

TWO TO SIX YEARS OLD

Difficulties	Yes	No
Family history of similar difficulties		
May have walked early but did not crawl		
History of intermittent hearing problems		
Difficulty in getting dressed, buttons, shoelaces		
Can be clumsy and show a lack of coordination		
Slow to develop speech		
Speech may be indistinct		
Problems finding the right word to describe things		
Difficulty in pronouncing long (multi-syllabic) words		
Lack of awareness of rhyme		
Lack of awareness of sounds in words		
Difficulty with naming letters		
Little interest in print/avoidance of reading		
Inability to read cvc words ¹		
Enjoys being read to, but can lose the thread of a story		
Difficulty in following instructions		
Poor concentration		
Seems to tire quickly		
Has difficulty with social interactions with peers/adults		
Can be oversensitive		
Strengths		
Good receptive vocabulary		
Imaginative		
Enjoys practical activities – construction toys, etc.		
Enjoys conversation		

¹ A consonant vowel consonant (cvc) word is a short word which is learnt at an early stage in reading such as cat, dog, sit, pet, dug.

Empathetic to the needs/feelings of others		
Enjoys solving problems		
Interested in finding things out		
Good comprehension of texts when read to		
Prefers drawing pictures to writing		

Score:

PRIMARY AGE

Difficulties	Yes	No
Family history of similar difficulties		
Difficulty with phonological awareness, especially at the phoneme level		
Difficulty with following instructions		
Need for time to produce an oral response when questioned		
Lack of fluency in reading affecting comprehension		
Inaccurate decoding		
Fear of reading aloud		
A lack of enjoyment of reading		
Persistent and marked difficulty with spelling		
Messy, laboured handwriting		
Difficulty in finding the right word to describe things		
Mispronounces words		
Difficulty in remembering sequential information, e.g. alphabet, times tables, days of week		
Poor short-term working memory		
Takes longer than average to complete written tasks		
Difficulty copying from the board		
May describe visual discomfort when reading text		
Can be clumsy and lack coordination		
Mixing up numerical symbols		
Difficulty with maths vocabulary		
Miswriting of numbers		
Low self-esteem		
Behavioural difficulties		
Strengths		
Imaginative		
Good at thinking and reasoning skills		
Able to see the 'big picture'		

Good at problem solving		
Good general knowledge		
Good understanding of texts that have been read to him/her		
Curious		
Sophisticated receptive language		
Good visual-spatial skills		

Score:

SECONDARY AGE

Difficulties	Yes	No
Family history of similar difficulties		
Problems recalling facts		
Difficulty with recalling/following instructions		
Difficulty remembering sequential information, e.g. times tables, science procedures, historical facts		
Poor concept of time		
Problems with note taking		
Organisational difficulties, remembering homework, equipment, etc.		
Word finding difficulties		
Difficulty with fluent, accurate reading affecting comprehension		
Difficulty with/avoids reading aloud in class		
Difficulty with phonological awareness, especially at phonemic level		
Persistent difficulty with spelling		
Poor structure and organisation of written work		
Difficulty copying from the board		
Difficulty producing clear, legible handwriting		
Low self-esteem		
Aggressive or non-compliant behaviour		

Work avoidance tactics		
Lack of confidence		
Strengths		
Sophisticated receptive vocabulary		
Good critical thinking and reasoning skills		
Capacity to perceive information three-dimensionally		
Creative, imaginative, practical skills		
Good interpersonal skills		
Intuitive		
Visual-spatial skills		
Good visual memory		
Capacity to see the 'big picture'		
Good general knowledge		
Sport and/or drama skills		

Score: