

ALABAMA SCOTTISH RITE FOUNDATION LEARNING CENTERS
DYSLEXIA CHECKLIST FOR TEACHERS
Elementary Grades

Name of Student: _____	Date: _____	
School: _____	Grade: _____	Birthdate: _____
Checklist completed by: _____	Position: _____	

YES NO

PERCEIVED ACADEMIC POTENTIAL

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Does the student seem to have the intellectual ability or academic potential to develop reading, writing, and spelling skills? |
| _____ | _____ | 2. Are the student's reading, spelling, or writing skills below what you would expect in view of perceived intellectual ability or academic potential? |

READING SKILLS

- | | | |
|-------|-------|--|
| _____ | _____ | 3. Does the student have difficulty identifying basic sight words? |
| _____ | _____ | 4. Does the student have difficulty sounding out words using phonics skills? |
| _____ | _____ | 5. Does the student comprehend text read aloud by others? |
| _____ | _____ | 6. Is the student's oral reading slow and laborious? |

ALPHABET AND SPELLING SKILLS

- | | | |
|-------|-------|--|
| _____ | _____ | 7. Does the student have difficulty writing the letters of the alphabet in sequence without a model? |
| _____ | _____ | 8. Does the student have difficulty naming the vowels? |
| _____ | _____ | 9. Does the student have difficulty using the correct short vowels in spelling words? |
| _____ | _____ | 10. Does the student have difficulty with spelling? |
| _____ | _____ | 11. Does the student frequently make spelling errors that involve changing the order of the letters within the word (i.e. left/felt or spelt/slept)? |

HANDWRITING SKILLS

- | | | |
|-------|-------|--|
| _____ | _____ | 12. Is handwriting often illegible or messy? |
| _____ | _____ | 13. Is pencil grip awkward, tight, or fist-like? |

OTHER SKILLS

- | | | |
|-------|-------|---|
| _____ | _____ | 14. Does the student have problems with organization or memory? |
| _____ | _____ | 15. Does the student have problems with spatial orientation (i.e., before/after, left/right)? |
| _____ | _____ | 16. Does the student have difficulty "finding the right word" or seem to hesitate when trying to answer direct questions? |

ALABAMA SCOTTISH RITE FOUNDATION LEARNING CENTERS
DYSLEXIA CHECKLIST FOR TEACHERS
Middle and High School

Name of Student: _____	Date: _____	
School: _____	Grade: _____	Birthdate: _____
Checklist completed by: _____	Position: _____	

YES NO

PERCEIVED ACADEMIC POTENTIAL

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Does the student seem to have the intellectual ability or academic potential to develop reading, writing, and spelling skills? |
| _____ | _____ | 2. Are the student's reading, spelling, or writing skills below what you would expect in view of perceived intellectual ability or academic potential? |

READING SKILLS

- | | | |
|-------|-------|--|
| _____ | _____ | 3. Does the student have difficulty identifying basic sight words? |
| _____ | _____ | 4. Does the student have difficulty sounding out words using phonics skills? |
| _____ | _____ | 5. Does the student comprehend text read aloud by others? |
| _____ | _____ | 6. Does the student read slowly with many inaccuracies? |

ALPHABET AND SPELLING SKILLS

- | | | |
|-------|-------|---|
| _____ | _____ | 7. Does the student have difficulty with spelling? |
| _____ | _____ | 8. Does the student have often spell the same word differently in a single writing task? |
| _____ | _____ | 9. Does the student frequently make spelling errors that involve changing the order of the letters within the word (i.e. left/felt or spelt/slept)? |

WRITING SKILLS

- | | | |
|-------|-------|--|
| _____ | _____ | 10. Is handwriting often illegible or messy? |
| _____ | _____ | 11. Is pencil grip awkward, tight, or fist-like? |
| _____ | _____ | 12. Does the student procrastinate or avoid writing? |
| _____ | _____ | 13. Does the student have difficulty summarizing or outlining? |

