Luke Waites Center for Dyslexia and Learning Disorders

Thank you for your interest in becoming a patient at Texas Scottish Rite Hospital for Children. The primary mission of the Luke Waites Center for Dyslexia and Learning Disorders is to evaluate children’s learning in order to identify learning disorders, to educate parents about the needs of their child, and to support partnering with educators to provide an appropriate plan in school.

Criteria to Become a Patient of the Luke Waites Center:

- Must be a Texas resident
- Between the ages of 5 and 14 years
- The child must be a proficient English speaker

We are unable to provide services to children whose learning difficulty is primarily due to:

- Low cognitive ability
- Inattention problems
- Emotional/behavioral problems
- Autism or pervasive developmental disorders
- Hearing or vision impairment

Please mail the completed application and requested materials to:

Luke Waites Center
Scottish Rite Hospital
2222 Welborn St.
Dallas, TX 75219-9982

Or, email the completed application and requested materials to: Waites.Center@tsrh.org.

Next Steps
All applications are carefully reviewed. You will receive a phone call or letter regarding service eligibility for your child. If the child meets the criteria listed above, and needs an evaluation for a possible academic learning disorder, an appointment will be scheduled and a written notice will be sent.

Need Help?
For help with the application process, please contact the Luke Waites Center at 214-559-7815. Visit us online https://scottishritehospital.org/becoming-our-patient for additional information.
**Center for Dyslexia**

**Application for Evaluation**

1. **Has this child ever been a patient at Texas Scottish Rite Hospital for Children?**
   - No
   - Yes
   - MR# ________________
   - ¿Ha sido este niño alguna vez paciente del Hospital para Niños “Texas Scottish Rite”?
   - No
   - Sí
   - # de expediente

2. **Child’s name**
   - (Nombre del Niño) __________
   - Last (Apellido) __________
   - First (Primer Nombre) __________
   - Middle (Segundo Nombre) __________
   - Suffix (Jr. Sr. Etc) __________
   - ¿Ha sido este niño alguna vez paciente del Hospital para Niños “Texas Scottish Rite”?
   - No
   - Sí
   - # de expediente
   - Male (Masculino) __________
   - Female (Femenino) __________
   - Age (Edad) __________
   - Religious preference __________
   - Preferencia religiosa

3. **Date of child’s birth __________ / __________ / __________
   - Fecha de nacimiento del niño __________ Mo (Mes) __________ Day (Día) __________ Yr (Año)

4. **Does this child speak English?**
   - No
   - Yes
   - If no, child’s primary language __________
   - ¿Habla este niño inglés?
   - No
   - Sí
   - Si no, ¿Cuál es el primer idioma del niño?

5. **The child’s biological/adoptive parents are:**
   - Single
   - Married
   - Divorced
   - Widowed
   - Separated

6. **With whom does the child primarily reside?**
   - Father
   - Mother
   - Conservator #1
   - Conservator #2
   - Other

   **Father (Padre):**
   - Name (Nombre) __________
   - Date of Birth (Fecha de nacimiento) __________
   - Address (Dirección) __________
   - City (Ciudad) __________
   - County (Condado) __________
   - State (Estado) __________
   - ZIP (Zona Postal) __________
   - Primary phone (Teléfono Principal) __________
   - Secondary phone (Teléfono Secundario) __________
   - Email (Correo Electrónico) __________
   - Primary Language (Primer idioma) __________
   - Employer (Empleador) __________

   **Mother (Madre):**
   - Name (Nombre) __________
   - Date of Birth (Fecha de nacimiento) __________
   - Address (Dirección) __________
   - City (Ciudad) __________
   - County (Condado) __________
   - State (Estado) __________
   - ZIP (Zona Postal) __________
   - Primary phone (Teléfono Principal) __________
   - Secondary phone (Teléfono Secundario) __________
   - E-mail (Correo Electrónico) __________
   - Primary Language (Primer idioma) __________
   - Employer (Empleador) __________
If there has been a court decision creating or affecting the legal custody (conservatorship) of the child, please provide a copy of the court order and complete the following: (Si ha habido alguna decisión de la corte que haya creado o afectado la custodia legal (custodia legal asignada por la corte) del niño, por favor, proporcione una copia de la orden de la corte y complete lo siguiente)

