

In the Area of Reading

Preschool

- ❑ Mixing up the sounds and syllables in long words for example "mawn lower" instead of "lawn mower"
- ❑ Has more difficulty than other children pronouncing words, like saying "basgetti" for spaghetti
- ❑ May be slow to add new vocabulary words and be unable to recall the right word
- ❑ May have trouble learning the alphabet, numbers, days of the week, colors, shapes, etc.

School Age

- ❑ Has difficulty reading single words that are not surrounded by other words
- ❑ Slow to learn the connection between letters and sounds
- ❑ Confuses small words such as "at" and "to" or "does" with "goes"
- ❑ Consistently makes reading and spelling errors, that include any of the following:
 - Letter reversals such as "d" for "b"
 - Word reversals like "tip" for "pit"
- ❑ Inversions such as confusions between "m" and "w" or "u" and "n"
- ❑ Transpositions like mixing up "felt" and "left"
- ❑ Substitutions such as "house" and "home"
- ❑ Slow, choppy, inaccurate reading:
 - Guesses based on shape or context
 - Skips or misreads prepositions (at, to, of)
 - Ignores suffixes
 - Can't sound out unknown words
- ❑ Often can't remember sight words (they, were, does) or homonyms (their, they're, and there)
- ❑ Over sensitive to sounds or easily interrupted
- ❑ Avoids reading

- Reads at a level lower than their peers despite good instruction at school
- Poor recall of information

In the Area of Writing

School Age

- Slow non-automatic handwriting
- Avoids copying information from the board
- Difficulty learning cursive
- Has terrible spelling
- May spell the same word differently on the same page.
- Makes consistent spelling errors
- Uses limited vocabulary when writing
- Doesn't elaborate or describe
- Has a hard time expressing his/her ideas in writing
- Avoids writing
- Essays lack organization
- Delayed reading
- Poor recall of information

In the Area of Math

Preschool

- Doesn't count-on, always starts with 1
- Difficulty determining sequence
- Slow to learn numbers and how they relate to quantity
- Difficulty discerning between coins
- Slow to identify patterns, or know what comes next
- Doesn't sort objects by size, color, or type

School Age

- Slow to develop counting and math problem-solving skills
- Good memory for printed words, but difficulty reading numbers, or recalling numbers in sequence

- Good with general math concepts, but inaccurately computes or writes and organization skills need to be used to solve problems
- Finds concepts like trading or borrowing very difficult
- Trouble with the concept of time, they may be late often, have difficulty remembering schedules, trouble with approximating how long something will take, avoids transitions
- Poor sense of direction, easily disoriented and easily confused by changes in routine
- Can do math functions one day, but is unable to repeat them the next day
- Poor mental math ability
- Avoids playing strategy games or has difficulty keeping score

In the Area of Executive Functioning/Time Management

School Age

- Has difficulty sustaining attention long enough, especially to boring, tedious, or repetitive tasks.
- Often fails to give close attention to details or makes careless mistakes in schoolwork or other activities.
- Doesn't follow through on instructions or slow to transition between tasks
- Often loses things necessary to complete a task or doesn't turn in assignments
- Has a hard time getting started on things and has a poor sense of time
- May be overwhelmed easily, give up too soon, be forgetful, or frustrate easily
- Often has difficulty awaiting their turn and/or may blurt out an answer before question has been completed
- Weak problem solving skills and/or poor judgment