

## Specific Learning Difficulties Checklist Secondary Level (ages 12 - 16)

<b>Name of Child:</b>		
<b>Age:</b>	<b>Class:</b>	<b>Date:</b>

For each behavior, circle Sometimes (S) or Often (O)			
S	O	Other family members with similar difficulties	<b>Dyslexia</b>
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 organization 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/organization 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	Other family members with similar difficulties	<b>Dyspraxia / DCD</b>
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 organization of self and equipment	
S	O	Poor time management	
S	O	Difficulty following Instructions	
S	O	Takes longer to process information	

S	<input type="radio"/>	Poor short term visual memory	
S	<input type="radio"/>	Difficulty forming relationships	
S	<input type="radio"/>	Interrupts/talks loudly	
S	<input type="radio"/>	Inconsistent performance	
S	<input type="radio"/>	Immature behavior	
S	<input type="radio"/>	Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)	
S	<input type="radio"/>	Poor hygiene/self-awareness	
S	<input type="radio"/>	Other family members with similar difficulties	ADHD
S	<input type="radio"/>	Not seeming to listen when spoken to directly	
S	<input type="radio"/>	Not following through on instructions	
S	<input type="radio"/>	Difficulty in organizing tasks or 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 disorganized	
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"/>	Responds to social interaction but does not initiate it	ASD
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/uncooperative/oppositional	
S	<input type="radio"/>	Difficulty maintaining friendships	
S	<input type="radio"/>	Is over-sensitive to certain textures or sounds	
S	<input type="radio"/>	Resistant to change	

S	<input type="radio"/>	Difficulty in transferring skills from one area to another	
S	<input type="radio"/>	Overly focused on the detail of tasks	
S	<input type="radio"/>	Abnormal use of tone/pitch in speech	
S	<input type="radio"/>	Engages in the same task repeatedly and/or in ritual behaviors	
S	<input type="radio"/>	Dislikes/avoids social situations	
S	<input type="radio"/>	Experiences anxiety and heightened behaviors in new situations	
S	<input type="radio"/>	Inability to perceive risk/danger	
S	<input type="radio"/>	Other family members with similar difficulties	<b>Dyscalculia</b>
S	<input type="radio"/>	Checks and re-checks answers to questions	
S	<input type="radio"/>	Confusion with number direction, e.g. 92 or 29	
S	<input type="radio"/>	Fixed into one method of working out calculations	
S	<input type="radio"/>	Difficulty recognizing the appropriate mathematical strategy	
S	<input type="radio"/>	Difficulties with the concept of space and/or direction	
S	<input type="radio"/>	Takes a long time to complete mathematical tasks	
S	<input type="radio"/>	Problems with estimating	
S	<input type="radio"/>	Problems with the planning of maths activities	
S	<input type="radio"/>	A poor understanding of place value and its use in calculations	
S	<input type="radio"/>	Poor practical application of maths, e.g. money	
S	<input type="radio"/>	Problems with orientation/direction/maps/diagrams	
S	<input type="radio"/>	Mixes up similar looking longer numbers	
S	<input type="radio"/>	High levels of debilitating anxiety related to maths	
S	<input type="radio"/>	Problems copying numbers and geometric shapes	
S	<input type="radio"/>	Difficulties recalling basic maths facts/equations/times tables	
S	<input type="radio"/>	Poor concept of time and reading analog clocks/watches	
S	<input type="radio"/>	Poor ability to carry out mental maths tasks	
S	<input type="radio"/>	Other family members with similar difficulties	<b>Specific Language Impairment</b>
S	<input type="radio"/>	Slow to answer when spoken to, or needs to ask for information to be repeated	
S	<input type="radio"/>	Difficulties learning and understanding more complicated vocabulary	
S	<input type="radio"/>	Struggles to understand sarcasm and some of the language of adolescence	
S	<input type="radio"/>	Difficulties understanding non-literal language, e.g. idioms, metaphors, multiple meanings	
S	<input type="radio"/>	Sentences sound muddled or confused	
S	<input type="radio"/>	Longer pieces of speech or writing don't have enough detail or are hard to follow	
S	<input type="radio"/>	Knows a word but can't remember it or says a word that's similar	

