

Checklist

Possible Signs of a Learning Disability at Different Times in a Child's Life*

Preschool

- ☐ Speaks later than most children
- ☐ Problems saying speech sounds
- ☐ Slow vocabulary growth; often unable to find the right word
- ☐ Difficulty rhyming words
- ☐ Trouble learning numbers, letters, days of the week, colors, and shapes
- ☐ Extremely restless and easily distracted
- ☐ Problems interacting with peers
- ☐ Difficulty following directions or routines
- ☐ Fine motor skill delays

Grades K–4

- ☐ Slow to learn connections between letters and sounds
- ☐ Consistent reading and spelling errors — word reversals (was/saw), letter reversals (b/d), inversions (m/w), transpositions (left/felt), and substitutions (there/then)
- ☐ Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- ☐ Trouble remembering facts
- ☐ Slow to learn new skills; relies heavily on memorization
- ☐ Impulsive; has difficulty planning
- ☐ Difficulty making and keeping friends
- ☐ Unstable or unusual pencil grip
- ☐ Trouble remembering sequences and telling time
- ☐ Poor coordination; unaware of physical surroundings; accident-prone

Grades 5–8

- ☐ Slow to learn prefixes, suffixes, root words, and other reading strategies
- ☐ Spells incorrectly; frequently spells the same word differently in a single piece of writing
- ☐ Avoids reading aloud
- ☐ Difficulty with word problems in math
- ☐ Trouble with handwriting
- ☐ Avoids writing compositions
- ☐ Poor recall of facts
- ☐ Problems with sequenced actions — taking turns, playing team sports
- ☐ Problems understanding body language, facial expressions, and personal space

High School and Young Adults

- ☐ Continues to have problems spelling correctly
- ☐ Avoids reading and writing
- ☐ Trouble taking tests
- ☐ Weak memory skills
- ☐ Difficulty adjusting to new settings, making transitions
- ☐ Works slowly
- ☐ Inability to form positive peer relationships
- ☐ Pays too little attention to details or focuses on them too much
- ☐ Misreads information
- ☐ Difficulty summarizing, generalizing, and grasping abstract concepts



*This is not a complete list and is not intended for use as a diagnostic tool.