



Neurodiverse SpLD Checklist: Secondary Level (ages 12 - 16)

Instructions for use of the paper-based version

This checklist is designed to be used as a first step in identifying the needs of learners who are achieving below the expected level in the classroom. It is not a diagnostic tool. Use of the checklist should always be followed by the appropriate recommendations and next steps.

To use the paper-based checklist:

1. For each behaviour in the list, select whichever is relevant for the learner: not at all, sometimes, or often.
2. When you have completed the entire checklist select only the cells that show sometimes or often. This will give you an overview of the behaviours and needs of your learner.
3. In consultation with the SENCo or Learning Support team, complete the Recommendations/Next Steps box at the bottom of the checklist.

Name of Learner

<i>For each behaviour, select not at all, sometimes, or often</i>	<i>not at all</i>	<i>some times</i>	<i>often</i>
Other family members with similar difficulties			
Problems recalling facts			
Difficulty with recalling/following instructions			
Difficulty remembering sequential information			
Poor concept of time			
Poor organisation skills			
Difficulty with fluent, accurate reading			
Continued difficulty with phonological awareness			
Persistent difficulty with spelling			
Poor structure/organisation of written work			
Difficulty copying from the board			
Has obvious good/bad days			
Low self esteem			
Work avoidance tactics used			
Poor comprehension skills			
Slow speed of writing			
Weak short term and/or working memory			
Slow speed of reading			
Difficulties handling tools and equipment			
Movements appear awkward/effortful			
Handwriting difficulties (speed and/or presentation)			
Poor posture/hypermobility			
Lack of stamina			
Struggles with team games			
Poor organisation of self and equipment			
Poor time management			
Difficulty following instructions			
Takes longer to process information			
Poor short term visual memory			
Difficulty forming relationships			
Interrupts/talks loudly			
Inconsistent performance			
Immature behaviour			
Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.)			
Poor hygiene/self-awareness			

	<i>not at all</i>	<i>some times</i>	<i>often</i>
Not seeming to listen when spoken to directly			
Not following through on instructions			
Difficulty in organising tasks or activities or knowing where to start			
Easily distracted by extraneous stimuli			
Forgetful in daily activities			
Loses things and is disorganised			
Cannot sit still when expected or required			
Blurts outs answers before the question is finished			
Difficulty in engaging in activities quietly			
Inability to control emotions			
“On the go” constantly			
Talks at speed			
Interrupts or intrudes on others			
Appears inattentive/day dreamer			
Can't wait to take their turn			
Difficulty sustaining attention or completing tasks			
Responds to social interaction but does not initiate it			
Difficulty understanding jokes/figures of speech			
Difficulty reading social interactions			
Lack of awareness of personal space			
Makes honest but inappropriate observations			
Socially inappropriate eye contact			
Is hyperactive/uncooperative/oppositional			
Difficulty maintaining friendships			
Is over-sensitive to certain textures or sounds			
Resistant to change			
Difficulty in transferring skills from one area to another			
Overly focussed on the detail of tasks			
Abnormal use of tone/pitch in speech			
Engages in the same task repeatedly and/or in ritual behaviours			
Dislikes/avoids social situations			
Experiences anxiety and heightened behaviours in new situations			
Inability to perceive risk/danger			

