

Checklist of deficit patterns for children ages 6 through 9 who may have a Specific Learning Disability

Adapted from LDA Pamphlet 1991

This information gathering document is provided to assist in transition of service provision from Early Childhood Special Education to kindergarten or grade one.

Student _____ Grade _____ Birth Date _____

General Education Teacher _____ Date _____

Assessor _____

Please check all that apply during an interview observation

A. "He knocks into the building blocks, bumps into the door, falls out of his chair, crashes into his playmates, and catapults himself through space."

- inability to plan for his body in space
- poor estimates of space
- poor coordination
- lurches while walking
- toe walking
- sitting in double-jointed fashion

NOTES

B. "She can talk about topiary trees but she can't pull up her zipper or draw a circle, and hates putting toys and puzzles together."

- inability to use hands to manipulate objects and toys
- difficulties with hand-eye coordination
- clumsiness in knocking over juice and milk

NOTES

C. "He looks at everything but doesn't seem to see—in fact, his hands seem to see better than his eyes."

- difficulties in focusing on pictures or objects
- problems in seeing differences in shapes and colors
- problems in remembering what he sees
- cannot remember the order of things he sees
- inability to make sense out of what he sees

NOTES

D. "Her big eyes look up at me and she listens, but I don't seem to get through."

- inability to understand what she hears
- inability to remember what she hears
- inability to remember a sequence of sounds
- overreaction to noise
- does not enjoy being read to

NOTES

E. "He understands everything I say to him but he doesn't express himself well—not at all like his brother and sister."

- delayed speech and language
- sounds and words out of sequence
(where you are, animals, spaghetti)
- limited vocabulary
- disorganized phrases
- inappropriate use of words

NOTES

F. "He never seems to put together right and yet I dress him better than the others, and tuck him in and fuss over him a lot."

- disorganized movement
- disorganized language
- disorganized appearance
- a disorganized self

NOTES

G. "He's so smart yet he has the attention span of a flea—he jiggles all day long, flits from one thing to another, and sometimes sounds like a broken record."

- distractibility
- poor attention span
- impulsivity
- hyperactivity
- perseveradon

NOTES

H. "She's four years old, but acts much younger."

- immature behavior
- immature appearance
- immature speech
- immature movement
- selection of younger playmates or solitary play
- immature choice of and use of toys

NOTES**I. "He overreacts or underreacts to everything—it's like his internal thermostat is not working."**

- indiscriminate reactions
- losing emotional control inappropriately
- laughing one moment and crying the next
- very low or very high threshold for pain
- dislike of being touched or cuddled
- no reaction or overreaction to being touched
- catastrophic reactions

NOTES

In summary, please check any of the following characteristics that describe this student's behavior.

- short attention span/distractibility
- hyperactivity/constant motion/restlessness/impulsivity
- speech defect/delay
- visual/perceptual motor problems
- emotional lability problems
- poor social/school adjustment
- sleep disorders

NOTES

Using information from A to I, (pages 1 and 2), circle the groupings with the highest number of check marks. Include all observations and/or interviews from different settings.

1. Low verbal/high performance group (language disorder) D. E. G.

2. High verbal/low performance group (visual/perceptual disorder) A. B.

3. Mixed perceptual, language deficits (discrepant verbal and performance)
C. F. H. I.

1. This student is not eligible for services under any other category: yes no

2. This student is discrepant:

A. between current measures of capacity or ability and achievement (of developmental milestones): yes no

B. within psychological processes (Information processing) that underlie learning, including attention memory, perception, thinking and language: yes no

3. This student deviates markedly from the norm of his or her peer group so as to require special education intervention: yes no

4. This student's developmental history includes:

- | | |
|--|--|
| <input type="checkbox"/> birth trauma | <input type="checkbox"/> sleeping difficulties |
| <input type="checkbox"/> genetic and chromosomal disorders | <input type="checkbox"/> low birth weight |
| <input type="checkbox"/> temper tantrums | <input type="checkbox"/> neurologic and physical impairments |
| <input type="checkbox"/> lack of oxygen | <input type="checkbox"/> frequent crying |
| <input type="checkbox"/> infections prenatal and postnatal | <input type="checkbox"/> feeding problems |
| <input type="checkbox"/> adoption | <input type="checkbox"/> teratogens |
| <input type="checkbox"/> surgery at an early age | <input type="checkbox"/> other life events |
| <input type="checkbox"/> sensory impairments | |

5. This student's current level of functioning is below his or her peer group in the areas of:

- | | |
|--|---|
| <input type="checkbox"/> speech and language development | <input type="checkbox"/> motor skills |
| <input type="checkbox"/> social competence | <input type="checkbox"/> conceptual development |
| <input type="checkbox"/> abstract reasoning abilities | |

as documented by:

6. Any known family history of learning difficulties: yes no

Explain:

7. Please state the appropriateness for identifying this preschool student with a specific learning disability from the use of formal and informal assessments in the following areas:

- PREreading PREwriting PREmathematics

The statements must be identifiable, measurable and observable. Include the information on the Assessment Summary Report.