

Neurodiverse/Combined SpLD Checklist Secondary Level (ages 12 - 16)

Name of Child:		
Age:	Class:	Date:

For each behaviour, circle Sometimes (S) or Often (O)		
Other family members with similar difficulties	S	O
Problems recalling facts	S	O
Difficulty with recalling/following instructions	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
Has obvious good/bad days	S	O
Low self esteem	S	O
Work avoidance tactics used	S	O
Poor comprehension skills	S	O
Slow speed of writing	S	O
Weak short term and/or working memory	S	O
Slow speed of reading	S	O
Difficulties handling tools and equipment	S	O
Movements appear awkward/effortful	S	O
Handwriting difficulties (speed and/or presentation)	S	O
Poor posture/hypermobility	S	O
Lack of stamina	S	O
Struggles with team games	S	O
Poor organisation of self and equipment	S	O
Poor time management	S	O
Difficulty following Instructions	S	O
Takes longer to process information	S	O

Poor short term visual memory	S	O
Difficulty forming relationships	S	O
Interrupts/talks loudly	S	O
Inconsistent performance	S	O
Immature behaviour	S	O
Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)	S	O
Poor hygiene/self-awareness	S	O
Not seeming to listen when spoken to directly	S	O
Not following through on instructions	S	O
Difficulty in organising tasks or activities or knowing where to start	S	O
Easily distracted by extraneous stimuli	S	O
Forgetful in daily activities	S	O
Loses things and is disorganised	S	O
Cannot sit still when expected or required	S	O
Blurts outs answers before the question is finished	S	O
Difficulty in engaging in activities quietly	S	O
Inability to control emotions	S	O
“On the go” constantly	S	O
Talks at speed	S	O
Interrupts or intrudes on others	S	O
Appears inattentive/day dreamer	S	O
Can't wait to take their turn	S	O
Difficulty sustaining attention or completing tasks	S	O
Responds to social interaction but does not initiate it	S	O
Difficulty understanding jokes/figures of speech	S	O
Difficulty reading social interactions	S	O
Lack of awareness of personal space	S	O
Makes honest but inappropriate observations	S	O
Socially inappropriate eye contact	S	O
Is hyperactive/uncooperative/oppositional	S	O
Difficulty maintaining friendships	S	O
Is 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
Difficulty with reading comprehension	S	O
Abnormal use of tone/pitch in speech	S	O
Engages in the same task repeatedly and/or in ritual behaviours	S	O
Has unusual movement patterns	S	O
Experiences anxiety and heightened behaviours in new situations	S	O
Inability to perceive risk/danger	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
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
Difficultly 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	S	O

Recommended action / next steps: