

Developmental Practitioners Association

Therapy Outcomes Measures (TOMs)

Supplementary Guidance 4

SpLD Behavioural Checklists

April 2024

Pete Griffin uses the following Behavioural Checklists as appropriate in his practice. They are not an accurate diagnosis of any specific SpLD, but rather an indicator of possibility. Nor do they list every possible behaviour associated with a specific SpLD. He has adapted them to help him come to a TOMs judgement.

The checklists he has used for several years both in his practice and in schools (He normally charges £50 for the set)

He has made them free to DPA members but would insist that they are not copied and shared with non-members, who can purchase the set for £50 from Pete Griffin email: mapretep@aol.com, tel: [07504305038](tel:07504305038)

They are all available on request in Excel so that you do not have to make any calculations.

Behavioural Checklists for Specific Learning Difficulties

- a. Dyslexia
- b. Developmental Coordination Disorder
- c. Autism Spectrum Disorder
- d. ADHD/ADD
- e. Dyscalculia
- f. Dysgraphia
- g. Auditory Processing Disorder
- h. Specific Language Disorder
- i. Poor Working Memory

Firstly here with an example of how a checklist works. This example was included in a client report to his school which brought about immediate support and a diagnosis of Dyslexia quite quickly.

Example of using a Behavioural Checklist

Using the checklist below, I have come to the judgement that the impairment is severe because percentage score of 68% is between 61- 80% making the TOMs assessment Severe.

For each behaviour , put a score of 1 in the most appropriate judgement column - 'Always', 'Very Often', 'Often', 'Sometimes', 'Rarely' and 'Never'

If you cannot choose between two categories score 0.5 in each

Behaviour Associated with Dyslexia (Age Appropriate)	Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
problems recognising and blending letter sounds	1					
Difficulty reading words	1					
Not enjoy reading	1					
Reading lacks fluency	1					
Poor reading comprehension	1					
Spelling unpredictable and inconsistent		0.5	0.5			
Makes simple copying errors		0.5	0.5			
Mispronounces words			1			
Finds it hard to find the right words to express themselves		1				
Needs more time to think when responding orally to a question			1			
Finds it hard to follow a sequence of instructions		1				
Finds it hard to remember sequences - alphabet, days of the week, months of the year , telephone numbers etc		1				
Difficulty remembering things short term				1		
Takes a long time to complete written activities			1			
Oral response reflects a far better ability than that shown in written work		1				
Clumsy			1			
Letter/number reversal					1	
Poor fine motor coordination			1			
Finds it hard to visually 'hold a place-	1					
Confuse left and right						
Letters or words seem to move when reading						1
Column Score	6	5	6	1	1	1
Weighting - Multiply by	5	4	3	2	1	0
Weighted Column Score	30	20	18	2	1	0
Total Weighted Score	71					
% Score	68					

Available in Excel with automatic calculations	TOMs Descriptor	TOMs Score	% Score
	Very Severe	0 - 0.5	81 to 100
	Severe	1 - 1.5	61 to 80
	Severe/Moderate	2 - 2.5	41 to 60
	Moderate	3 - 3.5	21 to 40

How the spreadsheet is structured.

1. The common behaviours associated with Dyslexia are listed. I may not have got everyone and others could be added later but I believe I have sufficient to make the judgement viable.
2. There are five assessment columns:
 - a. Always (Very Severe)
 - b. Very Often (Severe)
 - c. Often (Severe/Moderate)
 - d. Sometimes (Moderate)
 - e. Rarely (Mild)
 - f. Never (No Impairment).
3. The frequency or severity each behaviour is scored by placing '1' in the appropriate assessment column if undecided between two put 0.5 in each.
4. Each assessment column is totalled.
5. The assessment column scores are then weighted by multiply its total accordingly:
 - a. Always (Very Severe) times 5
 - b. Very Often (Severe) times 4
 - c. Often (Severe/Moderate) times 3
 - d. Sometimes (Moderate) times 2
 - e. Rarely (Mild) times 1
 - f. Never (No Impairment) times 0
 - g. The scores are then added up to give the .Total Weighted Score.
 - h. The Total Weighted is core is divided by (the number of questions times 5) and then multiplied by 100 to give the percentage.
 - i. The percentage score shows on the table below the degree of severity.

