

Neurodiverse/Combined SpLD Checklist Early Years/Foundation Stage (ages 4 - 6)

Name of Child:		
Age:	Class:	Date:

For each behavior observed, circle Sometimes (S) or Often (O)		
Other family members with similar difficulties	S	O
Difficulty with phonological awareness	S	O
Difficulty following instructions	S	O
Lack of fluency in reading, affecting comprehension	S	O
Inaccurate word decoding	S	O
Persistent and marked difficulty with spelling	S	O
Difficulty in finding the right word to describe things	S	O
Mispronounces words	S	O
Poor short term and/or working memory	S	O
Takes longer than average to complete written tasks	S	O
Difficulty copying from the board	S	O
Has obvious good/bad days	S	O
Low self-esteem	S	O
Written work doesn't reflect verbal ability	S	O
Needs additional time to produce an oral response	S	O
Lack of enjoyment of reading	S	O
Can be clumsy and lack coordination	S	O
Difficulty hopping/skipping	S	O
Often late in reaching milestones; some do not crawl	S	O
Persistent difficulties dressing	S	O
Bumps into things/people	S	O
Difficulties running, hopping, jumping, riding a bicycle	S	O
Handwriting difficulties	S	O
Difficulty using scissors, cutlery, etc.	S	O
Unaware of external dangers	S	O
Classwork rarely finished	S	O
Poor at ball skills and general coordination	S	O

Difficulty following instructions	S	O
Poor posture/hypermobility	S	O
Poor stamina	S	O
Inconsistent performance	S	O
Attention difficulties	S	O
Delayed acquisition of speech and language	S	O
Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)	S	O
Takes longer to process information	S	O
Not seeming to listen when spoken to directly	S	O
Not following through on instructions	S	O
Difficulty in organizing 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 disorganized	S	O
Cannot sit still when expected or required	S	O
Blurts out 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 in tasks	S	O
Inability to perceive risk/danger	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 behaviors	S	O
Has unusual movement patterns	S	O
Experiences anxiety and heightened behaviors in new situations	S	O
Inability to perceive risk/danger	S	O
Problems with counting	S	O
Confusion with number direction, e.g. 92 or 29	S	O
Difficulty remembering how numbers are written	S	O
Difficulties understanding mathematical symbols	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 activities	S	O
Poor memory for basic maths facts	S	O
High levels of debilitating anxiety related to maths	S	O
Problems with orientation/direction	S	O
Mixes up similar looking numbers	S	O
A poor understanding of place value and its use in calculations	S	O
Problems remembering shapes	S	O
Problems counting backwards	S	O
Poor concept of time and reading analog clocks/watches	S	O
Inability to subitize (instantly recognize number of items without counting)	S	O
Listens well but still seems unable to understand	S	O
Slow or struggles to respond when given an instruction or asked a question	S	O
Understanding may be limited to the 'here and now'	S	O
Difficulties understanding non-literal language such as idioms, metaphors and multiple meanings	S	O
Might respond to just part of an instruction, usually the beginning or end	S	O
Difficulty learning and using new words	S	O
Knows a word but can't remember it or says a word that's similar	S	O



Teacher Training for Students with Neurodiversity

Difficulty making longer sentences	S	O
Sentences sound muddled or confused	S	O
Pauses a lot while talking or restarts sentences	S	O
Finds it hard to understand and make up stories	S	O
Difficulty joining in and following games	S	O
Difficulty joining in and keeping up with conversations	S	O
Poor behavior due to communication frustration	S	O
Difficulties with reading and writing	S	O
Often good with practical tasks	S	O

[illegible]