



TEACHER QUESTIONNAIRE FOR DYSLLEXIA EVALUATION

STUDENT _____ GRADE _____

TEACHER _____ SUBJECT(S) _____

The student listed above is being evaluated for possible learning problems (specifically dyslexia) by Rhonda Brewer, Psychometrist. Please check the statements that describe characteristics that are FREQUENT or HABITUAL for this student.

DIFFICULTY WITH ALPHABET

- ☐ Difficulty learning or recalling sounds or names of letters
- ☐ Unable to identify letters presented at random
- ☐ Unable to write the alphabet correctly in sequence
- ☐ Unable to recite the alphabet in sequence (without singing or chanting)
- ☐ Forgets how letters look
- ☐ Confuses letters with similar appearance (n for h)

DIFFICULTIES WITH PHONOLOGICAL SKILLS

- ☐ Difficulty decoding unfamiliar words according to "phonics" or alphabetic principles
- ☐ Has difficulty with phonemic awareness
- ☐ Has difficulty recognizing words that rhyme
- ☐ Has trouble blending sounds together to pronounce words
- ☐ Has difficulty blending sounds to form real words
- ☐ Has difficulty identifying specific sounds at the beginning, middle, and end of words
- ☐ Has difficulty blending onset-rimes to form real words
- ☐ Unable to make a new word by replacing a specified sound with another sound
- ☐ Has difficulty counting the syllables in a word
- ☐ Has difficulty with onset-rime blending of words
- ☐ Has difficulty linking letters to sounds
- ☐ Has difficulty recognizing and/or producing rhyming words
- ☐ Has difficulty singing or reciting short rhymes and songs
- ☐ Has difficulty segmenting, deleting, and/or combining sounds in a word
- ☐ Has difficulty with verbal short-term memory
- ☐ Has difficulty with rapid serial naming
- ☐ Has difficulty with articulation speed

DIFFICULTIES WITH ORAL READING

- ☐ Cannot blend sounds
- ☐ Guesses words from initial letter or replaces word with another word that looks similar or starts with same letter

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- ☐ Tends to confuse words that look alike
- ☐ Reads orally without expression
- ☐ Limited amount of time spent in reading activities
- ☐ Avoids oral reading
- ☐ Reading errors that show no connection to the sounds of the letters (i.e., the word "big" is read as "goat")
- ☐ Inability to read common one-syllable words or to sound out words (i.e., "mat", "cat", "hop", "nap")
- ☐ Reverses words such as was/saw or now/won
- ☐ Transposes words in sentences such as "the mat sat on the cat" instead of "the cat sat on the mat"
- ☐ Mis-reads, omits or adds small function words (e.g., the, an, of, this, etc.) and word endings
- ☐ Reads a word correctly and then further down the page reads it wrong
- ☐ Stumbling on reading multi-syllable words or the failure to come close to sounding out the full word
- ☐ Reading lacks fluency and is laborious
- ☐ Misses a line or repeats the same line twice (and may not even realize it)
- ☐ Difficulty sounding out unfamiliar words
- ☐ Difficulty reading words in isolation
- ☐ Has a tendency to miss middle letters when reading

DIFFICULTIES WITH READING COMPREHENSION

- ☐ Unable to answer questions after reading
- ☐ Unable to understand main idea of a passage
- ☐ Unable to recall sequences of written information
- ☐ Unable to draw conclusions from a passage
- ☐ Unable to read and complete math story problems
- ☐ Reliance on context to discern the meaning of what is read
- ☐ Possesses a better ability to understand words in context than to read isolated single words
- ☐ Possesses a high level of understanding of what is read aloud to student
- ☐ More difficulty in language-based subjects (e.g. English, history) than in nonlanguage based subjects (e.g. mathematics)
- ☐ Inability to locate information in a text source
- ☐ Confuses signs such as x for +