State and County of Court (Estado y Condado de la Corte) | Date (Fecha) | Case Number (Número del Caso)

Conservator #1 (Tutor Legal Asignado por la Corte #1)

- [ ] Sole
- [ ] Joint
- [ ] Possessory

Name (Nombre) | Date of Birth (Fecha de nacimiento)

Relationship to Child (Relación con el niño)

Address (Dirección)

City (Ciudad) | County (Condado)

State (Estado) | ZIP (Zona Postal)

Primary phone (Teléfono Principal)

Secondary phone (Teléfono Secundario)

Email (Correo Electrónico)

Primary Language (Primer idioma)

Employer (Empleador)

Conservator #2 (Tutor Legal Asignado por la Corte #2)

- [ ] Sole
- [ ] Joint
- [ ] Possessory

Name (Nombre) | Date of Birth (Fecha de nacimiento)

Relationship to Child (Relación con el niño)

Address (Dirección)

City (Ciudad) | County (Condado)

State (Estado) | ZIP (Zona Postal)

Primary phone (Teléfono Principal)

Secondary phone (Teléfono Secundario)

Email (Correo Electrónico)

Primary Language (Primer idioma)

Employer (Empleador)

For the purpose of coordinating appointments and records, please list any children in your immediate family who are, or have been, patients of Texas Scottish Rite Hospital for Children. (Con el propósito de coordinar citas y expedientes, por favor, escriba el nombre de cualquier niño en su familia inmediata, quien sea o haya sido paciente del Hospital para Niños “Texas Scottish Rite”)

Name | Date of Birth | MR #

Nombre | Fecha de nacimiento | # de expediente
AGREEMENT AND ACKNOWLEDGMENT OF PARENT(S) OR CONSERVATOR(S)  
ACUERDO Y RECONOCIMIENTO DE PADRE O TUTOR(ES) LEGAL(ES) ASIGNADOS POR LA CORTE

9 Texas Scottish Rite Hospital for Children (TSRHC) does not discriminate against any person on the basis of race, color, national origin, disability, or age in admission, treatment or participation in its programs, services and activities, or in employment. For further information about this policy, please contact:

Provider Name: Texas Scottish Rite Hospital for Children (TSRHC)  
Contact Person / Section 504 Coordinator: Administrator  
Telephone number: (214) 559−7602, TDD or State Relay number: 1−800−735−2989

El Hospital para Niños “Texas Scottish Rite” (TSRHC, siglas en inglés) no discrimina contra ninguna persona en base de raza, color, origen nacional, incapacidad o por la edad en admisión, tratamiento o participacionen sus programas, servicios y actividades, o en su empleo. Para información adicional acerca de esta información, por favor, comuníquese con:

Nombre del Proveedor: Hospital para Niños “Texas Scottish Rite” (TSRHC)  
Persona de Contacto/Coordinador de la Sección 504: Administrador,  
Número de Teléfono: (214) 559−7602, Niños de Aparato de Telecomunicación para personas con Deficiencia de, Audición (TDD, siglas en inglés) o el número para trasmitir del estado: 1−800−735−2989

10 By signing below, I or we, hereby certify that as natural or adoptive parent(s) and/or conservator(s), I am/we are legally authorized to consent to medical care of the child herein named. I agree to notify the Hospital in the event that there is a change in the above mentioned relationship.

Firmando a continuación, yo, o nosotros, certificamos que como padre(s) natural(es) o adoptivo(s) y/o tutor(es) legal(es) asignado(s) por la corte, estoy (estamos) legalmente autorizado(s) para dar consentimiento para atención médica para el niño aquí mencionado. Estoy de acuerdo en notificar al Hospital en el evento de que haya un cambio en la relación mencionada anteriormente.

