

## Adult College Symptoms Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Age: \_\_\_\_\_

***Please read the questions and place an “X” in the appropriate column. If you feel as though a particular item does not apply to you or is not a problem, then please leave that item blank.***

### ATTENTION

| Attention Problems  | Mild | Moderate | Severe |
|---|------|----------|--------|
| <b>Selective/Sustained/Focused/Shifting Attention Difficulties</b>  |      |          |        |
| Becomes overwhelmed with difficult tasks.                           |      |          |        |
| Difficulty paying attention for a long period of time.              |      |          |        |
| Loses place in an academic task (e.g., reading, writing, and math). |      |          |        |
| Mind appears to go blank or loses train of thought.                 |      |          |        |
| Inattentive to details or makes careless mistakes.                  |      |          |        |
| Easily becomes absorbed into one task (e.g., T.V.).                 |      |          |        |
| Easily distracted.  |      |          |        |
| Inattentive to details or makes careless mistakes.                  |      |          |        |

### EXECUTIVE FUNCTIONING

| <b>Executive Functions</b>  | <b>Mild</b> | <b>Moderate</b> | <b>Severe</b> |
|---|-------------|-----------------|---------------|
| <b>Flexibility in Thinking Difficulties</b>                             |             |                 |               |
| • Gets stuck on one activity (e.g., playing video games).               |             |                 |               |
| • Does not hear anything else while watching TV.                        |             |                 |               |
| • Difficulty transitioning from one activity to another.                |             |                 |               |
| <b>Initiating/Planning Difficulties</b>                                 |             |                 |               |
| • Difficulty with making plans.   |             |                 |               |
| • Quickly becomes frustrated and gives up easily.                       |             |                 |               |
| • Difficulty figuring out how to start a complex task.                  |             |                 |               |
| • Difficulty sticking to a plan of action.                              |             |                 |               |
| <b>Problem Solving and Organizing Difficulties</b>                      |             |                 |               |
| • Difficulty learning new concepts or activities.                       |             |                 |               |
| • Makes the same kinds of errors over and over, even after corrections. |             |                 |               |
| • Frequently loses track of possessions.                                |             |                 |               |
| <b>Behavioral / Emotional Regulation Difficulties</b>                   |             |                 |               |
| • Experiences signs of over activity (hyperactivity).                   |             |                 |               |
| • Does not think before acting.   |             |                 |               |
| • Difficulty following rules and/or directions.                         |             |                 |               |
| • Experiences signs of irritability.                                    |             |                 |               |
| • Lacks common sense or judgment.                                       |             |                 |               |

## MEMORY

| <b>Memory Functions</b>               | <b>Mild</b> | <b>Moderate</b> | <b>Severe</b> |
|---------------------------------------|-------------|-----------------|---------------|
| <b>Short Term Memory Difficulties</b> |             |                 |               |

|   |  |  |  |
|---|--|--|--|
| Frequently asks for repetitions of instructions/explanations.                     |  |  |  |
| Forgets material right after they are presented.                                  |  |  |  |
| Lacks rehearsal strategies while listening and understanding concepts             |  |  |  |
| Problems copying from the board and/or taking notes                               |  |  |  |
| <b>Working Memory Difficulties</b>  |  |  |  |
| • Frequently asks for repetitions of instructions/explanations.                   |  |  |  |
| • Trouble following multiple step directions.                                     |  |  |  |
| • Loses track of steps/forgets what they are doing amid task.                     |  |  |  |
| • Loses place in the middle of solving a math problem.                            |  |  |  |
| • Loses train of thought while writing.   |  |  |  |
| • Trouble summarizing narrative or text material.                                 |  |  |  |
| • Trouble remembering facts or procedures in mathematics.                         |  |  |  |
| <b>Long Term Memory Difficulties</b>  |  |  |  |
| • Forgets where personal items or school work were left.                          |  |  |  |
| • Forgets to turn in papers and/or projects.                                      |  |  |  |
| • Forgets what happens days or weeks ago.   |  |  |  |
| • Does well on daily assignments but does not do well on end of the week quizzes. |  |  |  |
| • Limited knowledge of basic facts for places, events, and people.                |  |  |  |

## READING

| Academic Functions: Reading  | Mild | Moderate | Severe |
|--|------|----------|--------|
| <b>Reading Decoding Difficulties</b>   |      |          |        |
| • Over relies on sounding out most words when reading; even familiar words.  |      |          |        |
| • Substitutes words that sound like the target word (e.g., reading “pear” for “bear”).                                     |      |          |        |
| • Substitutes words that mean that same as the word being read, but not the word itself (e.g., reading “truck” for “car”). |      |          |        |

| <b>Reading Comprehension Difficulties</b>                 |  |  |  |
|---|--|--|--|
| • Difficulty understanding what is read.                  |  |  |  |
| • Difficulty identifying main elements of a story.        |  |  |  |
| • Is distracted while reading.                            |  |  |  |
| • Misses important details while reading.                 |  |  |  |
| <b>Reading Fluency Difficulties</b>                       |  |  |  |
| • Limited reading vocabulary.                             |  |  |  |
| • Difficulty reading quickly and accurately.              |  |  |  |
| • Slow and deliberate reader.                             |  |  |  |
| <b>Reading: Attitudinal Issues</b>                        |  |  |  |
| • Avoids reading activities.                              |  |  |  |
| • Is anxious/uptight/nervous while reading.               |  |  |  |
| • Has no interest in reading for information or pleasure. |  |  |  |

## WRITING

| <b>Academic Functions: Writing</b>                        | <b>Mild</b> | <b>Moderate</b> | <b>Severe</b> |
|---|-------------|-----------------|---------------|
| <b>Writing: Spatial Production Functions</b>              |             |                 |               |
| • Trouble staying on the horizontal lines.                |             |                 |               |
| • Others have difficulty reading what he/she has written. |             |                 |               |
| • Trouble forming letters and words.                      |             |                 |               |
| <b>Writing: Expressive Language Functions</b>             |             |                 |               |
| • Difficulty putting ideas into words.                    |             |                 |               |
| • Uses simple sentence structure and lacks variety.       |             |                 |               |
| • Produces poor spelling in writing.                      |             |                 |               |

|   |  |  |  |
|---|--|--|--|
| • Poor grammar in writing.                            |  |  |  |
| <b>Writing: Graphomotor Output Functions</b>          |  |  |  |
| • Presses too soft with the pencil/pen while writing. |  |  |  |
| • Presses too hard with the pencil/pen while writing. |  |  |  |
| • Has a preference for printing over cursive writing. |  |  |  |
| <b>Writing: Attitudinal Issues</b>                    |  |  |  |
| • Avoids writing activities.                          |  |  |  |
| • Anxious/uptight/nervous while writing.              |  |  |  |
| • Has no interest in writing activities.              |  |  |  |

## MATH

| Academic Functions: Mathematics   | Mild | Moderate | Severe |
|---|------|----------|--------|
| <b>Mathematics Computational and Procedural Difficulties</b>  |      |          |        |
| Forgets what steps to take when solving math problems (e.g., carrying in addition or borrowing in subtraction). |      |          |        |
| Makes computational errors.   |      |          |        |
| Slow in solving math problems.  |      |          |        |
| Makes careless mistakes while solving math problems.  |      |          |        |
| Does not always pay attention to the math problems signs.   |      |          |        |
| <b>Attitudes Towards Mathematics</b>  |      |          |        |
| Appears anxious/uptight/nervous when working with math.   |      |          |        |
| Avoids math activities.   |      |          |        |
| Has no interest in math.  |      |          |        |