

Senior Secondary or Student Screening Sheet

Reading

- { } Dislikes or avoids reading
- { } Slow at reading, possibly taking weeks to read a book
- { } Tends to forget the content of what he/she has read
- { } Loses the place easily when reading or tends to use fingers for cueing
- { } Dislikes reading aloud or feels as though he/she is making a mess of it
- { } Finds it harder to read under bright lights
- { } Tires easily when reading
- { } Tends to mouth words when reading silently
- { } Easily distracted when reading
- { } Has problems remembering the names and dates, etc of what he/she has read
- { } Confusion between similar looking words, e.g. “for”, “from” “of”
- { } Complains of sore eyes or headaches when reading
- { } Poor standard of reading in comparison to verbal ability
- { } Poor standard of reading in comparison to general ability
- { } **Subtotal**

Writing

- { } Poor at spelling
- { } Spelling tends to be bizarre
- { } Difficulty in spelling irregular words, e.g. “does” , “necessary’ ,or even “who”
- { } Writing very slow or very hurried
- { } Tendency to sound words out when writing
- { } Avoids writing and makes up excuses as to why (s)he does not need to
- { } Tends to omit or repeat words when writing
- { } Letters formed incorrectly
- { } Difficulty in taking notes from dictation
- { } Messy presentation with many crossings out
- { } Letters in a word sometimes in incorrect order
- { } Words spelt in different ways in the same passage
- { } Difficulty in taking notes from dictation
- { } Difficulty in copying from blackboards or overhead projectors
- { } Frequent misuse of vowels within words, especially when it sounds wrong e.g. “was” as “wos”, “probably” as “probubly” “was” as “wos”, “probably” as “probubly”
- { } Poor use of punctuation

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{	}	Over frequent use of “and” with sentences all linked together
{	}	Poor use of lexicon in written work
{	}	Poor standard of written work in comparison with oral ability
{	}	Gets frustrated when trying to put thoughts into writing
{	}	Subtotal

Other

{	}	Finds it difficult to remember people’s names
{	}	Has difficulty in taking messages whilst on the telephone
{	}	Gets dates and times mixed up or tends to miss appointments or get them wrong
{	}	Confusion between left and right, especially when thinking about something else like giving or following instructions
{	}	Tends to question why he/she has to do a thing rather than merely following instructions or rules
{	}	Found it hard to learn the multiplication tables
{	}	Finds forms difficult or confusing or tends to make mistakes with them however hard he/she tries and however correctly he/she believes he/she has filled them in
{	}	Tends to get telephone numbers incorrect when dialling
{	}	Finds it difficult to do sums in his/her head and tends to use fingers when adding
{	}	Tends to accidentally say anagrams of phrases e.g. “par cark” instead of “car park” or “trees on the leaves” instead of “leaves on the trees”
{	}	Finds map reading or finding his/her way in a strange place is confusing
{	}	Does not always show proper respect for authority
{	}	Subtotal
{	}	Total out of 45

Any student who scores more than half of the boxes should be considered for further referral and will almost certainly benefit from the teaching advice in this book.