

# BLS Student Diagnostic Profile

## ***Primary learning needs due to:***

- Specific Learning Disability (SLD) - *dyslexia, dysgraphia, and/or dyscalculia*
- Attention Deficit Hyperactivity Disorder (ADHD)

## ***May have additional needs related to:***

- Social Pragmatic Language
- Expressive-Receptive Language
- Fine Motor Skills
- Executive Functioning
- Educational Identity & Self-Awareness
- Self-Advocacy & Academic Independence
- Problem-Solving & Critical Thinking Skills
- Sensory Processing Needs



## **Factors Needing Additional Exploration**

- No current SLD or ADHD diagnosis, but a school history showing a need for small class sizes and specialized instruction
- Social skill needs relating to communication, cooperation, and building friendships
- Anxiety/depression related to learning diagnoses, school experiences, and/or trauma
- School and/or work assignment avoidance
- Significant deficits in self-regulation, emotional control, or working memory
- Autism Spectrum Disorder (ASD) as a secondary diagnosis
- Nonverbal Learning Disorder (NVLD)
- Pathological Demand Avoidance or Persistent Demand for Autonomy (PDA)

*The BLS Admissions Committee takes into account comorbidities and a student's full school history when making decisions about appropriate fit.*

## **Not a Diagnostic Match**

- Intellectual Disability (ID)
- Oppositional Defiant Disorder (ODD)
- Post-Traumatic Stress Disorder (PTSD)
- Reactive Attachment Disorder (RAD)
- Disruptive Mood Dysregulation Disorder (DMDD)
- Severe Emotional Disability (ED)

## ***Requiring significant support due to:***

- Primary Autism Spectrum Disorder (ASD) diagnosis
- Primary Major Depression/Anxiety diagnosis
- Persistent mental health hospitalizations

## ***Students who have a recent history of or currently display:***

- Verbal or physical aggression
- Elopement/unsafe behaviors
- Self-injurious behaviors
- Suicidal ideation/attempts