

Specific Learning Difficulties Checklist Post 16 Level

Name of Child:		
Age:	Class:	Date:

For each behaviour, circle Sometimes (S) or Often (O)			
S	O	Other family members with similar difficulties	Dyslexia
S	O	Difficulty with retaining and retrieving information	
S	O	Difficulty remembering sequential information	
S	O	Poor concept of time	
S	O	Poor organisation skills	
S	O	Difficulty with fluent, accurate reading	
S	O	Continued difficulty with phonological awareness	
S	O	Persistent difficulty with spelling	
S	O	Poor structure/organisation of written work	
S	O	Difficulty copying from the board	
S	O	Inconsistent performance	
S	O	Low self esteem	
S	O	Poor comprehension skills	
S	O	Slow speed of writing	
S	O	Weak short term memory and/or working memory	
S	O	Slow speed of reading	
S	O	Other family members with similar difficulties.	Dyspraxia / DCD
S	O	Difficulties with physical activities	
S	O	Confusion with left or right	
S	O	Problems with awareness of time	
S	O	Writing difficulties, both with style and speed	
S	O	Difficulty using scissors, etc.	
S	O	Poor organisation	
S	O	Poor short term visual and verbal memory	
S	O	Difficulties with making friends & forming relationships	
S	O	Difficulty following instructions	
S	O	Struggles with team games	

S	<input type="radio"/>	Poor posture/hypermobility	
S	<input type="radio"/>	Inconsistent performance	
S	<input type="radio"/>	Interrupts/talks loudly	
S	<input type="radio"/>	Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)	
S	<input type="radio"/>	Takes longer to process information	
S	<input type="radio"/>	Other family members with similar difficulties	ADHD
S	<input type="radio"/>	Doesn't seem to listen when spoken to directly	
S	<input type="radio"/>	Doesn't follow through on instructions	
S	<input type="radio"/>	Difficulty in organising tasks/activities or knowing where to start	
S	<input type="radio"/>	Easily distracted by extraneous stimuli	
S	<input type="radio"/>	Forgetful in daily activities	
S	<input type="radio"/>	Loses things and is disorganised	
S	<input type="radio"/>	Cannot sit still when expected or required	
S	<input type="radio"/>	Blurts out answers before the question is finished	
S	<input type="radio"/>	Difficulty in engaging in activities quietly	
S	<input type="radio"/>	Inability to control emotions	
S	<input type="radio"/>	"On the go" constantly	
S	<input type="radio"/>	Talks at speed	
S	<input type="radio"/>	Interrupts or intrudes on others	
S	<input type="radio"/>	Appears inattentive/day dreamer	
S	<input type="radio"/>	Can't wait to take their turn	
S	<input type="radio"/>	Difficulty sustaining attention or completing tasks	
S	<input type="radio"/>	Inability to perceive risk/danger	
S	<input type="radio"/>	Other family members with similar difficulties	ASD
S	<input type="radio"/>	Responds to social interaction but does not initiate it	
S	<input type="radio"/>	Difficulty understanding jokes/figures of speech	
S	<input type="radio"/>	Difficulty reading social interactions	
S	<input type="radio"/>	Lack of awareness of personal space	
S	<input type="radio"/>	Makes honest but inappropriate observations	
S	<input type="radio"/>	Socially inappropriate eye contact	
S	<input type="radio"/>	Is hyperactive/unco-operative/oppositional	
S	<input type="radio"/>	Difficulty maintaining friendships	
S	<input type="radio"/>	Over-sensitive to certain textures or sounds	

S	O	Resistant to change	
S	O	Difficulty in transferring skills from one area to another	
S	O	Overly focussed on the detail of tasks	
S	O	Abnormal use of tone/pitch in speech	
S	O	Engages in the same task repeatedly and/or in ritual behaviours	
S	O	Dislikes/avoids social situations	
S	O	Experiences anxiety and heightened behaviours in new situation	
S	O	Inability to perceive risk/danger	
S	O	Other family members with similar difficulties	Dyscalculia
S	O	Checks and re-checks answers to questions	
S	O	Confusion with number direction, e.g. 92 or 29	
S	O	Fixed into one method of working out calculations	
S	O	Difficulty recognising the appropriate mathematical strategy	
S	O	Difficulties with the concept of space and/or direction	
S	O	Takes a long time to complete mathematical tasks	
S	O	Problems with estimating	
S	O	Problems with the planning of maths activities	
S	O	A poor understanding of place value and its use in calculations	
S	O	Poor practical application of maths, e.g. money	
S	O	Problems with orientation/direction/maps/diagrams	
S	O	Mixes up similar looking longer numbers	
S	O	High levels of debilitating anxiety related to maths	
S	O	Problems copying numbers and geometric shapes	
S	O	Difficulties recalling basic maths facts/equations/times tables	
S	O	Poor concept of time and reading analogue clocks/watches	
S	O	Poor ability to carry out mental maths tasks	
S	O	Other family members with similar difficulties	Specific Language Impairment
S	O	Slow to answer when spoken to, or needs to ask for information to be repeated	
S	O	Difficulties learning and understanding more complicated vocabulary	
S	O	Struggles to understand sarcasm and some of the language of adolescence	
S	O	Difficulties understanding non-literal language, e.g. idioms, metaphors, multiple meanings	
S	O	Sentences sound muddled or confused	

S	O	Longer pieces of speech or writing don't have enough detail or are hard to follow
S	O	Knows a word but can't remember it or says a word that's similar
S	O	Difficulty keeping up with conversations, including group conversations
S	O	Difficulty changing style of speech to suit different situations and audiences
S	O	Difficulty working independently and prioritising
S	O	Prefers practical tasks at school but finds the language for these difficult

Recommended action / next steps:

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