DIFFICULTIES WITH SPELLING & ORTHOGRAPHIC PROCESSING

- ☐ Does not recall correct order of letters (fro instead of for)
- ☐ Misplaces silent "e"
- ☐ Does not remember variant or unusual spellings
- ☐ Has trouble connecting sounds to letters
- ☐ Over-reliance on auditory features (becuz for because)
- ☐ Confuses sound values of consonant letters (p for b, m for n, f for v, d for t, f for th, t for ed)
- ☐ Has difficulty with multi-syllable words
- ☐ Difficulty memorizing words for spelling tests
- ☐ Difficulty spelling in context (misspells frequently when using words in sentences or paragraphs)
- ☐ Has trouble breaking sounds apart in words when spelling (segmenting)
- ☐ Demonstrates incomplete letter patterns (both for bought)
- ☐ Reverses letters when spelling (b for d) – past the age of 7
- ☐ Spells phonetically and violates rules of English spelling
- ☐ Spells the same word in different ways
- ☐ Spells words how they sound rather than how they look
- ☐ Demonstrates minimal problem with words that make phonemic sense, but has significant problems with words that don't

DIFFICULTIES WITH HANDWRITING

- ☐ Has difficulty learning how to form letters
- ☐ Uses backward motions when forming letters
- ☐ Has difficulty staying on the line
- ☐ Has poor organization on the page
- ☐ Has cramped fingers on writing tools (holds pencil or pen too tightly or awkwardly)
- ☐ Has excessive erasures, especially due to faulty form
- ☐ Overall writing effort is awkward, uneven

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- ___ Marks from bottom to top when forming certain letters or numbers
- ___ Work deteriorates toward the end of writing exercise
- ___ Writing resembles "bird scratching"
- ___ Displays overall poor quality/illegible handwriting on written assignments
- ___ Has difficulty distinguishing between capital/lower case letters
- ___ Is slow with handwriting and copying tasks
- ___ Forgets to dot the "i's" and cross "t's"

DIFFICULTY COMPLETING WRITTEN ASSIGNMENTS

- ___ Problems copying oral notes at speed or taking notes in lessons
- ___ Difficulty copying note from board
- ___ Difficulty skimming, scanning and/or proofreading written text
- ___ Writes slowly and has difficulty completing written work on time
- ___ Disparity between spoken and written language
- ___ Student's written work does not reflect his/her potential
- ___ Trouble getting thoughts down on paper
- ___ Difficulty planning, sequencing, and organizing written work
- ___ Trouble summarizing or outlining
- ___ Written work appears disjointed
- ___ Difficulty constructing sentences
- ___ Difficulty producing sufficient written output
- ___ Uses capital and lower-case letters incorrectly
- ___ Has many misspellings
- ___ Spells the same word differently in one piece of work (e.g., more, mor, moor)
- ___ Has poor organization, spacing
- ___ Leaves out words in writing
- ___ Misuse of homophones
- ___ Makes many punctuation errors
- ___ Makes many grammatical errors
- ___ Composes meaningful content in spite of poor handwriting or spelling
- ___ Paper shows many erasures or cross-outs

DIFFICULTY WITH VERBAL SKILLS/SPEECH

- ___ Has speech that is not fluent, uses lots of "um's" while speaking
- ___ Is not fluent at telling stories or giving oral reports
- ___ Difficulty pronouncing multi-syllable words (e.g., statistical, preliminary, etc.)
- ___ Seems to process spoken language more slowly than his/her peers
- ___ Uses imprecise language such as vague references to "stuff" or "things"
- ___ Uses "immature" speech
- ___ Has difficulty expressing him/herself clearly and fluently
- ___ Has difficulty with rapid, automatic naming of familiar objects, numbers or letters
- ___ Has trouble pronouncing long, unfamiliar or complicated words
- ___ Leaves out parts of words or confuses the order of the parts of words
- ___ Unable to come up with a verbal response quickly when questioned
- ___ Difficulty learning foreign language

DIFFICULTY WITH MEMORY

- ___ Has trouble remembering basic sight words
- ___ Difficulty remembering instructions just given, or in order
- ___ Overwhelmed by large amounts of verbal information
- ___ Misunderstands complex instructions
- ___ Has trouble remembering dates, names, phone numbers, random lists
- ___ Memory difficulties which affect the recall of learned facts in exams
- ___ Difficulty remembering basic number facts and tables
- ___ Trouble doing mental calculations at speed
- ___ Difficulty with sequencing (letters, numbers, dates, months of the year)

- ☐ Poor memorization skills
- ☐ Problems with spatial orientation (e.g., before/after, left/right)?