OTHER SKILLS

- | | | |
|-------|-------|---|
| _____ | _____ | 14. Does the student have problems with organization or memory? |
| _____ | _____ | 15. Does the student have problems with spatial orientation (i.e., before/after, left/right)? |
| _____ | _____ | 16. Does the student have difficulty "finding the right word" or seem to hesitate when trying to answer direct questions? |

DYSLEXIA PROFILE

Name of Student: _____	Date of Birth: _____	Age: _____
School: _____	Date of Evaluation: _____	
Person completing this profile: _____		

	Area Assessed	Below Average Below 90	Average 90-109	Above Average 110+
Cause	Phonological Awareness			
Cause	Phonological Memory			
Cause	Rapid Naming			
Cause	Letter Knowledge			

Characteristic	Sight Words			
Characteristic	Phonemic Decoding			
Characteristic	Reading Fluency			
Characteristic	Reading Comprehension			
Characteristic	Spelling			

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Ability	Cognitive/Problem Solving			
Ability	Listening Comprehension			
Other				

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (*International Dyslexia Association*)

DYSLEXIA RESOURCES

Reading

National Institute of Child Health and Human Development (2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

National Assessment of Educational Progress. www.nces.ed.gov/nationsreportcard

Reading and Dyslexia – General Information

Gibbs, D.P. (2004). Leading the dyslexia challenge: An action plan for school-wide identification and intervention. LRP Publications. www.lrp.com

Hurford, D.M. (1999). To read or not to read: Answers to all your questions about dyslexia. Touchstone Publishers: NY, NY. www.amazon.com

Hall, S.L. & Moats, L.C. (1999). Straight talk about reading: How parents can make a difference in the early years. Contemporary Books: Chicago, IL. www.amazon.com

Lyon, G.R., (2002). Comments on reading research. Education Leaders Council Conference, New Jersey.

Richards, R.G. (1999). The source for dyslexia and dysgraphia. LinguSystems: East Moline, IL. www.linguisystems.com

Spelling

Moats, L.C. (1995). Spelling: Development disability and instruction. York Press: Baltimore

Brain Research and Dyslexia

Shaywitz, S.E., & Shaywitz, B.A. (2001). The Neurobiology of reading and dyslexia. Focus on Basics, Vol. 5, Issue A, August 2001.

Sherman, G. (2002). On brain research and reading. A Parent's Guide to Helping Kids with Learning Differences. www.schwablearning.org.

Simos, P.G., Fletcher, J.M., Bergman, E., Breier, J.I., Foorman, B.R., Castillo, E.M., Fitzgerald, M., & Papanicolaou, A.E. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 1-10.

Wolf, M. (2001). Dyslexia, fluency, and the brain, York Press: Baltimore.

Classroom Modifications and Intervention Strategies

Heacox, D. (2002). Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12. Free Spirit Publishing: Minneapolis, MN. www.freespirit.com

McCarney, S.B., Wunderlich, K.C., & Bauer, A.M. (1999). Pre-Referral intervention manual, revised and updated second edition. Hawthorne: Columbia, OH. (573) 874-1710.

Stowe, C.M. (2000). How to reach and teach children and teens with dyslexia: A parent and teacher guide to helping students of all ages academically, socially, and emotionally. The Center for Applied Research in Education: West Nyack, NY. www.phdirect.com/education or www.amazon.com

Vail, P.L. (1987). Smart kids with school problems: Things to know and ways to help. Plume: NY, NY. www.penguinputnam.com or www.amazon.com

Comprehensive Intervention Programs

(Phonemic awareness, phonics, vocabulary, fluency, comprehension)

Early Reading Intervention www.scottforesman.com/eri

Fundations 800-899-8454 and www.fundations.com

Language! 800-547-6747 and www.language-usa.net/greene.html

Project Read/Language Circle 877-331-7323 and www.projectread.com

The Slingerland Approach 425-453-1190 and www.slingerland.org

The Spalding Method 602-866-7801 and www.spalding.org

The Spell Read P A T (Phonological Auditory Training) 301-770-6900 and www.spellread.com

