

ATTENTION DEFICIT DISORDER AND LEARNING DISABILITY
PARENT/TEACHER CHECKLIST

Common symptoms associated with attention and learning problems

Attention Deficit Disorder and learning disabilities are biological-based conditions associated with subtle disturbance of the central nervous system (brain). **These conditions** affect behaviors of attention, perception, mood, memory and movement, having physical and social consequences. Symptoms can be demonstrated in the presence of average to very superior intellectual functioning and are not caused by faulty parenting or teaching. Attention Deficit Disorder and learning disabilities can be treated and have very favorable prognoses, especially when holistic treatment plan, incorporating medical, educational, vocational and social intervention is followed.

We hope that this symptom checklist acts as a guide in recognizing the possible existence of these conditions. These guidelines should not be used as sole determinants of Attention Deficit Disorder or learning disabilities. Just as with any condition, a variety of symptoms exists. Some people have a few symptoms; others have many. If you note symptoms, especially in several behavioral categories, an evaluation is *highly* recommended.

Today's Date:	_____	Rank in Class:	
Child's Name:	_____	Upper 1/3:	_____
Birthdate:	_____	Age:	_____
School:	_____	Middle 1/3:	_____
Grade:	_____	Lower 1/3:	_____
Type of Class:	_____		
Extra Services:	_____		

ATTENTION:

- Inattentive, with hyperactivity _____
- Inattentive, without hyperactivity _____
- Looks underaroused/"hypoactive" _____
- Difficulty switching attention: cannot let go of idea or action _____
- Difficulty organizing work _____
- Distractibility _____
- Staring episodes or excessive daydreaming _____
- Difficulty falling asleep _____
- Sleepwalking _____
- Sleeptalking _____
- Excessive nightmares _____
- Night terror (yells out at night with little response to calming
down, but may not have memory for the episode) _____
- Enuresis (wetting, clay or night) _____
- Encopresis (soiling, clay or night) _____
- Constipation _____
- History of head-banging _____
- Restlessness _____
- Rocking _____
- Easily forgets assignments _____
- Incomplete assignments _____
- Difficulty following directions _____
- Much repetition needed _____
- Heightened sensitivity to sound/touch/smell/light _____
- Forgetful in daily activities _____

AUDITORY AND VISUAL PERCEPTION: Variance in the reception, analysis and synthesis
of auditory and visual stimuli

- Rapid eye movement is varied (The eyes have difficulty following
a stimulus and seem to jump around) _____
- Visual focusing problems _____
- Letter/number reversals _____
- Slow pace when reading _____
- Uses finger for guidance when reading _____
- Holds head close to paper _____
- Skips words or phrases when reading _____
- Paraphasias (sound like, or has similar meaning to another word) _____
- Difficulty with verbal expression _____
- Difficulty with written expression _____
- Poor handwriting _____
- Spelling dyspraxia (difficulty with spelling) _____
- Dyscalculia (difficulty with math) _____
- Difficulty understanding concepts (smaller than - larger than) _____
- Fast pace when speaking _____

- Poor articulation of speech _____
- Decreased word recognition _____
- Confuses similar letters _____
- Confuses similar sounds _____
- Right-left confusion _____
- Poor copying skills _____
- Difficulty telling time on a clock _____
- Word-find problems _____
- Confuses the spatial positions of numbers and letters _____
- Decreased sequencing, auditorally and visually _____
- Difficulty understanding body parts _____
- Speech/language delays _____

MOOD

- Decreased self-esteem/self-confidence _____
- Emotional volatility _____
- Easily frustrated (can occur with heightened positive
or negative stimuli) _____
- Heightened sensitivity _____
- General sense of heightened stress _____
- Crying or temper outbursts _____
- Impulsivity _____
- Discipline problems due to poor attention span _____
- Discipline problems due to overt acting out (fighting ...) _____
- Frequent mood changes _____
- Heightened anxiety/fears _____
- Excessive stomach aches _____
- Excessive worry _____
- Shows little facial expression _____

MEMORY

- Decreased short auditory memory _____
- Decreased short term visual memory _____
- Decreased verbal spontaneity _____
- Decreased spontaneity when writing _____
- Slow reaction times _____
- Decreased comprehension (oral/written work) _____
- Difficulty following directions _____
- Incomplete assignments _____
- Seems to need much repetition of information _____
- Global difficulty memorizing information _____
- Decrease in word-finding skills _____
- Heightened forgetfulness _____

MOVEMENT: (Sensory-motor)

- Incoordination (clumsy or awkward movements) _____
- Tic-like behavior (shoulder shrugging, lip licking, lip smacking,
eye twitching, vocal outbursts) _____
- Awkward position _____
- Decreased muscle tone or strength _____
- Nervous habits _____
- Poor pencil grasp _____
- Tight pencil grip _____
- Excessive motor movement _____
- Poor articulation of speech _____
- Poor melody of speech _____
- Poor handwriting _____
- Difficulty with recognition by touch _____
- Poor balance _____
- Poor skipping ability _____

SOCIAL

- Varied peer relationships _____
- Better on a one-to-one basis _____
- Difficulty staying on task with play activities _____
- Difficulty awaiting turn when talking or playing with friends _____
- Seems to have difficulty understanding "facial expressions" _____
- Seems to need much supervision _____
- More comfortable with those younger or older _____
- More comfortable with adults _____

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