DIFFICULTY MANAGING ORGANIZATIONAL DEMANDS

- ☐ Difficulty organizing life around a timetable
- ☐ Is often in the wrong place at the wrong time
- ☐ Forgets which books to take to class
- ☐ Difficulty organizing homework and completing assignments on time
- ☐ Has problems working under time pressure, e.g., completing exams in allotted time
- ☐ Has trouble with 'multi-tasking'
- ☐ Tires easily because of the amount of concentration and effort required to complete schoolwork

STUDENT DEMONSTRATES THE FOLLOWING POSITIVE ABILITIES, THEREFORE RESULTING IN AN "UNEXPECTEDNESS" AS IT RELATES TO READING ABILITIES.

- ☐ Appears to have intellectual ability equal to or above grade level peers
- ☐ Participates in class discussions
- ☐ Shows talent in other areas such as art, drama, music, or sports
- ☐ Has the ability to learn orally in class – science, social studies, etc.
- ☐ Has the ability to learn and express meanings of words (vocabulary)
- ☐ Is fluent at telling stories or giving oral reports
- ☐ Demonstrates ability to correctly answer questions after listening to a story
- ☐ Demonstrates grade level math skills
- ☐ Demonstrates average or above average reading comprehension
- ☐ Comprehends information read to him/her
- ☐ Discusses information from non-reading sources
- ☐ Has unusually large verbal or listening vocabulary
- ☐ Performance in academic tasks is often inconsistent
- ☐ Displays innovative thinking
- ☐ Displays visual strengths in art and design
- ☐ Displays lateral thinking (solving of problems by an indirect and/or creative approach)
- ☐ Displays intuitive problem solving

Describe areas of concern and the student's learning weaknesses.

What strategies/interventions have been tried? What were the outcomes? Please detail type of support, length of sessions, frequency of support, etc. For example, is the student in the RTI/Response to Intervention "Tier" process?

Is this student receiving any special education services or has the student been referred for these services.

___ YES ___ NO If so, please describe.

Does the student require additional classwork or testing time when compared with other students?

___ YES ___ NO

If "yes," how much additional time does the student require to complete multiple-choice test items?

___ 25% ___ 50% ___ 100%

If "yes," how much additional time does the student require to complete short answer questions?

___ 25% ___ 50% ___ 100%

If "yes," how much additional time does the student require to complete essay type questions?

___ 25% ___ 50% ___ 100%

If "yes," how much additional time does the student require to complete math problems?

___ 25% ___ 50% ___ 100%

Does the student use extra time effectively? ___ YES ___ NO

If "yes," does it benefit the student's learning outcome? ___ YES ___ NO

If "no," why is the accommodation not effective?

Describe the student's positive qualities and learning strengths:

Other Comments?

Please attach or enclose a recent grade report, progress report, or report card. Also, include work samples that would help in this evaluation. Examples of helpful work samples might include copy of standardized assessment or progress monitoring results, sample of student's writing, copy of spelling test, etc.

Thank you for taking the time to complete this form. Your input is extremely valuable to this process. I appreciate your responses to my questionnaire and/or any other information you would prefer to provide. Please note that the information you provide will be discussed with parents and summarized in the written report.

When completed, please send form to Rhonda Brewer by one of the following methods:

- Send it via student's parent.
- Scan and email to rbrewer@crossroadscounselingms.com
- Mail to: Crossroads Counseling Center
Attn: Rhonda Brewer
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Hattiesburg, Mississippi 39402