

**SUMMARY OF THE LEARNING DIFFICULTIES THAT AFFECT SOME CHILDREN  
WITH NF1**

<p><b>CONCENTRATION</b></p> <p>Easily distracted Short attention span Restless, fidgets, disrupts others Slow to settle to work, seems unco-operative Impulsive</p>	<p><b>CO-ORDINATION</b></p> <p>Clumsy, easily trips/stumbles/bumps into things and other people Accident prone, awkward gait Fine and gross motor skill difficulties Difficulty in riding a bike, catching a ball, dressing, using equipment, manipulating tools</p>
<p><b>MEMORY</b></p> <p>Poor working (short term) memory. Long term memory may be better Inconsistent memory: Unable to recall something that has just been learnt Forgets homework and the task set Needs frequent reminders, step by step</p>	<p><b>PROCESSING AND SEQUENCING</b></p> <p>Problems making sense of information Difficulty in grasping the order of a task Messages get muddled Problems understanding time. Cannot be hurried Difficulty in transferring skills</p>
<p><b>SPEECH</b></p> <p>Slow to develop fluent speech Rapid, gabbled speech with words poorly articulated May sound nasal, monotonous or breathy Speech may deteriorate when excited Often able to express ideas verbally, better than on paper</p>	<p><b>SOCIAL AND BEHAVIOUR PATTERNS</b></p> <p>Immature seeming young for their years Interrupts, pesters, “goes on and on” Impulsive: doesn't anticipate or perceive consequences Stands too close, can be over-familiar and even seems rude Doesn't recognise social cues. Gets into trouble but may not understand why. Becomes the scapegoat Misinterprets facial expression, tone of voice, body language. Great difficulty in making and keeping friends: at ease with younger children or adults Upset by change of routine. May over-react</p>
<p><b>ORGANISATION</b></p> <p>Untidy and loses things easily Poor planning and time management</p>	

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Updated version April 2013 Rosemary Ashton