

SCREENING TOOL FOR DYSLEXIA

AGE 5 – 7 YEARS / CLASSES 1 & 2



BACKGROUND INFORMATION

Name of the Child:

Gender: Girl / Boy

Class:

Date of Birth:

Mother Tongue:

Medium of Instruction:

Date of Administration:

Relationship with the Child: Class- / Language / Other (_____)
teacher Teacher

Scoring options:

2 = Usually,

1 = Sometimes,

0 = Never

Please note: On the screening tool, kindly depict the child's performance with respect to other children in the same class. Please take into consideration the respective child's home and social environment (native language, socio-economic background etc) when evaluating the child.

Domain	Usually	Sometimes	Never
SOUND AWARENESS			
1. Difficulty in sound replacement games For example: replace sound /r/ in RED with /b/ to get BED.			
2. Difficulty in rhyming. For example: which of the following two words rhyme? BAR, CAR, BUS			
READING AND WRITING			
3. Difficulty in identifying letters of the alphabet. For example: if asked to point out the letter 'J', the child is unable to do so.			
4. Difficulty in recognizing common printed words For example: THE, TO, FOR, WAS, CAT, SUN, SHOP, HELP, BIRD, SING, FLAG, etc.			
5. Difficulty in spelling common words For example: THE, WAS, HAT, SUN, DAY, BAG, CUT, SHOP, WITH, TREE, etc.			

NUMBER CONCEPTS			
6. Difficulty in recognizing number symbols when shown. For example: if asked to point out the number '5' or '8', the child is unable to do so			
7. Difficulty in understanding “greater than” or “less than”, “what comes before or after” concepts For example: Is 4 greater than 7? What comes after 8? The child should be able to do such sequencing up to 20.			
COMMUNICATION			
8. Difficulty in following instructions. Difficulty in understanding commands involving two or three steps. For example: “Open chapter number 4 and go to page number 34.”			
9. Difficulty in choosing the right words. The child fumbles while speaking. Example: The child may be unable to retrieve the word 'bottle' and say instead, “I filled water in the... uh... uh... box”.			
10. Difficulty in repeating long words			

MOTOR COORDINATION			
11. Difficulty in copying simple shapes (circle, square, triangle, rhombus)			
12. Difficulty in writing simple words in language of instruction (i.e., letters & words crooked or ill-formed). The child may have difficulty in forming letters of common words e.g.: ON, HAT, FUN, BALL, KEY, STOP, etc.			
BEHAVIOUR			
13. Shows lack of attention and concentration in task. Leaves work unfinished. The child gets bored easily and leaves tasks incomplete. The teacher/parent has to constantly ask the child to pay attention and/or to finish the task.			
14. Restless and/or overactive Has difficulty in sitting in one position. May roam in the class. May disturb other children in the class.			
15. Tends to be anxious, withdrawn, disruptive			

Name:

Signature: