



LITTLE ROCK SCHOOL DISTRICT DYSLEXIA RESOURCE GUIDE

APPENDIX D

Early Indicator Checklist/ Teacher referral form

To refer a student for screening, please fill out the following form, and turn in to your school's dyslexia contact person

Student Name: _____ ID Number: _____ Grade Level: _____

Date of Birth: _____ School: _____ Date: _____

Classroom Teacher: _____ Referring Teacher: _____

Please check any boxes that apply to this student

Family History:

- Other family members experienced learning problems

Father, Mother, Sibling(s)

Oral Language:

- Difficulty understanding verbal directions
- Difficulty understanding stories read to him/her
- Difficulty correctly pronouncing phonemes or syllables of words in sequence;
persistent baby talk (busgetti for spaghetti, mawn lower for lawn mower, fibe for five)
- Substitutes words with the same meaning for words in the text he/she can't
pronounce, such as "car" for "automobile."
- Difficulty acquiring new vocabulary
- Difficulty finding the right words
- Unable to find the exact word; Speech that is not fluent; Pauses, hesitations when
speaking; Lots of "um"s
- Imprecise language, such as vague references to "stuff" or "things" instead of the
proper name of an object
- Unable to find the exact word; confusing words that sound alike: saying "tornado"
instead of "volcano," substituting "lotion" for "ocean," or "humanity" for "humidity"
- Difficulty speaking in grammatically correct sentences
- Difficulty explaining ideas or elaborating on thoughts

Phonological Awareness:

- Difficulty recognizing or producing rhyming words
- Difficulty isolating sounds in the beginning, final, and/ or medial position
- Difficulty segmenting individual sounds in a word
- Difficulty blending sounds into a word



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Alphabet:

- Difficulty learning or recalling the names of letters
- Difficulty learning or recalling the sounds of letters

Decoding and Word Recognition:

- Difficulty sounding out unfamiliar or nonsense words
- Difficulty reading words in isolation (lists)
- May confuse small words - at - to, said - and, does - goes

Fluency:

- Difficulty with reading accuracy in context
- Difficulty reading grade level text at expected rate
- Difficulty with reading with expression

Spelling:

- Difficulty memorizing words for spelling tests
- Difficulty spelling words in context, even after spelling them correctly on a spelling test
- Difficulty spelling words phonetically

Comprehension:

- Difficulty with reading comprehension, but not when read to
- Better understanding of words in context than words isolated in lists

Written Expression:

- Difficulty constructing sentences
- Difficulty organizing grade appropriate written compositions
- Difficulty producing sufficient written output
- Written expression does not match verbal expression(Content, organization, vocabulary)



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Handwriting:

- Slow with handwriting tasks
- Overall poor quality/illegible handwriting on written assignment
- Awkward, fist-like, or tight pencil grip

Cognitive/Academic Ability:

- The student appears to have intellectual ability equal to or above grade level peers.
- The student has grade level math calculation skills.
- The student appears to have grade level math reasoning skills
- The student has grade level listening comprehension skills.
- The student has reading difficulties that are unexpected compared to other abilities.
- The student requires many repetitions to learn something new.
- Compensates by memorizing stories or words but cannot keep up as demands increase
- Strength in thinking skills: conceptualization, reason, imagination, abstraction
- Strength in areas not dependent on reading, such as math, computers, and visual arts, or excellence in more conceptual

Social/Emotional/Behavioral:

- Shows frustration and anxiety, as he realizes he is lagging behind his peers
- Exhibits health or behavior problems, emotional difficulties or wants to avoid school
- Avoids reading aloud



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Attention:

- Difficulty attending to tasks involving print.
- Difficulty organizing time and materials
- Is easily distracted
- Does many things too quickly
- Is often overactive or fidgety
- Is inconsistent with production of classwork and homework on written assignments

Student's Academic Development:

- English is a second language.
- The student was retained.
- The student has been/is in special programs. (Special Education, Tiered Interventions, etc.)

Suggested work samples to include:

- The student's most recent spelling test.
- A Sample of the student's unedited writing (journal entry, creative story, etc.)
- The student's most recent progress report or report card.
- A copy of most recent literacy screeners.

Adapted from "Teacher Questionnaire for Dyslexia", Texas Scottish Rite

Date Received by Dyslexia Contact: _____

Signature of Dyslexia Contact: _____

*Upon receipt of this form, you should continue the screening process by conducting the parent interview in [Appendix E](#) of this guide. Create an **orange** folder for the student to begin collecting/ saving assessments, forms, and documentation.*