

INDICATORS FOR SPECIFIC LEARNING DIABILITY

Name:

S. No	Indicators	Yes/No	Severity
	Visual difficulties: Writing (Copying) and Spelling		
1.	Formation of letters		
2.	Spacing		
3.	Reversals and Inversions (Directionality)		
4.	Sequencing (stories for stories)		
5.	Spelling phonetically (<i>brij for bridge</i>)		
	Is the child able to copy from the board? Many errors Speed		
	Is the notebook/writing legible?		
	Visual difficulties: Reading		
6.	Tracking		
7.	Difference in details (<i>n/h, a/o</i>)		
8.	Cannot remember what the word looks like		
9.	Sequencing (<i>reading lost for lots, saw for was,</i>)		
10.	Reversal, inversions		

	Can the child read and understand at the required class level?		
	Difficulty with Sounds: Writing/Spelling)	Yes/No	Severity
1.	Sound letter association (“ <i>buh</i> ” is ‘ <i>b</i> ’)		
2.	Sequencing (<i>ckuck/ truck, mollypuffs/ polymorphs</i>)		
3.	Missing Sounds/ Confusing sounds) (<i>duck/dug, blck/black</i>)		
	Is the child able to copy from the board? Many errors Speed		
	Is the notebook/writing legible?		
	Difficulty with Sounds: Reading		
•	Letter sound association (‘ <i>b</i> ’ says ‘ <i>buh</i> ’)		
•	Sequencing (<i>ckuck/truck, Igruler/irregular, jeeb/beach</i>)		
•	Missing Sounds/ Confusing sounds) (<i>cokola/ cocacola, bad/bat</i>)		
	Language Difficulties		
1.	Answers in single words		
2.	Has semantic/pragmatic difficulties		

3.	Has difficulty in retrieving words		
4.	Syntax difficulties while narrating or construction of sentences		
5.	Difficulty in converting thoughts into writing		
	Mathematics	Yes/No	Severity
1.	Counting		
2.	Before/After, Other time concepts		
3.	Value of numbers		
4.	Difficulty with tables		
5.	Sequencing, tracking and directionality errors		
6.	Slow in calculation		
7.	Mild to Moderate difficulties in procedure (steps)		
8.	Severe Difficulties in procedure		
9.	Difficulty in Reading		
10.	Difficulty in writing		
11.	Fine motor or eye hand coordination difficulties		
12.	Semantic (language) difficulties		