MOTHER’S SIGNATURE (FIRMA DE LA MADRE)  DATE (FECHA)

FATHER’S SIGNATURE (FIRMA DEL PADRE)  DATE (FECHA)

Or Conservator’s Signature (if appropriate) O Firma del Tutor Legal Asignado por la Corte (si es apropiado)  DATE (FECHA)

11 Optional recommendation by a Texas Master Mason (Recomendación de un Venerable Maestro Masón de Texas)

Signature (Firma)  Please Print Name (Nombre en letra de molde)  Lodge Number (Número de Logia)
PHYSICIAN INFORMATION FOR LEARNING DISORDER EVALUATION

Physician information is required; however, physician signature and referral are optional. Please include the physician’s name, address, phone number and email address.

PHYSICIAN’S NAME
Print or Type

PHYSICIAN’S ADDRESS
Street
Suite #

City
State
County
ZIP

PHONE (   )
E-MAIL

PHYSICIAN’S SIGNATURE (optional) DATE

PURPOSE OF REFERRAL:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

DESCRIBE LEARNING PROBLEM(S):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
REQUIRED SCHOOL RELATED INFORMATION

We are pleased that you are considering the services of the Luke Waites Center for Dyslexia and Learning Disorders. In order to process your application, please send ALL of the information requested below:

1. Patient Referral Information Application
2. Academic Checklist –Teacher Form (Kindergarten OR Grades 1–9)
   - Only the form applicable to the child’s current grade is needed.
   - There is an academic checklist specific to kindergarten and one designed for grades 1–9.
   - These forms are included at the end of the application packet.
3. Required School Related Information (See page 6)
4. Copies of Custody Papers, if applicable

If your child does not attend a traditional public or private school, we will send you supplemental home school documents to complete as a part of the application process.

If your child attends a traditional public or private school, below is a list of information your child may have. Please ask your child’s school counselor or other school personnel to help provide the information.

Reading Readiness & Progress Monitoring Tests
- TPRI (Texas Primary Reading Inventory)
- ISIP (iStation Indicators of Progress) scores
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- AIMSweb
- DRA (Developmental Reading Assessment)
- MAP (Measures of Academic Progress)

Public School or Private Evaluations
- FIE (Full and Individual Evaluation) including test
- ARD (Admission, Review and Dismissal) documentation
- Speech–Language Evaluation
- Psychological or Psychoeducational Evaluation
- Dyslexia Screening/Assessment

Group Administered Tests
- ITBS (Iowa Test of Basic Skills)
- CogAT (Cognitive Abilities Test)
- SAT (Stanford Achievement Test)
- MAT (Metropolitan Achievement Test)
- STAAR (State of Texas Assessments of Academic Readiness)
- ISEE (Independent School Entrance Exam)

Language Proficiency Testing
- TELPAS (Texas English Language Proficiency Assessment System)
- WMLS (Woodcock–Munoz Language Survey)
- Tejas Lee OLPT (Oral Language Proficiency Test)

Educational Plans
- Section 504 Plan
- Student Success Team Intervention Plan
- Individualized Education Plan (IEP)

WE WILL BE UNABLE TO PROCESS YOUR CHILD’S APPLICATION UNTIL ALL REQUESTED INFORMATION HAS BEEN RECEIVED.
**Center for Dyslexia**  
**Application for Evaluation**

<table>
<thead>
<tr>
<th>Child’s School Name:</th>
<th>School District:</th>
</tr>
</thead>
</table>

**School Type:**
- [ ] Public
- [ ] Public Charter
- [ ] Private
- [ ] *Home School
- [ ] University Model
- [ ] Virtual/Online

*If your child participates in home-based education, we will send you supplemental home school documents to complete.*

**Grade:**

Has your child repeated a grade?  [ ] Yes  [ ] No  If yes, which grade?

If your child was adopted, how old was your child at adoption?

If adoption was international, where was your child born?

1) Does your child know and speak English?  [ ] Yes  [ ] No

2) If your child speaks more than one language, at what age did he/she begin to learn English?

3) If your child speaks more than one language, what is his/her current level of English language proficiency, based on school testing?  [ ] Beginning  [ ] Intermediate  [ ] Advanced  [ ] Advanced High  [ ] I don’t know

4) What language is primarily spoken in the home?

