

SYMPTOM CHECKLIST

INSTRUCTIONS: Most people have problems with learning and behavior from time to time. When filling out this form, think about your behavior over at least the past six months and only check off those behaviors that are consistent and persistent patterns of difficulty. A few of the items ask you to think about your behaviors and experience when you were younger.

Activation/Prioritizing/Organizing

- Often has difficulty getting started on tasks
- Often puts off important tasks until the task has become an emergency
- Often delays in starting tasks until faced with the pressure of a deadline
- Often I can't "make" myself do my homework, wash clothes, or pay bills on time
- Frequently has problems knowing what to do first, second, or third, or in the right order
- Frequently underestimates the time needed to do a task
- Often makes unrealistic "to-do" lists, planning more tasks that can actually be accomplished
- Often overestimates how much money is available and ends up spending too much
- Often has difficulty planning and/or organizing tasks and activities
- Has trouble "getting to the point" (gets bogged down in details)
- Slow to learn new games or master puzzles
- My physical space is often messy and cluttered

Focus

- Often fails to pay close attention to details or makes careless mistakes in schoolwork, work, or other activities
- Often has difficulty sustaining attention in work tasks
- Often has difficulty sustaining attention even in enjoyable activities
- Usually avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as homework, reading for school)
- Often is easily distracted by things going on around them (e.g., background noise, people walking by, how cluttered a desk looks, etc.)
- Often is easily distracted by one's own thoughts when listening to others or involved in a task
- Often daydreams or gets lost in thought
- Often unable to stop focusing on one thing and redirecting focus to another when needed (e.g., difficulty shifting focus to more than one thing at a time (e.g., listening and talking notes at the same time)
- Often does not follow through on instructions and fails to finish schoolwork, chores, or work duties
- Often shifts from one uncompleted task to another

Effort/Alertness

- Often becomes very drowsy when needing to sit still and be quiet (e.g., during a lecture or while reading)
- Often has difficulty falling asleep, even when very tired and wanting to fall asleep
- Often is quick to "run out of steam" when engaged in tasks that require sustained effort with little immediate reward (e.g., studying, doing chores)
- Often takes a long time to read and write/ can't keep up and read or write as fast as others

- Often has difficulty slowing down on tasks and makes careless mistakes
- Often has difficulty studying and/or reading for long uninterrupted periods of time
- Often has to take breaks after _____ minutes of studying and/or reading

Emotions

- Often easily frustrated, impatient, irritated, overwhelmed, or “stressed out”
- Often gets bored and/or discouraged
- Often “overly sensitive” and reacts intensely to criticism
- Often has angry outbursts or loses temper even to minor frustrations

Memory

- Consistently loses or misplaces things that are necessary for tasks/activities (keys, school assignments, pens)
- Often needs to write things down in order to keep in memory (phone numbers, addresses, etc.)
- Often forgets what he/she was just about to say or why he/she has just walked into a room
- Often blurts out answers or interrupts so as not to forget what he/she was going to say
- Often forgets what has just been read in an earlier part of the text and has to go back to re-read material
- When writing sentences, essays, or a paper, often gets lost and forgets what he/she is trying to say
- Frequently has trouble recalling information that has been studied or learned

Self-regulation

- Frequently acts without thinking and/or without seeming concern for consequences
- Talks excessively most of the time
- Often has difficulty sitting still/restless/fidgets
- Often impulsive and acts without thinking things through
- Often hyperactive or “high-energy”

Speech & Language

- Early delays in learning to speak
- Difficulty modulating voice (too soft, too loud...)
- Stuttering
- Stumbling over words
- Frequently has trouble naming people or objects
- Frequently confuses words with similar-sounding words
- Frequently has trouble finding the right word
- Frequent mispronunciations
- Often has difficulty re-telling what has just been said
- Often uses vague, imprecise language
- Has a limited vocabulary/doesn't know a lot of words
- Often uses poor grammar
- Often misuses words in conversation
- Often has difficulty understanding instructions or directions
- Often has trouble understanding people's jokes

Reading

- Had significant trouble learning to read when younger
- Often confuses similar-looking letters and numbers
- Frequently loses place while reading/ skips words, re-reads lines in oral reading
- Confuses similar-looking words (e.g., **beard** for **bread**)
- Often reads words or syllables backwards (e.g., **saw** for **was**, **net** for **ten**)
- Often has trouble understanding ideas and themes
- Often guesses at unfamiliar words rather than using word analysis skills
- Often reads slowly
- Often substitutes or leaves out words while reading
- Often has poor comprehension for what has been read
- Often does not remember newly learned vocabulary
- Often does not understand figurative language (metaphors, analogies, proverbs)
- Eyes often tire easily when reading
- Eyes often feel strained when reading
- When reading, the letters or page background often appear to move, be out of focus, or blend or flicker

Written Language

- Delays in learning to write
- Papers are frequently messy; many cross-outs and erasures
- Often has difficulty preparing outlines and organizing written assignments
- Often ideas are not organized or logically presented;
- Often has difficulty telling/re-telling story with essential details
- Written work is very brief and often incomplete
- Problems with grammar and syntax
- Poor spelling, or spells a word differently in the same document
- Difficulty self-correcting work (spotting errors)
- Writes letters or numbers backwards or upside down; e.g., **b** for **d**, **p** for **q**, **u** for **n**, **M** for **W**
- Reverses letters in spelling, e.g., **Friday** becomes **Firday**, **girl** becomes **gril**
- Poor handwriting; letter formation inconsistent
- Punctuation errors are common
- Difficulty remembering the spelling of words (weak visual memory for spelling)
- Mixes capital and lower case letters inappropriately, e.g., **SunDay**, **MoNey**
- Spells phonetically, cannot remember spelling patterns; e.g., **Munday**, **Toosday**, **Winsday**, **Thirsday**

Math

- Trouble remembering math facts and procedures
- Trouble learning multiplication tables, formulas and rules
- Trouble following sequential procedures and directions with multiple steps
- Poor ability to estimate (e.g. quantity, value)
- Difficulties with comparisons (i.e. less than, greater than)
- Poor alignment of numbers resulting in computation errors
- Difficulty copying numbers and working with numbers in columns
- Trouble interpreting graphs and charts

- Cannot remember in which direction to work in carrying out simple math
- Confuses similar numbers or reverses numbers
- Reads numbers backwards, e.g., **18** for **81**, **21** for **12**

Visual-Spatial Orientation

- Confuses left and right
- Poor sense of direction (left/right, up/down, and north/south/east/west), slow to learn way around a new place; easily lost or confused in unfamiliar surroundings
- Difficulty judging speed and distance (hard to play certain games, drive a car)
- Trouble reading charts and maps

Social

- Has difficulty picking up on other people's mood/feelings (may say the wrong thing at the wrong time)
- May not detect or respond appropriately to others' joking
- Misinterprets what others say, their tone of voice, facial expressions
- Has difficulty 'joining in' and maintaining positive social status in a group
- Has trouble knowing how to share/express feelings
- Difficulty with self-control when frustrated
- Difficulty dealing with group pressure, embarrassment, unexpected challenges
- Difficulty in establishing friendships
- Trouble setting realistic social goals and evaluating strengths and challenges
- Is doubtful of own abilities and is prone to attribute successes to luck or outside influences rather than hard work
- Difficulty identifying strategy for success

WRITING SAMPLE

I would like _____

Things would be better _____

I get angry _____

