

Dyslexia Screening Questionnaire

Student: _____ Grade: _____

Teacher: _____ Date: _____

Reading experts believe Rapid Automatic Naming (RAN) affects reading because it involves how well we can retrieve phonological information.

Research has shown that students who struggle in this area are very likely to struggle with reading especially when they encounter difficulty rapidly naming letters and/or numbers. This may indicate a need for additional practice to get something to fluent automaticity, whether that is with reading or math.

Students who have difficulty rapidly naming colors and/or objects are more likely to experience a language disorder e.g. word finding disorder.

Citation: Arkansas Rapid Naming Test - developed and provided by the Arkansas Department of Education at www.arkansased.gov

Do either of these 2 scenarios apply to the student? If so, which ones?

A student will experience the greatest risk for Dyslexia when all three of the following components are identified during the assessment process. Circle any which are present in the student.

1. Low oral language
2. Poor rapid naming skills
3. Poor phonological awareness

Risk Factors for Reading Problems and/or Dyslexia: Circle all that are relevant to the student:

- Difficulty with spelling
- Writing deficits (content)
- Difficulty with decoding in early elementary school
- Reduced exposure to reading in the home environment
- Family history of Dyslexia and/or reading problems
- Family history of learning disabilities
- Began talking at a later than expected age
- Difficulty pronouncing words correctly
- Receiving SLP services for a speech sound disorder
- Difficulty learning the names of letters and numbers
- Difficulty pronouncing words correctly
- Difficulty learning common nursery rhymes
- Delayed vocabulary development

- Delayed syntax development
- Reduced listening comprehension
- Reduced reading comprehension
- Poor phonological awareness
- Difficulty producing rhymes for new or unfamiliar words
- Attention deficits e.g. Hyper-attention versus poor attention

Protective Factors That Reduce the Probability/Sustainability of Developmental Reading Problems/Dyslexia. Circle all that are relevant to the student:

- Average or above average oral language
- Exposure to evidenced based instruction from an early age (1-2 years of preschool)
- Supportive family and peers
- Growth mindset
- Early exposure to daily reading activities in the home
- Demonstrates enjoyment with reading activities
- Can name all uppercase letters and most lowercase letters
- Can generate familiar rhymes
- Strong verbal working memory
- Rapid automatic naming ability
- Efficient processing speed
- Access to assistive technology

Individual completing this form: _____

Relationship to the student: _____

Suggested Next Steps:
