

CHECKLIST FOR DYSLEXIA

(Clients grade K-1)

Section I

* Please note that some items on this list may only apply to first grade.
Omit those items.

- | yes | no | |
|-----|-----|--|
| ___ | ___ | My child can make A's in spelling but cannot retain these words for any length of time. |
| ___ | ___ | My child can remember spelling words if they are given in the same order each time, but not if the order is changed. |
| ___ | ___ | My child has difficulty remembering the sequence of letters in words. |
| ___ | ___ | My child spells words the way they sound. |
| ___ | ___ | Learning and using phonic sounds is difficult for him/her. |

TALLY: If you have marked more than two 'yes' answers, your child may have one of the major symptoms of dyslexia; spelling difficulties.

Section II

- | yes | no | |
|-----|-----|---|
| ___ | ___ | My child reads on his/her own for pleasure. |
| ___ | ___ | My child enjoys the subject 'Reading' in the classroom. |
| ___ | ___ | My child has difficulty remembering what (s)he reads. |
| ___ | ___ | My child has difficulty comprehending what (s)he reads. |
| ___ | ___ | I have observed that my child tends to read in dim light. |
| ___ | ___ | My child holds his/her book at odd angles when reading. |

TALLY: If you have marked one or more 'yes' answers, you should schedule an examination with your physician to rule out any medical problems with the eyes, hearing, etc., before a dyslexia diagnosis can be made.

Section III

yes no

- ___ ___ Often my child seems to “know” all the information for a school test the night before, but fails the test the next day.
- ___ ___ (Grade 1 only) My child has 1 or more hours of homework per night (average).
- ___ ___ A parent or sibling often must help with homework to complete it on time.
- ___ ___ Sometimes I DO the homework for my child just so (s)he can have some free time after school.
- ___ ___ Homework completion is a nightly struggle in our home.
- ___ ___ Sometimes my child deliberately forgets to bring homework home because of embarrassment or because it seems overwhelming.

TALLY: One or more ‘yes’ items in this section can be symptomatic of several things. Before you seek a diagnosis of dyslexia, check out the following items:

- a. Ask the classroom teacher why there is so much homework? Does the teacher normally assign this much?
- b. Ask the classroom teacher if your child has more homework than the other children because he/she does not complete classroom work in a timely fashion? If this is true, I strongly suggest you OBSERVE your child in the classroom setting to see how his/her behavior differs from other students. His/her behavior may indicate a Learning Disability (LD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or medical problems of which you have been unaware.
- c. LD problems are diagnosed and addressed by the school psychologist who will test your child upon your request to the school principal. Individualized services can then be provided by the school to help your child.
- d. ADD and ADHD problems may be identified by observation by the classroom teacher, a psychologist or a computer test called the T.O.V.A. Ultimately you will consult a physician knowledgeable in this area.
- e. Medical problems should be referred to a competent physician.
- f. Dyslexia, a medical condition can co-exist with all of the above problems. If one or more of the above problems is found, I highly suggest you seek out a competent clinic or hospital, which can assess your child for possible dyslexia.
- g. Additionally, if you have eliminated the possibility of any of the above problems, and your child is still experiencing problems, I highly suggest you seek out a competent clinic or hospital which can assess your child for possible dyslexia.

Section IV

yes no

- The teacher has indicated that my child is lazy.
- The teacher has indicated that my child is not working up to his/her potential.
- The teacher has indicated that my child could “do the work if they tried.”
- The teacher has indicated that my child is not motivated.
- The teacher has indicated that my child does not pay attention in class.
- The teacher has indicated that my child gets frustrated in class.
- The teacher has indicated that my child is unable to complete class work on time.
- The teacher has indicated that my child is slow or inaccurate when copying from the chalkboard.

TALLY: One or more ‘yes’ answers can suggest classroom problems, which can take many forms.

The best way to solve this problem is to OBSERVE your child in the classroom setting. Compare his/her behavior and classroom responses with his/her classmates.

Section V

yes no

- ___ ___ My child seems to have poor work habits.
- ___ ___ My child seems to be disorganized.
- ___ ___ My child seems to be unable to keep track of his/her possessions.
- ___ ___ My child has a poor sense of time. (Unable to judge how long a task will take, for example.)
- ___ ___ My child has a poor grasp when (s)he uses a pencil.
- ___ ___ My child has messy handwriting.
- ___ ___ My child has difficulty remembering names and symbols.
- ___ ___ My child has difficulty remembering lists and/or directions. (For example, a three step direction such as “Go upstairs, pick up your red shirt, and put it in the laundry basket.”)
- ___ ___ My child has difficulty pronouncing words correctly or expressing his/her ideas clearly.

TALLY: One or more ‘yes’ items in this section suggest dyslexia. The top three items however, may be indicative of giftedness, problems at home, social problems at school, etc. However, the remainder of these items are specific symptoms of dyslexia, and you should consult a clinic or hospital to pursue a diagnosis.

