

# Senior Secondary or Student Screening Sheet

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## 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.