



Pediatric Neuropsychology Attention Deficit Disorders/Learning Disorders Parent/Teacher Checklist

Common Symptoms Associated with Attention and Learning Problems

Pediatric Attention Deficit Disorders and Learning Disorders are biologically-based conditions associated with subtle disturbance of the central nervous system (brain). These conditions can affect attention, speech, language, sensory, motor, memory, mood, social, and executive/organizational behavior. Symptoms can be demonstrated in the presence of average to gifted intellectual ability and are not caused by faulty parenting or faulty teaching. Pediatric Attention Deficit Disorders and Learning Disorders can be treated and have very favorable prognoses using treatment plans incorporating medical, psychological, environmental wellness, educational, and social interventions.

This symptom checklist is a guide in recognizing the possible existence of these conditions. These guidelines should not be used as sole determinants of Pediatric Attention Deficit Disorders or Learning Disorders. Just as with any condition, a variety of symptoms exist. Some people have a few symptoms, others have many. If you note symptoms, especially in several behavioral categories, a pediatric neuropsychological evaluation, is recommended.

Today's Date _____

Child's Name _____

Date of Birth _____ Age _____

School _____

Grade _____ Type of Class _____

Extra Services _____

Teacher Comments:

ATTENTION:

- Distractibility, with hyperactivity _____
- Distractibility, without hyperactivity _____
- Looks under-aroused/ "hypoactive" _____
- Difficulty switching attention: cannot let go of ideas or action affecting transition _____
- Difficulty organizing work _____
- excessive stares or daydreaming _____
- Difficulty falling asleep _____
- Excessive sleepwalking _____
- Excessive sleeptalking _____
- Excessive Nightmares _____
- Night Terror (yells out at night with little response to calming down) _____
- Enuresis (wetting, day or night) _____
- Encopresis (soiling, day or night) _____
- Easily forgets assignments _____
- Incomplete assignments _____
- Difficulty following directions _____
- Much repetition needed _____
- Heightened sensitivity to sound/touch/smell/light _____
- Forgetful in daily activities _____
- Can seem "out of sync" _____
- Sensory sensitive: auditory-visual-tactile _____
- Sensory seeking-much movement _____
- Difficulty with transitions _____

MOOD

- Decreased self-esteem/self-confidence _____
- Heightened emotional sensitivity/moody _____
- Easily frustrated _____
- Heightened anxiety/stress _____
- Crying or temper outbursts/meltdowns _____
- Impulsivity _____
- Withdrawal/avoidance behavior _____
- Heightened routines _____
- Frequent mood changes _____
- Heightened anxiety/fears _____
- Somatic (body) symptoms (i.e., stomach aches, headaches, constipation) _____
- Decreased sense of pleasure _____
- Excessive worry _____
- Shows little facial expression _____
- Decreased energy level _____
- Sleep/appetite disturbance _____

MOVEMENT: (Sensory-Motor)

- Early age difficulty coordination with head/neck _____
- Early age difficulty coordination with lower/upper body _____
- Difficulty turning from side to side- delayed crawling/walking _____
- Incoordination (clumsy or awkward movements) _____
- Looks clumsy/incoordination _____
- Delayed riding a bike _____
- Awkward body positions _____
- Decreased muscle tone or strength _____
- Irregular eye movement/ eye-hand coordination _____
- Poor pencil grasp _____
- Tight pencil grip _____
- Repetitive behaviors (i.e., shoulder shrugging, lip licking, lip smacking, eye blinking, vocal/phonic outbursts, repetitive ideas/actions affecting transition. These behaviors may be possible nervous habits and/or tic behaviors) _____
- Excessive thumb sucking or fingers in the mouth _____
- Excessive drooling (infant/early childhood) _____
- Excessive motor movement _____
- Poor articulation of speech _____
- Poor melody of speech _____
- Poor handwriting _____
- Difficulty with recognition by touch _____
- Poor balance _____
- Poor skipping ability _____
- Sensory sensitivity: auditory-visual-tactile _____
- Sensory seeking behavior: much movement _____
- Sensory integration delays _____

SPEECH/LANGUAGE and AUDITORY AND VISUAL PERCEPTION: (variance in the reception, expression, and/or analysis of auditory and visual stimuli)

- Delayed speech/language _____
- Irregular eye movements _____
- Poor articulation _____
- Eye movement (eyes have difficulty following a stimulus and jump around) _____
- Skips words or phrases when reading _____
- Letter/number reversals _____
- Decreased oral reading rate, fluency, accuracy, or comprehension _____
- Decreased silent reading rate, fluency, accuracy, or comprehension _____
- Uses finger for guidance when reading _____
- Holds head close to paper _____
- Paraphasias (words that sound alike, 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 _____
- 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 _____

MEMORY

- Seems to need much repetition of information _____
- Decreased verbal spontaneity _____
- Decreased spontaneity when writing _____
- Slow reaction times _____
- Decreased comprehension (oral/written work) _____
- May recall past memories yet have difficulty following day to day directions _____
- Incomplete assignments _____
- Global difficulty memorizing information _____
- Decrease in word-finding skills _____
- Heightened forgetfulness _____

SOCIAL

- Can have a pleasant demeanor, however fluency of interaction is affected _____
- 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 _____
- Social withdrawal (i.e., plays by self) _____
- Impulsivity _____

All these behaviors: attention, mood, movement, speech/language, auditory and visual perception, memory, and social affect executive/organizational skills. Evaluating and treating the “whole-brain/whole child” results in your child’s healthy development and learning