and any class related written work.
2. Consistent use of a calculator for any/all math related tasks across subjects.
3. Teachers posting outlines, class notes, and lesson plans so Robert could preview the material, and use it to structure his notes.
4. Both teachers and Robert were encouraged to use rich language to help teach and think through any type of visual information.
5. Working individually with a math tutor.
6. Consulting with a behavioral pediatrician to consider a med to help support attention and focus.
7. Active reading strategies and locating summaries of texts prior to reading the text itself.

**Please note: This fictional case study is based on characteristics typical of many students I’ve assessed. This case study is NOT based on a particular child. [Neuropsychological Assessment](#)**