

Signs of Dyslexia Checklist

Disclaimer

This Dyslexia Checklist is intended to provide valuable insights and information regarding the potential presence of dyslexia in individuals. However, it is essential to understand the following disclaimer before utilizing this checklist:

- **Educational and Informational Purpose:** The Signs of Dyslexia Checklist is designed for educational and informational purposes only. It is not a diagnostic tool and should not be used as a substitute for professional evaluation or consultation with qualified experts in the field of dyslexia and related disorders.
- **Not a Formal Diagnosis:** This checklist does not provide a formal diagnosis of dyslexia. The results should be interpreted as preliminary and indicative rather than conclusive. A comprehensive evaluation by a qualified healthcare professional, such as a licensed psychologist or educational specialist, is necessary for an accurate diagnosis.
- **Individual Variation:** Dyslexia is a complex and multifaceted condition that can manifest differently in individuals. The presence of one or more indicators in this inventory does not conclusively determine the presence of dyslexia. Additionally, some of the indicators may be the result of other issues or developmental factors.
- **Limited Scope:** This inventory is not exhaustive and may not encompass all factors contributing to difficulties in reading and language processing. Other underlying conditions or factors may impact an individual's reading abilities that are not covered by this assessment.
- **Privacy and Confidentiality:** Users should be aware of the importance of maintaining the privacy and confidentiality of the individuals being assessed. Personal information should be handled with care and in accordance with relevant data protection laws and regulations.
- **Guidance for Further Evaluation:** If the checklist indicates potential dyslexia-related concerns, it is recommended to seek guidance from a qualified professional for a more in-depth assessment and guidance on appropriate interventions or accommodations.
- **No Liability:** The creators of this checklist disclaim any liability for the use, interpretation, or consequences of the results obtained from this assessment. The use of this tool is at the user's own discretion and risk.
- **Continual Updates:** Dyslexia research is ongoing, and our understanding of the condition may evolve. Users are encouraged to stay informed about the latest developments in the field of dyslexia assessment and intervention.

By using this checklist, you acknowledge that you have read and understood this disclaimer and agree to use the tool responsibly and in line with the above guidelines. If you have concerns about dyslexia or related issues, please consult with a qualified professional for a thorough evaluation and guidance.

Reference: Sally Shaywitz, *Overcoming Dyslexia*, pp. 122 – 123

Signs of Dyslexia Checklist

Empower teachers and parents with our "Signs of Dyslexia" checklist, a valuable resource designed to help identify potential signs of dyslexia in children, fostering early intervention and enhanced educational support.

Preschool

- ☐ Difficulty recognizing rhyming patterns after instruction

- ☐ Difficulty learning letter names and sounds

- ☐ Pronunciation problems --> pasghetti or paghetti for spaghetti

- ☐ Word retrieval problems --> lotion for ocean

Kindergarten and 1st Grade

- ☐ Reading errors that show no connection to the sounds of the letters on the page

- ☐ Doesn't understand that words come apart --> *cat = c-a-t

- ☐ Can't sound out simple words --> *cat, sat, tap

- ☐ Complains about how hard reading is

Upper Elementary

- ☐ Confusing or skipping small words like for and of when reading aloud

- ☐ Trouble sounding out new words

- ☐ Trouble quickly recognizing "sight words"

- ☐ Frequent mistakes like reversing letters

- ☐ Poor spelling, (spells the same word correctly and incorrect in the same exercise)

- ☐ Avoids reading whenever possible

- ☐ Is frustrated when reading

Tween, Teen, and Adult

- ☐ Reads slowly, leaves out small words and part of longer words when reading aloud

- ☐ Trouble remembering common abbreviations, including ones on social media

- ☐ Often searches for words or uses substitutes like "gate" instead of "fence"

- ☐ Trouble "getting" the joke or understanding idioms and puns

- ☐ Takes a very long time to complete reading assignments

- ☐ Has an easier time answering questions if a text is read aloud