TOMs Descriptor	TOMs Score	% Score
Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

1. **Score each behaviour.**
2. **The Percentage is automatically calculated and all you then do is find where it fits on the above table.**

a. Dyslexia Checklist

Behaviour Associated with Dyslexia (Age Appropriate)	Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1 Problems recognising and blending letter sounds						
2 Difficulty reading words						
3 Not enjoy reading						
4 Reading lacks fluency						
5 Poor reading comprehension						
6 Spelling unpredictable and inconsistent						
7 Makes simple copying errors						
8 Mispronounces words						
9 Finds it hard to find the right words to express themselves						
10 Needs more time to think when responding orally to a question						
11 Finds it hard to follow a sequence of instructions						
12 Finds it hard to remember sequences - alphabet, days of the week, months of the year, telephone numbers etc						
13 Difficulty remembering things short term						
14 Takes a long time to complete written activities						
15 Oral response reflects a far better ability than that shown in written work						
16 Clumsy						
17 Letter/number reversal						
18 Poor fine motor coordination						
19 Finds it hard to visually 'hold a place-						
20 Confuse left and Right						
21 Letters or words seem to move when reading						
Column Score	0	0	0	0	0	0
Weighting - Multiply by	5	4	3	2	1	0
Weighted Column Score	0	0	0	0	0	0
Total Weighted Score	0					
% Score	0					

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Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

b. Dyspraxia (DCD) Checklist

Behaviour Associated with Developmental Coordination Disorder (Age Appropriate)	Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
Difficulty with toys/hobbies requiring good coordination (Lego, stacking games, model building etc)						
Has/had difficulty using cutlery						
Difficulty with playground games (hopping, skipping, running, catching, kicking)						
Difficulties with writing, drawing and cutting with scissors						
Poor at most sports, gymnastics and dance						
Difficulty writing , drawing and cutting with scissors						
Difficulty tying knots and doing up buttons and zips						
Difficulty with keys in locks, and turning handles						
Difficulty being still						
Awkward and clumsy						
Awkward posture walking up and down stairs						
Column Score	0	0	0	0	0	0
Weighting - Multiply by	5	4	3	2	1	0
Weighted Column Score	0	0	0	0	0	0
Total Score	0					
% Score	0					

TOMs Descriptor	TOMs Score	% Score
Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

C. Autism Behaviour Checklist

Behaviour Associated with Autism (Age Appropriate)		Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1	Not respond to their name or other verbal bids for attention						
2	Little or no eye contact						
3	Not smile back						
4	Sensory hypersensitivity (taste, sight, smell, touch, sound, vestibular)						
5	Repetitive physical movements (tapping, flapping and clapping)						
6	Difficulty engaging in back and forth conversation						
7	Repeats same phrases						
8	Finds it difficult to understands others point of view/actions/attitudes						
9	Likes strict routines and gets upset if altered						
10	Strong/Extreme focus on certain subjects/activities						
11	Difficulty engaging in imaginative play						
12	Difficulty making and keeping friends						
13	Experience anxiety when confronted to new social situations						
14	Finds nonliteral references difficult (jokes, figures of speech and sarcasm)						
15	Finds it difficult to initiate social interaction						
16	Gets confused and anxious in 'busy' social settings						
17	Social distancing is an issue						
18	Gets lost in detail						
19	Speaks in an unusual tone (flat, sing song or robotic)						
20	Finds it difficult if others do not follow their perception of the rules						
21	Has to plan an activity very carefully before doing it						
22	Can appear rude, blunt or disinterested without meaning to						
23	Can 'go on and on' without picking up cues from the listener						
24	Finds it hard to express feelings						
25	Fails to understand social etiquettes such as not talking over people						
Column Score		0	0	0	0	0	0
Weighting - Multiply by		5	4	3	2	1	0
Weighted Column Score		0	0	0	0	0	0
Total Score		0					
% Score		0					

TOMs Descriptor	TOMs Score	% Score
Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

d. ADHD Behaviour Checklist

Behaviour Associated with ADHD (Age Appropriate)		Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1	Forget daily activities and routines						
2	Difficulty paying attention						
3	Difficulty staying on task						
4	Difficulty following instructions						
5	Easily loses focus						
6	Disorganised and soon loses things						
7	Poor time management						
8	Procrastinate if tasks time consuming or difficult						
9	Makes frequent careless mistakes						
10	Difficulty sitting still						
11	Excessive talking						
12	Difficulty waiting and taking turn						
13	Constant fidget- squirming, tapping etc						
14	Problems remaining in seat						
15	Restlessness - resulting in desire to run, spin or climb						
16	Difficulty playing quietly.						
17	Blurts out answer before question finished						
18	Impulsive actions and decisions						
19	Intense emotional outbursts						
20	Not perceive danger						
21	Difficulty not interrupting or intruding on another's conversation						
22	Finds it hard to talk slowly						
	Column Score	0	0	0	0	0	0
	Weighting - Multiply by	5	4	3	2	1	0
	Weighted Column Score	0	0	0	0	0	0
	Total Score	0					
	% Score	0					