Section VI

yes no

- ___ ___ My child is unable to put his/her thoughts down in writing.
- ___ ___ Writing is a painful process for my child so (s)he tends to avoid it.
- ___ ___ Accurately copying from books or papers is very difficult for my child (this includes both words and math problems).
- ___ ___ My child is slow at writing.

TALLY: One or more 'yes' answers in this section can be an indication of the presence of dyslexia. The inability to express oneself in writing is a specific dyslexic trait. If your child exhibits any of the above symptoms you should have your child assessed at a dyslexia clinic or hospital.

Section VII

yes no

- ___ ___ I expected my child to do well in school because (s)he exhibited intelligent behaviors before entering.
- ___ ___ His/her siblings all do well at school

TALLY: One or both 'yes' answers in this section can indicate the possibility of dyslexia. Dyslexia is often inherited, and because the dyslexic is a person with an average to above average I.Q. you would have expected him/her to do well in school. Also, dyslexia, as in many other inherited conditions, can and does skip people in families, so that one member may have the condition while his/her sibling(s) may not.

THE LONG-STANDING FORMAL DEFINITION OF DEVELOPMENTAL DYSLEXIA was stated by the World Federation of Neurology in 1968 as: “A disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities.”

THE DEFINITION OF DYSLEXIA from the Orton Society, 1995 is: “A neurologically-based, often familial, disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting and sometimes in arithmetic.” Definition of Dyslexia: Report from committee of members Perspectives 21. 16-17.

CHECKLIST FOR DYSLEXIA

(Clients grade 2-12)

Section I

yes no

- My child cannot remember how to spell common words when writing letters, stories, etc.
- My child can make A's in spelling but cannot retain these words for any length of time.
- My child can remember spelling words if they are given in the same order each time, but not if the order is changed.
- My child spells words the way they sound.
- Learning and using phonic sounds is/was difficult for him/her.
- Remembering the letter names and sounds was a difficult process for my child in the elementary grades.

TALLY: If you have marked more than two 'yes' answers, your child may have one of the major symptoms of dyslexia; spelling difficulties.

Section II

yes no

- My child does not read on his/her own for pleasure.
- My child does not enjoy the subject 'Reading' in the classroom.
- My child has difficulty remembering what (s)he reads.
- My child has difficulty comprehending what (s)he reads.

TALLY: If you have marked one or more 'yes' answers, you should schedule an examination with your physician to rule out any medical problems with the eyes, hearing, etc., before a dyslexia diagnosis can be made.

Section III

yes no

- ___ ___ When helping my child with homework, he/she seems to know all the information the night before, but forgets it when she/he takes the test the next day.
- ___ ___ (Grades 1-2 only) My child has 1 or more hours of homework per night (average).
- ___ ___ (Grades 3-8 only) My child has 3 or more hours of homework per night (average).
- ___ ___ (Grades 9-12 only) My child struggles to complete homework, but often cannot understand it or find enough time to complete it accurately.
- ___ ___ A parent or sibling often must help with homework to complete it on time.
- ___ ___ Sometimes I DO the homework for my child just so (s)he can have some free time after school.
- ___ ___ Homework completion is a nightly struggle in our home.
- ___ ___ Sometimes my child deliberately forgets to bring homework home because of embarrassment or because it seems overwhelming.

TALLY; One or more 'yes' items in this section can be symptomatic of several things.

Before you seek a diagnosis of dyslexia, check out the following items:

- a. Ask the classroom teacher why there is so much homework? Does the teacher normally assign this much?
- b. Ask the classroom teacher if your child has more homework than the other children because he/she does not complete classroom work in a timely fashion? If this is true, I strongly suggest you OBSERVE your child in the classroom to see how his/her behavior differs from other students. His/her behavior may indicate a Learning Disability (LD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or medical problems of which you have been unaware.
- c. LD problems are diagnosed and addressed by the school psychologist who will test your child upon your request to the school principal. Individualized services can then be provided by the school to help your child.
- d. ADD and ADHD problems may be identified by observation by the classroom teacher, a psychologist or a computer test called the T.O.V.A. Ultimately you will consult a physician knowledgeable in this area.
- e. Medical problems should be referred to a competent physician.
- f. Dyslexia, a medical condition can co-exist with all of the above problems. If one or more of the above problems is found, I highly suggest you seek out a competent clinic or hospital, which can assess your child for possible dyslexia.
- g. Additionally, if you have eliminated the possibility of any of the above problems, and your child is still experiencing problems, I highly suggest you seek out a competent clinic or hospital which can assess your child for possible dyslexia.

