



# Dyslexia Checklist

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Precursors	Yes	No
<b>Auditory/Verbal</b>		
Late talking – 2=200 words, 3=900, 4=some grammatical errors remain, 5=few grammatical errors and mature speech		
Difficulty with articulation		
Difficulty following and remembering directions		
Difficulty with word retrieval		
Difficulty learning letter names and sounds		
Difficulty blending sounds into words		
<b>Visual</b>		
Difficulty with and/or avoidance of puzzles		
Difficulties recognizing letters		
Difficulty with basic sight words		
Reversals and transpositions ( more than usual)		
Difficulty with tracking		
Difficulty blending sounds into words		

## Symptoms among readers/writers

<b>Multisensory Reading/Spelling Signs of Dyslexia</b>		
Reads slowly and laboriously		
Reads in a monotone		
Shortens words when reads		
Puts stress on the wrong syllables		
Omits prefixes or suffixes		
Adds suffixes		
Poor comprehension due to low energy		
Remembers little of what was read		
Cannot write or match the appropriate letter when given the sound		
Often ignores punctuation		
Poor at copying from the board or book to paper		
Has trouble remembering the names of people or Things		
Misreads, omits, or adds small words		

	Yes	No
<b>Auditory Deficits – Reading</b>		
Substitutions of sounds		
Poor sounds blending to make words		
Knows names not sounds of letters		
Poor phonic attack		
When stuck on a word may not sound it out		
Substitutes words		
Uses synonyms – mommy/mother		
<b>Auditory Deficits – Spelling</b>		
Can memorize spelling lists – can't regularly use		
Omits endings		
Uses synonyms		
Omits 2 <sup>nd</sup> letter in blends – ted for fle		
Confuses voiced and unvoiced pairs p/b f/v sh/ch		
Doesn't hear subtle differences – leaves out vowels		
Confuses vowels		
Wild guesses		
<b>Visual Deficits – Reading</b>		
May invert or reverse letters		
Rate of perception is slow		
Adds words that aren't there sometimes changes meaning		
May omit and read through punctuation,		
May confuse order place/palace		
<b>Visual Deficits – Spelling</b>		
May visualize beginning/end of word but omit middle		
Spells phonetically (site/sight)		
Mixes capital and small letters		
Reverses letters		
Gives correct letters in wrong sequence		
Many erasures		
<b>Math</b>		
Problems with numbers and calculations		
May have difficulty with some of the terms < >		
May reverse or transpose numbers		
May have difficulty with mental arithmetic		
May have trouble telling time		
Reading of word problems may be a difficulty		
Showing their work is often a challenge in spite of gifted Understanding		

	Yes	No
<b>Handwriting</b>		
May be illegible - irregular sizes, shapes and/or spacing		
Tight pencil grip.		
Writing is slow, not automatic and exhausting		
May put their head on desk and watch pencil while writing		
Copying off the board is slow, painful and tedious		
Pages are organized poorly		
<b>Written Expression</b>		
Write everything as one long sentence		
Confused about what makes a complete sentence		
Many misspelled words		
Writing takes a long time (dysgraphia)		
Do not notice errors when proofreading		
<b>Directionality</b>		
Left – right confusion		
Up – down confusion		
Word /letter directionality confusion		
<b>Sequencing in a Task</b>		
Printing letters		
Long division steps		
Touch typing is a necessary skill but difficult to learn		
<b>Rote Memory</b>		
Multiplication tables are difficult to learn		
Science facts are difficult		
History facts are hard to hold		
<b>Telling Time and time concepts</b>		
Concepts such as before and after may be difficult		
Telling time with clock hands is a difficult spatial activity		
<b>Gifts – right brain talents</b>		
Artistic skill		
Athletic ability		
Musical talent		
Mechanical skill		
Nonverbal/people skills		
Intuition		
Imagination		
Creativity		
Curiosity		