Texas Scottish Rite Dyslexia Training Program and Texas Scottish Rite Literacy Program 800-421-1121 ext. 7800 and www.AIScottishRiteLearningCenters.com

Wilson Reading Language System 800-899-8454 and www.wilsonlanguage.com

Targeted Intervention Programs

Phono-Graphix – www.readamerica.net Phonemic awareness and phonics

Road to the Code – www.pbrookes.com/store/books/blachman-4382 Phonemic awareness and phonics

QuickReads – www.pearsonlearning.com/mcp/quickreads.cfm Reading fluency, comprehension, and vocabulary

Great Leaps Reading – www.greatleaps.com Reading fluency

Some Effective Math Programs for Dyslexic Students

Math U See – www.mathusee.com

Great Leaps Math – www.greatleaps.com

Computer Assisted Learning and Assistive Technology

Earobics 1, 2, and Adolescent – www.earobics.com Phonological processing and auditory skills

Read, Write, & Type – www.talkingfingers.com Spelling, keyboarding, phonological awareness

ReadPlease – www.readplease.com “reads” aloud any text on the computer screen (FREE)

TextHelp – Wordsmith – www.texthelp.com Scans any text and “reads” it aloud

Cast eReader – www.cast.org/udl/index.cfm?i=211 “reads” aloud any text on the computer screen

Dragon Naturally Speaking – www.amazon.com converts spoken language to written language

IBM Via Voice – www.amazon.com converts spoken language to written language

L&H Express Voice – www.amazon.com converts spoken language to written language

QPointer Voice – http://www.enablemart.com/products_detail.asp?id=11 Converts spoken language to written language

Phonics Based Reading (PBR) – www.leaxialearning.com Reading and spelling (Free trial) In Alabama, order from www.teachersntools.com

Reading Strategies for Older Students (SOS) – www.leaxialearning.com Reading and spelling (Free trial) In Alabama, order from www.teachersntools.com

Write Outloud – www.donjohnston.com/catalog/writoutd.htm Talking word processor with word prediction, etc.

WordQ – www.wordq.com Talking word processor with word prediction, etc.

Reading Pen II – www.readingpen.net Hand held scanner “reads” single words or lines of text

Assessment Instruments

Comprehensive Test of Phonological Processing (CTOPP) Pro-Ed 1-800-897-3202

Decoding Skills Test (DST) Western Psychological Service 1-800-648-8857

Test of Word Reading Efficiency (TOWRE) Pro-Ed 1-800-897-3202

Oral and Written language Scales (OWLS) American Guidance Service

Test of Nonverbal Intelligence (TONI – 3) Pro-Ed 1-800-897-3202

Gray Oral Reading Test 4 (GORT-4) Pro-Ed 1-800-897-3202

Useful Web Sites

Information about dyslexia and the work of the Alabama Scottish Rite Foundation to provide teacher in-service training for dyslexia identification and intervention – www.ALScottishRiteLearningCenters.com

Helen and Charles Schwab Foundation – www.schwabfamilyfdn.org

Background and results of the work of the National Reading Panel – www.nationalreadingpanel.org

Information about the No Child Left Behind legislation and regulations – www.nochildleftbehind.org

Information about reading programs – www.fcrr.org

Information about multi-sensory instruction techniques – www.resourceroom.net

Order the video Misunderstood Minds – www.pbs.org/wgbh/misunderstoodminds/videos.html

Order the video Ennis' Gift – www.hellofriend.org/store/ennis_gift.html

Professional Organizations

International Dyslexia Association (IDA). Provides support and dyslexia information for parents, teachers, and students – www.interdys.org

Academy of Orton Gillingham Practitioners and Educators (AOGPE). Provides standards and certification for O-G practitioners – www.ortonacademy.org

Academic Language Therapy Association (ALTA). Provides certification and standards for Academic Language Therapists – www.altaread.org

International Multisensory Structured Language Education Council (IMSLEC). Provides accreditation for dyslexia personnel preparation programs. – www.imslec.org