Section IV

yes

no

- ___ ___ The teacher has indicated that my child is lazy.
- ___ ___ The teacher has indicated that my child is not working up to his/her potential.
- ___ ___ The teacher has indicated that my child could “do the work if they tried.”
- ___ ___ The teacher has indicated that my child is not motivated.
- ___ ___ The teacher has indicated that my child does not pay attention in class.
- ___ ___ The teacher has indicated that my child gets frustrated in class.
- ___ ___ The teacher has indicated that my child is unable to complete class work on time.
- ___ ___ The teacher has indicated that my child is slow or inaccurate when copying from the chalkboard.

TALLY: One or more ‘yes’ answers can suggest classroom problems, which can take many forms.

The best way to solve this problem is to OBSERVE your child in the classroom setting. Compare his/her behavior and classroom responses with his/her classmates.

Section V

- yes no
- ___ ___ My child seems to have poor work habits.
- ___ ___ My child seems to be disorganized.
- ___ ___ My child seems to be unable to keep track of his/her possessions.
- ___ ___ My child has a poor sense of time. (Unable to judge how long a task will take, for example.)
- ___ ___ My child has a poor grasp when (s)he uses a pencil.
- ___ ___ My child has messy handwriting.
- ___ ___ My child has difficulty remembering names and directions.
- ___ ___ My child has difficulty remembering lists and/or directions. (For example, a three step direction such as “Go upstairs, pick up your red shirt, and put it in the laundry basket.”)
- ___ ___ My child has difficulty pronouncing words correctly or expressing his/her ideas clearly.

TALLY: One or more ‘yes’ items in this section suggest dyslexia. The top three items, however, may be indicative of giftedness, problems at home, social problems at school, etc. However, the remainder of these items are specific symptoms of dyslexia, and you should consult a clinic or hospital to pursue a diagnosis.

Section VI

- yes no
- ___ ___ My child is unable to put his/her thoughts down in writing.
- ___ ___ Writing is a painful process for my child so (s)he tends to avoid it.
- ___ ___ Accurately copying from books or papers is very difficult for my child (this includes both words and math problems).
- ___ ___ My child is slow at writing.

TALLY: One or more ‘yes’ answers in this section can be an indication of the presence of dyslexia. The inability to express oneself in writing is a specific dyslexic trait. If your child exhibits any of the above symptoms you should have your child assessed at a dyslexia clinic or hospital.

Section VII

yes no

____ ____ I expected my child to do well in school because (s)he exhibited intelligent behaviors before entering.

____ ____ His/her siblings all do well at school.

TALLY: One or more 'yes' answers in this section can indicate the possibility of dyslexia. Dyseidetic dyslexia is often inherited, and because the dyslexic is a person with an average to above average I.Q., you would have expected him/her to do well in school. Also, dyslexia, as in many other inherited conditions, can and does skip people in families, so that one member may have the condition while his/her siblings may not.

THE LONG-STANDING FORMAL DEFINITION OF DEVELOPMENTAL DYSLEXIA was stated by the World Federation of Neurology in 1968 as: "A disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities."

THE DEFINITION OF DYSLEXIA from the Orton Society, 1995 is: "A neurologically-based, often familial, disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting and sometimes in arithmetic." Definition of Dyslexia: Report from committee of members Perspectives 21. 16-17.

CHECKLIST FOR DYSLEXIA (Adult)

Section I

yes no

- ___ ___ When I was in school I could make A's in spelling but was unable to retain the words for any length of time.
- ___ ___ I can remember spelling words if they are given in the same order but not if the order is changed.
- ___ ___ I have difficulty remembering the sequence of letters in words.
- ___ ___ I tend to spell words the way they sound.
- ___ ___ Learning and using phonic sounds is/was difficult for me.

TALLY: If you have marked more than two 'yes' answers, you may have one of the major symptoms of dyslexia; spelling difficulties.

Section II

yes no

- ___ ___ I have difficulty remembering what I read.
- ___ ___ I have difficulty comprehending what I read.
- ___ ___ I prefer to read in dim rather than bright light.
- ___ ___ I often turn my book in different directions to get a proper focus of letters.

TALLY: If you have marked one or more 'yes' answers, you should schedule an examination with your physician to rule out any medical problems with the eyes, hearing, etc., before a dyslexia diagnosis can be made.