TOMs Descriptor	TOMs Score	% Score
Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

e. Dyscalculia Behaviour Checklist

	Behaviour Associated with Dyscalculia (Age Appropriate)	(Age Severe)	Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1	Loses count							
2	Takes long time to complete numerical operations							
3	Difficulty with reversal dual number direction (72 and 27, 157 1 and 751)							
4	Difficulty with mathematical symbols							
5	Poor spatial and directional awareness							
6	Difficulty with estimating answers							
7	Difficulty with Piaget's subitising small numbers (recognising that there are 5 objects without counting)							
8	Difficulty counting backwards							
9	Difficulty remembering shapes							
10	Difficulty with place values							
11	Difficulty with orientation, directions not getting lost							
12	High anxiety when doing anything mathematical							
13	Difficulty with grid references (e.g. battleships, coordinates)							
14	Difficulty with basic mental arithmetic							
15	Difficulty remembering number bonds and/or tables							
16	Poor concept of time							
17	Slow at maths tests and/or class work							
18	Soon forget previous mastered maths skills/knowledge							
19	Difficulty with age appropriate mathematical concepts such addition, division, fractions, decimals, ratios etc.							
20	Over reliance on immature concrete-operational processes (finger counting, finger counting in head, number lines, counters etc)							
21	Unable to explain a mathematical process they are using							
	Column Score	0	0	0	0	0	0	0
	Weighting - Multiply by	5	4	3	2	1	0	0
	Weighted Column Score	0	0	0	0	0	0	0
	Total Score	0						
	% Score	0						

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Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

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f. Auditory Processing Disorder

Behaviour Associated with APD (Age Appropriate)		Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1	Identifying the direction of a sound.						
2	Following fast speech.						
3	Following different accents.						
4	Understanding words spoken in noisy area.						
5	Difficulty distinguishing between similar sounding words.						
6	Difficulty with telephone conversations.						
7	Difficulty hearing the lyrics of a song						
8	Difficulty following verbal directions						
9	Below average attainment in reading, spelling and writing.						
10	Not understand or delayed processing of figurative speech, jokes, sarcasm and idioms.						
11	Takes longer to reply to a question or statement.						
Column Score		0	0	0	0	0	0
Weighting - Multiply by		5	4	3	2	1	0
Weighted Column Score		0	0	0	0	0	0
Total Score		0					
% Score		0					

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Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

g. Specific Language Disorder

Behaviour Associated with SLD (Age Appropriate)	Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
Column Score	0	0	0	0	0	0
Weighting - Multiply by	5	4	3	2	1	0
Weighted Column Score	0	0	0	0	0	0
Total Score	0					
% Score	0					

TOMs Descriptor	TOMs Score	% Score
Very Severe	0 - 0.5	81 to 100
Severe	1 - 1.5	61 to 80
Severe/Moderate	2 - 2.5	41 to 60
Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0

h. Poor Working Memory

Behaviour Associated with Poor Working Memory (Age Appropriate)		Always (Very Severe)	Very Often (Severe)	Often (Severe/Moderate)	Sometimes (Moderate)	Rarely (Mild)	Never (No Impairment)
1	Need to revisit text, conversation or video etc to remember						
2	Difficulty following multi-step instructions						
3	Finds it hard to stay focused and engaged.						
4	Can learn information if given a lot of repetition (over learn)						
5	Loses track of what/why doing something						
6	Especially finds it difficult if got to both remember and process information (recall tables and apply to a maths problem)						
7	In doing an activity may skip a step or go back and repeat a step						
8	Needs additional time and/or support at completing school assignments						
9	Will forget purpose of action (why gone into a room, forget card/present when going to someone's birthday etc)						
Column Score		0	0	0	0	0	0
Weighting - Multiply by		5	4	3	2	1	0
Weighted Column Score		0	0	0	0	0	0
Total Score		0					
% Score		0					

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Very Severe	0 - 0.5	81 to 100
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Moderate	3 - 3.5	21 to 40
Mild	4 - 4.5	1 to 20
No Impairment	5	0