5) **CHOOSE ONE:**

- [ ] My child needs testing. There has been no individual educational or psychological testing at school or away from school.
- [ ] My child **has** been tested and **is** getting special help at school. I need to know if the special services are appropriate for my child’s needs.
- [ ] My child **has** been tested but does not get special help at school. I would like a second opinion.
- [ ] My child is being considered for a dyslexia program and needs an evaluation.
- [ ] My child has been recognized with dyslexia and is participating in a dyslexia program. I need a specific diagnosis of dyslexia.

6) Is there a plan for your child to be tested at school or privately?  [ ] Yes  [ ] No

If yes, when? ____________________________ For what reason?

7) **What are you concerned about?** Check all that apply.

- [ ] Reasoning, Judgment
- [ ] Speech/Articulation
- [ ] Understanding and Expressing Spoken Language
- [ ] Phonics/Learning Letter Sounds
- [ ] Reading Sight Words
- [ ] Reading Fluency
- [ ] Reading Comprehension
- [ ] Spelling
- [ ] Handwriting
- [ ] Writing Sentences
- [ ] Writing Stories
- [ ] Learning Numbers
- [ ] Applying Math
- [ ] Distractibility
- [ ] Concentration
- [ ] Focus
- [ ] Hyperactivity
- [ ] Social Skills
- [ ] Bullying
- [ ] PDD/Autism Spectrum Disorder
- [ ] Vision: Explain ____________________________________________
- [ ] Hearing: Explain ____________________________________________

8) Which **ONE** of the above are you most concerned about?
9) Check all services or programs your child is receiving or has received in the past. (You may need to ask your child’s teacher to help if you’re not sure.)

- Speech Therapy
- Oral Language Therapy
- Occupational Therapy
- Tutoring
- RTI (Response to Intervention)
- Dyslexia Class
- Academic Language Therapy
- Section 504 Plan
- Special Education
- ESL (English as a Second Language)
- Bilingual Education
- Spanish Immersion
- Dual Language Program
- ECI (Early Childhood Intervention)
- PPCD (Preschool Prog for Children w/Disab)
- Other:

10) Has your child ever been tested for any of the following? (check all that apply)

- Special Education Eligibility
- Dyslexia
- Private School Specialized Instruction or Accommodation Plan
- If yes, when?

11) In what area is your child being served through special education?

- Speech Impairment (SI)
- Specific Learning Disability (SLD)
- Intellectual Disability (ID)
- Auditory Impairment (AI)
- Visual Impairment (VI)
- Emotional Disturbance (ED)
- Other Health Impaired (OHI)
- Does Not Apply
- Other:

12) Does your child have a history of delay in language and speech development?  Yes  No

   If yes, please describe:

13) What mental health diagnosis does your child have?  None

14) Has your child seen a neurologist?  Yes  No Name:

   If yes, why?

15) Has your child seen a psychiatrist?  Yes  No Name:

   If yes, why?

16) Has your child seen a private counselor?  Yes  No Name:

   If yes, why?

17) Has your child seen a doctor about any of the following:  Yes  No

   - Attention problem
   - Negative behavior
   - Anxiety
   - Depression

   If yes, what was the outcome?

18) Has your child taken medicine to help with the following?  Yes  No

   - Attention problem
   - Negative behavior
   - Anxiety
   - Depression

   If yes, what medicine(s)?

   When did your child first take the medicine?  Month:  Year:

   Does your child still take this medicine?  Yes  No
**WHAT MEDICAL DIAGNOSIS DOES YOUR CHILD HAVE?**

