

How to Tell if an **ELEMENTARY SCHOOL** Child may be At-Risk for Dyslexia

Do you have a child or student who puzzles you, displaying well-developed skills and abilities in some areas and unexpected difficulties in others? Complete this checklist to determine if that child could be at risk for dyslexia. (Page 1 of 2)

Child's Name _____ Teacher _____

<p>BACKGROUND</p> <ul style="list-style-type: none"> ○ family history of literacy learning problems ○ seems bright and capable but not making expected progress ○ may excel in drama, art, sport, technology or computing <p>Compared to their age peers dyslexic students often display difficulties in the following areas:</p> <p>READING DIFFICULTIES</p> <ul style="list-style-type: none"> ○ lacks awareness of the sounds in words, sound order, rhymes or sequences of syllables (e.g., what is the last sound in the words 'bus', 'game', 'sun'?) ○ trouble learning and remembering letter sounds ○ difficulty catching on to phonics (letter-sound rules) ○ hesitant and labored reader, especially when reading aloud ○ relies on a visual 'look and say' approach to reading ○ uses the context of the story and picture cues to identify words ○ difficulty decoding unfamiliar words via letter-sound rules ○ tends to confuse words that look alike (e.g., was/saw, for/from, the/that, place/palace) ○ mis-reads or omits small words (for, of, with, an, the) and word endings (-ing, -ed, -ly) ○ is persistently confused by letters which look similar ○ tends to lose his/her place when reading 	<p>SPELLING AND WRITING DIFFICULTIES</p> <ul style="list-style-type: none"> ○ trouble getting thoughts down on paper ○ poor standard of written work compared with oral ability ○ limited spelling vocabulary – tendency to use only those words they know how to spell ○ unusual spellings in which the target word is difficult to decipher (e.g., traffic/tapt, adventure/aferch) ○ upper primary students tend to spell words phonetically (e.g., traffic/trafick, adventure/advencher) ○ wrong choice of letters due to poor auditory discrimination, particularly between vowel sounds and some consonant sounds (e.g., p/b, t/d) ○ leaves letters out of words when spelling (e.g., 'moring' for 'morning') ○ is-sequences the letters in words (e.g., friend/freind) ○ spells the same word in several different ways without recognizing the correct version (e.g., spelling 'said' as 'sed', 'siad', and 'sede' within the same piece of work) ○ inappropriate use of uppercase letters usually because the child feels more secure with the capital form (e.g., raBBit, Dog, etc.) ○ produces untidy work with many cross outs and words tried several times ○ difficulty reading back own written work ○ difficulty copying accurately from the blackboard, particularly when under time pressure ○ slow handwriting speed ○ surprises you by the amount of effort put into their work and the little they have to show for <p>MEMORY DIFFICULTIES</p> <ul style="list-style-type: none"> ○ finds it hard to remember instructions ○ overwhelmed by large volumes of verbal information ○ trouble with long-term verbal learning (e.g., memorizing the months of the year, multiplication tables, etc.) ○ slow or poor recall of math facts
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<p>SPEECH DIFFICULTIES</p> <p>Dyslexic children typically have well-developed oral language skills but display specific speech problems, such as:</p> <ul style="list-style-type: none">○ word finding problems – has trouble finding the exact words wanted and so uses non-specific words (e.g., thing, stuff, junk, etc.)○ difficulty pronouncing multi-syllable words (e.g., says 'callapitter' for 'caterpillar')○ makes speech errors (e.g., says 'pacific' for 'specific')○ easily confused by tongue twisters (e.g., She sells sea shells . . .)○ shows persistent articulation errors○ trouble with long-term verbal learning (e.g., memorizing the months of the year, multiplication tables, etc.)	<p>ATTENTION PROBLEMS</p> <ul style="list-style-type: none">○ has trouble sustaining attention on schoolwork○ tires easily because of the amount of concentration and effort required to cope○ requires assistance from teacher to complete tasks <p>SOCIAL/EMOTIONAL/BEHAVIORAL PROBLEMS</p> <ul style="list-style-type: none">○ displays frustration○ employs work avoidance tactics such as sharpening pencils, looking for books or offering to 'help'○ becomes withdrawn and isolated, sitting at the back and not participating○ acts as the class clown or is disruptive to mask difficulty coping with schoolwork <p>ADDITIONAL CHARACTERISCS</p> <ul style="list-style-type: none">○ has difficulty with organization (eg, story writing, books and belongings, homework)○ has obvious good and bad days with no apparent reason.
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