

Reading Disabilities Checklist

Name: _____ Evaluation

Date: _____

Birth Date: _____ Grade: _____ Evaluator: _____

Arousal

___ alertness ___ vigilance

Initiation

___ inhibition ___ execution of tasks ___ forward progression ___ persistence ___ level of assistance

Attention

___ sustained ___ selective ___ divided ___ auditory ___ visual ___ allocation ___ internal distractibility ___ external distractibility ___ impulsivity ___ diagnosis of ADD or ADHD

Processing

___ depth ___ speed ___ capacity ___ buildup ___ fatigue ___ input ___ output

Physical Presentation

___ posture ___ midline orientation ___ head position ___ overt head movement ___ position of materials ___ physical complaints(___ blurred vision ___ double vision ___ words move around page ___ eye strain/tiredness ___ burning, itchy or watery eyes ___ rubs eyes ___ closes/covers one eye ___ squints ___ mental fatigue ___ headaches) ___ glasses(___ nearsighted ___ farsighted)

Visual-Perceptual-Spatial Skills

___ acuity ___ accommodation ___ eye teaming(___ convergence ___ divergence) ___ ocular motor skills(___ fixation ___ saccades ___ pursuits ___ scanning ___ tracking) ___ figure-ground ___ form constancy ___ part-whole relationships ___ spatial relations ___ visual integration/closure ___ right/left awareness(___ laterality ___ directionality) ___ non-linguistic transpositions/inversions ___ visual fields(quadrant neglect: ___ upper ___ lower ___ left ___ right)

Graphic Formulation

___ anomalous letter formulation ___ reversals and inversions(___ letters ___ numbers) ___ sloppy ___ sloping ___ misaligned ___ irregular spacing(___ between letters ___ between words) ___ irregular letter-size ___ irregular margins ___ misspellings ___ lack of punctuation/conventions ___ excessive strike overs ___ excessive erasures ___ copying mistakes ___ incomplete work

Motor Planning

___ sequencing (___ visual ___ auditory ___ motor) ___ physically awkward ___ diagnosis of apraxia or sensorimotor disorder

Phonology

___ auditory discrimination ___ phonemic awareness ___ rhyming ___ letter-sound equivalence
___ analysis ___ synthesis ___ deletion ___ segmentation ___ manipulation ___ anomalies
___ diagnosis of a phonological processing disorder, articulation disorder

Language

___ vocabulary ___ grammar ___ sentence structure ___ morphology ___ diagnosis of a specific
language impairment

Cognition

___ analyzing ___ associating ___ categorizing ___ reasoning ___ evaluating ___ revising
___ abstracting ___ predicting ___ interpreting ___ reflecting ___ decision-making ___ organizing
___ goal-setting ___ planning ___ prioritizing ___ self-monitoring ___ managing ___ strategizing
___ problem-solving ___ multitasking ___ generalizing ___ integrating ___ generating

Memory

___ auditory ___ visual ___ experiential/procedural ___ new learning ___ episodic ___ semantic
___ recent ___ prospective ___ working ___ short-term ___ long-term ___ storage ___ retrieval
___ retention

Environment

___ genetics ___ pre-natal factors ___ literacy exposure ___ culture ___ education
___ socioeconomic status ___ familial practices and beliefs

Learning style

___ linguistic ___ logical-mathematical ___ visual-spatial ___ musical-rhythmic ___ bodily-
kinesthetic ___ interpersonal ___ intrapersonal ___ naturalist

Psychology

___ awareness ___ task approach ___ locus of control(___ internal ___ external) ___ self-
regulation ___ self-esteem ___ feeling state(___ angry ___ fearful ___ resentful ___ helpless
___ hopeless ___ isolated) ___ risk, frustration, failure tolerance ___ resilience ___ motivation
___ coachability

Behavior

___ within the individual: ___ avoidance ___ noncompliance ___ defiance ___ minimal effort
___ negativity ___ manipulation ___ procrastination ___ tearfulness ___ tantrums ___ work
slowdown ___ locus of control shifted to parent
___ within the family: ___ denial ___ anger ___ resentment ___ blame ___ guilt
___ overcompensation ___ minimization ___ mistrust ___ inaccurate beliefs

Compounding Diagnoses

___ autism spectrum disorder (ASD) ___ traumatic brain injury (TBI) ___ learning disability (LD)
___ nonverbal learning disorder (NLD) ___ dyslexia ___ low IQ ___ other

Academic Performance

___ grade level(___ reading ___ math) ___ attitude regarding: ___ reading ___ school
___ homework

Reading Characteristics

___ slow ___ choppy ___ effortful ___ frequent pauses ___ improper stress, intonation and phrasing ___ monotoned ___ uncorrected errors ___ rapid rate ___ decreased comprehension(___ details ___ main idea ___ summary ___ inferences ___ questions ___ predictions ___ reflection) ___ strategy use(___ picture cues ___ context cues ___ knowledge/experience ___ guesses ___ requests assistance ___ sounds out words ___ re-reads ___ accurate when corrected)

Types of Reading Errors

___ transpositions(___ letters ___ consonant clusters ___ digraphs ___ diphthongs ___ words ___ phrases) ___ letter confusions ___ letter(___ substitutions ___ omissions ___ additions) ___ syllable omissions ___ reads initial syllable only ___ article omissions ___ sight word substitutions ___ semantic substitutions ___ proper name errors ___ syllabification errors ___ error analysis(___ consonants ___ short vowels ___ long vowels ___ consonant clusters ___ digraphs ___ diphthongs ___ silent letters ___ irregular patterns ___ multisyllabic words) ___ print errors(___ font size ___ font type ___ page complexity ___ contrast difficulties)