- [ ] ADHD/ADD (ADHD/ADD)
- [ ] Allergies (Alergias)
- [ ] Angelman Syndrome (Síndrome de Angelman)
- [ ] Anxiety Disorder (Trastorno de Ansiedad)
- [ ] Asperger’s Syndrome (Síndrome de Asperger)
- [ ] Asthma (Asma)
- [ ] Attachment Disorder (Trastorno de Apego)
- [ ] Autism Spectrum Disorder (Autismo)
- [ ] Bipolar Disorder (Trastorno Bipolar)
- [ ] Blindness (Ceguera)
- [ ] Bone Problems (Problemas óseos)
- [ ] Cerebral Palsy (Parálisis Cerebral)
- [ ] Cleft Palate/Cleft Lip (Paladar Hendido/Labio Leporino)
- [ ] Conduct Disorder (Trastorno de Conducta)
- [ ] Congenital Heart Surgery (Cirugía Cardíaca Congénita)
- [ ] Deafness (Sordera)
- [ ] Depression (Depresión)
- [ ] Diabetes (Diabetes)
- [ ] Diagnosed Concussion (Concusión)
- [ ] Diagnosed Traumatic Brain Injury (Lesión Cerebral Traumática)
- [ ] Down Syndrome (Síndrome de Down)
- [ ] Dwarfism (Enanismo)
- [ ] Encopresis (Encopresis)
- [ ] Enuresis (Enuresis)
- [ ] Fetal Alcohol Syndrome (Síndrome de Alcohol Fetal)
- [ ] Fragile X (X Frágil)
- [ ] Galactosemia (Galactosemia)
- [ ] History of Cancer (Historial de Cáncer)
- [ ] History of Meningitis (Historia de Meningitis)
- [ ] History of Stroke (Historia de Embolia)
- [ ] HIV (VIH)
- [ ] Hospitalization for Near Drowning (Hospitalización por Ahogamiento)
- [ ] Hypothyroidism, Congenital (Hipotiroidismo congénito)
- [ ] Intellectual Disability (Discapacidad Intelectual)
- [ ] Kleinfelter’s Syndrome (Síndrome de Kleinfelter)
- [ ] Muscular Dystrophy (Muscular Distrofia)
- [ ] Neurofibromatosis (Neurofibromatosis)
- [ ] Obsessive Compulsive Disorder (Trastorno Compulsivo Obsesivo)
- [ ] Oppositional Defiant Disorder (Trastorno de Oposición Desafiante)
- [ ] Pervasive Developmental Disorder (Trastorno Generalizado del Desarrollo)
- [ ] Phenylketonuria (Fenilcetonuria)
- [ ] Prader Willi Syndrome (Síndrome de Prader Willi)
- [ ] Seizure Disorder (Trastornos Convulsivos)
- [ ] Selective Mutism (Mutismo Selectivo)
- [ ] Sickle Cell Anemia (Anemia Perniciosa)
- [ ] Sickle Cell Trait (Características de Anemia)
- [ ] Spina Bifida (Espina Bifida)
- [ ] Thyroid Disorder (Trastorno de la Tiroides)
- [ ] Tic Disorder (Trastornos de Movimientos Involuntarios)
- [ ] Tourette Syndrome (Síndrome de Tourette)
- [ ] Tuberous Sclerosis (Esclerosis Tuberosa)
- [ ] Turner’s Syndrome (Síndrome de Turner)
- [ ] William’s Syndrome (Síndrome de William)
- [ ] Other (Otro): ____________________________
- [ ] None (Ninguna)
Child’s Name: ___________________________________________ Date: ________________

Teacher’s Name: ________________________________________ Years You Have Taught: __________

School Name: ___________________________________________ School District: ________________

How long have you taught this child? ________________________

Does this child attend a Full Day or Half Day Program? __________ Number of days per week? __________

What methods / curricula have you used to teach this child to address specific pre-academic skills as noted below for reading and math?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rate Child’s Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 – Able</td>
</tr>
<tr>
<td></td>
<td>2 – Able but Inconsistent</td>
</tr>
<tr>
<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td></td>
<td>4 – Unable</td>
</tr>
</tbody>
</table>

Follows a sequence of oral directions
Uses a variety of words to label and describe
Makes inferences
Asks appropriate questions to clarify information
Asks and responds to questions about stories
Retells the important events of a short story
Speaks clearly and to the point
Participates in class discussions
Uses appropriate language to interact with peers

Any additional comments about child’s language development:

________________________________________________________________________
________________________________________________________________________