Section III

yes no

- | | | |
|-------|-------|--|
| _____ | _____ | I remember having a lot of homework in school, more than my friends. |
| _____ | _____ | A parent or sibling <u>often</u> helped me with my homework. |
| _____ | _____ | Homework completion was a nightly struggle in our home. |
| _____ | _____ | Sometimes I deliberately forgot to bring homework home because of embarrassment or because it seemed overwhelming. |

TALLY: One or more marks in the 'yes' column in this section could indicate that when you were in school, your daily performance in class was below that of your classmates. Look back and consider some of factors:

- a. Were you distracted by noises or movement in the classroom? (Possible indicator of Attention Deficit Disorder {ADD} or Attention Deficit Hyperactivity Disorder {ADHD})
If this problem still persists, you can seek help from a physician who treats these disorders with medication or if you are uncertain whether you have this condition, you can take a computer test called the T.O.V.A. or be diagnosed by a psychologist.
- b. Were you not paying attention in class because of family or social problems?
- c. Perhaps you had a Learning Disability (LD) which prevented you from learning at the same rate as your peers. If you feel this was the case, a Learning Disability can be diagnosed by a psychologist.
If you are diagnosed with a Learning Disability, this condition will be taken into consideration should you be enrolled or plan to enroll in a college.
- d. You may have dyslexia. Dyslexia is a medical condition, which can co-exist with LD, ADD, or ADHD. If one or these problems is found, I highly suggest you seek out a competent clinic or hospital, which can assess you for possible dyslexia.
- e. Additionally, if you have eliminated the possibility of any of the above conditions (LD, ADD, ADHD), and you feel a problem still exists, I highly suggest you seek out a competent clinic or hospital which can assess you for possible dyslexia.

Section IV

yes no

- ___ ___ The teacher(s) indicated that I was lazy.
- ___ ___ The teacher(s) indicated that I was not working up to my potential.
- ___ ___ The teacher(s) indicated that I could “Do the work if I tried.”
- ___ ___ The teacher(s) indicated that I was not motivated.
- ___ ___ The teacher(s) indicated that I did not pay attention in class.
- ___ ___ I often got frustrated in class.
- ___ ___ I was often unable to complete my school work on time.
- ___ ___ I was often slow or inaccurate when copying from the chalkboard.

TALLY: Refer back to section III. The same conclusions may be reached by noting the items a. through e.

Section V

yes no

- ___ ___ I had poor work habits in school.
- ___ ___ I am often disorganized.
- ___ ___ I tend to have poor work habits.
- ___ ___ I often have trouble keeping track of my possessions.
- ___ ___ I have a poor sense of time. (Unable to judge how long a task will take, for example.)
- ___ ___ I have a poor or unusual grasp of writing implements.
- ___ ___ I have messy handwriting.
- ___ ___ I have difficulty remembering names and symbols.
- ___ ___ I have to make written lists in order to remember things.
- ___ ___ I often have to reread directions to keep them in order.
- ___ ___ Sometimes I have difficulty pronouncing words correctly or expressing my ideas clearly.

TALLY: One or more 'yes' items in this section suggest dyslexia.

The top three items may also indicate a gifted person since the gifted person typically has two or more 'projects' going on simultaneously. Often the gifted person, in the process of finishing these projects, keeps them on hand, working a little on each project weekly. The gifted person is also able to comfortably work in a "messy" environment.

The dyslexic, however, may exhibit these traits as part of his/her condition. Getting a diagnosis of dyslexia from a clinic or hospital will tell you whether you have that particular condition.

OFTEN DYSLEXICS ARE GIFTED!

The remaining items on this list are indicators of dyslexia and you should seek a diagnosis at a clinic or hospital.

Section VI

yes no

- ___ ___ I am often unable to put my thoughts down in writing.
- ___ ___ Writing is a painful process for me so I tend to avoid it.
- ___ ___ Accurately copying from books or papers is very difficult for me (this includes both words and math problems).
- ___ ___ I am slow in writing legibly.
- ___ ___ Math seems easier for me than reading.
- ___ ___ When working math problems, the numbers often become misaligned.

TALLY: One or more 'yes' answers in this section can be an indication of the presence of dyslexia. The inability to express oneself in writing is a specific dyslexic trait. If you have any of these traits you should seek a diagnosis of dyslexia from a clinic or hospital.

Section VII

yes no

- ___ ___ My parents expected me to do well in school because I exhibited intelligent behaviors before entering.
- ___ ___ My sibling(s) all do well at school.
- ___ ___ I have chosen a profession which does not require me to read extensively, or spell accurately.
- ___ ___ I have always felt that something was 'different' from others in the way I processed information.

TALLY: One or more 'yes' answers in this section can indicate the possibility of dyslexia. Dyslexia is often inherited, and because the dyslexic is a person with an average to above average I.Q., you would expect him/her to do well in school. Also, dyslexia, as in many other inherited conditions, can and does skip people in families, so that one member may have the condition while his/her siblings may not.

THE LONG-STANDING FORMAL DEFINITION OF DEVELOPMENTAL DYSLEXIA was stated by the World Federation of Neurology in 1968 as : “A disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities.”

THE DEFINITION OF DYSLEXIA from the Orton Society, 1995 is: “A neurologically-based, often familial, disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting and sometimes in arithmetic.” Definition of Dyslexia: Report from committee of members Perspectives 21. 16-17.