**Parent/Carer Dyslexia Checklist**

If you think your child or a child you are caring for may have dyslexia this checklist will be of help to the staff who are supporting them. Please answer as many questions as you can but remember that there are no right or wrong answers – each person is an individual, with different strengths. Think carefully, but not too long about your answers. Ask for help if you are not sure about how to answer any question - a member of the support staff at your school can help you.

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| **Checklist for Dyslexia** | | | |
| **Name of child/young person** |  | **Date of Birth** |  |
| **School** |  | **Class and year group** |  |
| The views of the child/young person are very important, and it can be helpful to share and discuss these questions with them. They may also complete the ‘Learner Questionnaire’ either independently or with support. | | | |

# A 3 Pictorial Definition of Dyslexia

# Scottish Working Definition of Dyslexia, 2009

Start of Box

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning environment, as there are often associated difficulties such as:

* **auditory** and/or **visual processing** of language-based information
* **phonological awareness**
* **oral language skills and reading fluency**
* **short-term and working memory**
* **sequencing and directionality**
* **number skills**
* **organisational ability**

**Motor skills and co-ordination may also be affected.**

End of Box

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| **This form can be completed electronically; copy and paste the tick into the answer boxes.** | | | | | |
| **Overview** | | **✓** | |  | |
|  | **Yes** | | **No** | | **?** |
| Does your child have good verbal skills, do they like to talk, share what they know and or tell stories? |  | |  | |  |
| Is your child always full of ideas about various things? |  | |  | |  |
| Do you think your child has a high sense of curiosity and wants to know about things? |  | |  | |  |
| What hobbies, skills or interests does your child have that we would not necessarily know about in school? | | | | | |
|  | | | | | |
| What aspect of school does your child enjoy most? | | | | | |
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| **Background** | | **✓** | |  | |
| **Has the child/young person:** | **Yes** | | **No** | | **?** |
| a relative who is or thought to be dyslexic |  | |  | |  |
| experienced frequent ear infections in their early years |  | |  | |  |
| experienced several absences from school |  | |  | |  |
| moved schools several times |  | |  | |  |
| have you ever had concerns about your child’s speech development |  | |  | |  |
| had input from allied health professionals e.g. speech and language or occupational therapy |  | |  | |  |
| had a recent eye test to confirm their vison is satisfactory – with or without glasses |  | |  | |  |

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| **Reading** | | **✓** | |  | |
| **Does the child/young person:** | **Yes** | | **No** | | **?** |
| read for enjoyment |  | |  | |  |
| read very slowly |  | |  | |  |
| actively avoid reading |  | |  | |  |
| Prefer to listen to stories/audio books rather than read them |  | |  | |  |
| find reading difficult and tiring |  | |  | |  |
| Misread or misinterpret text or guess a story line or text |  | |  | |  |
| find it hard to say a word correctly (mispronounce) |  | |  | |  |
| have to read text over again to make sense |  | |  | |  |
| have difficulty finding information in a text |  | |  | |  |
| lose the place when reading |  | |  | |  |
| forget the beginning in longer questions |  | |  | |  |
| find it hard to use a dictionary or index |  | |  | |  |

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| **Writing** | | **✓** | |  | |
| **Does the child/young person:** | **Yes** | | **No** | | **?** |
| demonstrate a difference in what they can write down and what they can talk about |  | |  | |  |
| actively avoid writing |  | |  | |  |
| confuse words that are similar |  | |  | |  |
| appear to write slowly |  | |  | |  |
| have problems finding the exact word they want to use |  | |  | |  |
| miss out or add in letters of words |  | |  | |  |
| miss out little words |  | |  | |  |
| confuse or reverse letters in a word e.g. b/d; b/p; f/t; n/v |  | |  | |  |
| have messy or illegible handwriting |  | |  | |  |
| have difficulties with spelling |  | |  | |  |

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| **Numbers/Maths** | | **✓** | |  | |
| **Does the child/young person:** | **Yes** | | **No** | | **?** |
| mix up numbers or confuse maths symbols |  | |  | |  |
| confuse dates and times |  | |  | |  |
| have difficulty with directions (left/right) |  | |  | |  |
| find it hard to remember tables |  | |  | |  |
| find it hard to get information from graphs and charts |  | |  | |  |
| find mental maths very hard |  | |  | |  |
| get muddled when doing a complicated maths problem |  | |  | |  |
| have problems reading and understanding maths words |  | |  | |  |
| find it hard to remember the order of steps to solve problems |  | |  | |  |

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| **In general do you feel your child** | | **✓** | |  |
|  | **Yes** | | **No** | **?** |
| mispronounces words |  | |  |  |
| jumbles up the order of sounds of words, for example ‘parcark’ instead of ‘carpark’ |  | |  |  |
| Appear to need more ‘thinking time’ |  | |  |  |
| Appear excessively tired when they get home from school |  | |  |  |
| finds it difficult to understand what is expected of them whether that be homework, a class project to be completed at home or an assignment |  | |  |  |
| struggles to start and/or get through homework, projects or assignments |  | |  |  |
| finds it hard to finish work in time allowed |  | |  |  |
| forgets or loses books and equipment |  | |  |  |
| finds it hard to follow instructions |  | |  |  |
| finds it hard to remember names of objects or people |  | |  |  |
| finds it hard to remember messages |  | |  |  |
| often puts things in the wrong order |  | |  |  |
| has problems judging speed and distance |  | |  |  |
| has poor balance, or appears clumsy |  | |  |  |
| becomes easily distracted |  | |  |  |
| miss deadlines, appointments etc. |  | |  |  |
| tends to bump into things/people |  | |  |  |
| appears/says they feel confused doing tasks that they find hard but feel other people find easier |  | |  |  |
| tries to hide their difficulties from others |  | |  |  |
| lacks self confidence |  | |  |  |
| feels angry and frustrated at times |  | |  |  |
| **Is there anything you or your child would like to add?** | | | | |
| **Parent/Carer**  **I give permission for this information to be shared to support the collaborative assessment**  **Signature Date** | | | | |
| **Child/young person (If aged 12 and over)**  **I give permission for this information to be shared to support the collaborative assessment**  **Signature Date** | | | | |

There are many strengths associated with dyslexia and they are just as common as some of the difficulties experienced. People with dyslexia will find some things difficult but often will have other skills to help overcome these difficulties.

You may have ticked several ‘yes’ boxes – this does not necessarily mean that the child/young person is dyslexic. Many people experience some of these difficulties for a range of reasons e.g. stress, lots of school absences, eyesight or hearing difficulties or if English is not their first language.

Your responses will contribute towards a range of information which is considered when identifying dyslexia. It is important to remember that people with dyslexia have many strengths and further Information can be found at:

Dyslexia Scotland’s website - <https://www.dyslexiascotland.org.uk/>

Dyslexia Unwrapped a website designed for 8 – 18 years - <https://unwrapped.dyslexiascotland.org.uk/>