Page 1 of 3
## PHONOLOGICAL AWARENESS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Child’s Instructional Exposure / Practice with this skill (number of months)</th>
<th>Rate Child’s Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces rhyme</td>
<td></td>
<td>1 – Able</td>
</tr>
<tr>
<td>Identifies syllables in spoken words</td>
<td></td>
<td>2 – Able but Inconsistent</td>
</tr>
<tr>
<td>Isolates the initial sound in a one-syllable word</td>
<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td>Blends spoken sounds to form a one-syllable word</td>
<td></td>
<td>4 – Unable</td>
</tr>
<tr>
<td>Segments sounds in words with two to three phonemes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PRINT AWARENESS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Child’s Instructional Exposure/ Practice with this skill (number of months)</th>
<th>Rate Child’s Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies upper- and lower- letters</td>
<td></td>
<td>1 – Able</td>
</tr>
<tr>
<td>Recognizes that sentences consist of words separated by spaces</td>
<td></td>
<td>2 – Able but Inconsistent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 – Unable</td>
</tr>
</tbody>
</table>

## BEGINNING READING

<table>
<thead>
<tr>
<th>Skill</th>
<th>Child’s Instructional Exposure / Practice with this skill (number of months)</th>
<th>Rate Child’s Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies the common sounds that letters represent</td>
<td></td>
<td>1 – Able</td>
</tr>
<tr>
<td>Uses knowledge of letter-sound relationships to decode regular words (VC, CVC, CCVC, CVCC)</td>
<td></td>
<td>2 – Able but Inconsistent</td>
</tr>
<tr>
<td>Recognizes that new words are created when letters are changed, added, or deleted</td>
<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td>Identifies at least 25 high-frequency words</td>
<td></td>
<td>4 – Unable</td>
</tr>
<tr>
<td>Identifies elements of a story, including setting, character, and key events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any additional comments about child’s reading skills:

________________________________________________________________________

________________________________________________________________________

Page 2 of 3
### HANDWRITING / SPELLING

<table>
<thead>
<tr>
<th>Skill</th>
<th>Child's Instructional Exposure / Practice with this skill (number of months)</th>
<th>Rate Child's Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 – Unable</td>
</tr>
</tbody>
</table>

- Writes own name
- Forms upper- and lower-case letters legibly
- Matches sounds to letters to spell CVC words

### MATH

<table>
<thead>
<tr>
<th>Skill</th>
<th>Child's Instructional Exposure / Practice with this skill (number of months)</th>
<th>Rate Child's Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 – Able</td>
</tr>
<tr>
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<td></td>
<td>3 – Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 – Unable</td>
</tr>
</tbody>
</table>

- Uses logical reasoning
- Uses language such as *before* or *after* to describe sequence
- Names positions using *first, second, third*...
- Uses language to describe positions: *over, under, above, below*...
- Sequences up to three events
- Describes, compares, and sorts objects by attributes
- Reads a calendar using days, weeks, and months
- Compares by length, capacity, and weight
- Uses number symbols through 20
- Adds and subtracts using concrete objects
- Identifies, extends, and creates patterns
- Counts by ones to 100
- Uses information from a graph of real objects or pictures

Any additional comments about child’s math skills:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Other thoughts or comments you would like to share:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
# ACADEMIC CHECKLIST for GRADES 1 – 9 – TEACHER FORM

Student’s name: ____________________________ Date completed: ____________________________
Completed by: ____________________________ Subject Taught: ____________________________

How long you have taught this student: ____________________________

<table>
<thead>
<tr>
<th>Rate how often this child has (or had) each of the following problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the child has not been taught a specific skill, please leave the item blank.</td>
</tr>
<tr>
<td><strong>Rarely</strong></td>
</tr>
<tr>
<td>Trouble producing specific speech sounds.</td>
</tr>
<tr>
<td>Trouble saying words with difficult speech patterns (conditioner).</td>
</tr>
<tr>
<td>Confuses similar sounding words (“specific” for “Pacific”).</td>
</tr>
<tr>
<td>Frequent slips of the tongue (“bitter-batter” for “pitter-patter”).</td>
</tr>
<tr>
<td>Uses incorrect verb tense when speaking (Today, Billy go to the doctor).</td>
</tr>
<tr>
<td>Uses incorrect forms of irregular verbs when speaking (I knowed him).</td>
</tr>
<tr>
<td>Confuses multiple meaning words (slip, brush, trunk)</td>
</tr>
<tr>
<td>Says sentences with words in the wrong order.</td>
</tr>
<tr>
<td>Sentences do not sound like other children his/her age.</td>
</tr>
<tr>
<td>Trouble understanding questions or spoken directions.</td>
</tr>
<tr>
<td>Responds to only part of multiple-step instructions.</td>
</tr>
<tr>
<td>Asks me to repeat questions or spoken directions.</td>
</tr>
<tr>
<td>Trouble finding the right word to say.</td>
</tr>
<tr>
<td>Speech is hesitant, filled with pauses or fillers (“um,” “you know”).</td>
</tr>
<tr>
<td>Frequently uses words that are have little meaning (“stuff”, “thing”).</td>
</tr>
<tr>
<td>Talks a lot but gives little information.</td>
</tr>
<tr>
<td>Difficulty looking at the person he/she is talking to.</td>
</tr>
<tr>
<td>Trouble keeping up a conversation with friends.</td>
</tr>
<tr>
<td>Uses negative behaviors (hitting) instead of words to solve problems.</td>
</tr>
<tr>
<td>Trouble getting to the point when talking.</td>
</tr>
<tr>
<td>Trouble telling about a movie he/she just saw.</td>
</tr>
<tr>
<td>Difficulty telling about a recent experience.</td>
</tr>
<tr>
<td>Uses slang incorrectly.</td>
</tr>
<tr>
<td>Trouble understanding common expressions.</td>
</tr>
<tr>
<td>Difficulty understanding jokes.</td>
</tr>
<tr>
<td>Trouble understanding sarcastic comments.</td>
</tr>
<tr>
<td>Needs a lot of repetition to learn new concepts.</td>
</tr>
</tbody>
</table>

Please complete the remaining questions on the next page of this form.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Rarely</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems learning letter names or letter sounds.</td>
<td></td>
<td></td>
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<tr>
<td>Trouble sounding-out words.</td>
<td></td>
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<tr>
<td>Mispronounces words when reading stories or text.</td>
<td></td>
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<tr>
<td>Substitutes similar words when reading stories or text.</td>
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<tr>
<td>Omits or adds words when reading stories or text.</td>
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<tr>
<td>Repeats words or phrases when reading stories or text.</td>
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<tr>
<td>Reading is hesitant, choppy, or “uneven” when reading stories or text.</td>
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<tr>
<td>Reads slowly.</td>
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<tr>
<td>Trouble understanding details, main ideas when he/she reads.</td>
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<tr>
<td>Trouble recognizing cause/effect, conclusions, predictions when reading.</td>
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<tr>
<td>Trouble drawing shapes.</td>
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<tr>
<td>Appears to “draw” the letters when writing.</td>
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<tr>
<td>Handwriting is slow and/or labored.</td>
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<tr>
<td>Can memorize for spelling tests, but cannot remember words one week later.</td>
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<tr>
<td>Spells words the way they sound (“thay” for they, “vacayshun” for vacation).</td>
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</tr>
<tr>
<td>Spelling is very difficult to read or “make out” (“thsxn” for vacation).</td>
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<tr>
<td>Uses incorrect grammar in written work.</td>
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<tr>
<td>Written sentences do not make sense.</td>
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<tr>
<td>Trouble preparing an organized written report or story.</td>
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<tr>
<td>Trouble with counting and sequencing numbers.</td>
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</tr>
<tr>
<td>Problems learning names of the numbers.</td>
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<tr>
<td>Difficulty learning meanings of words used for math.</td>
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<tr>
<td>Trouble learning math symbols (+, -, etc).</td>
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<tr>
<td>Trouble learning addition or subtraction math facts.</td>
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<tr>
<td>Difficulty learning to carry and borrow.</td>
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<tr>
<td>Trouble learning multiplication math facts.</td>
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<tr>
<td>Trouble completing timed math activities (mad minutes, etc).</td>
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<td></td>
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<tr>
<td>Trouble solving math word problems.</td>
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<tr>
<td>Difficulty solving problems involving time.</td>
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<tr>
<td>Trouble solving multiple-step word problems.</td>
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<tr>
<td>Difficulty with math involving fractions or decimals.</td>
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</tr>
<tr>
<td>Trouble with algebra, geometry, or other higher level math.</td>
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<td></td>
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</tbody>
</table>