



# Brain Boost Academy

## Learning Problems Checklist (Symptoms)

|                      |                |  |        |
|----------------------|----------------|--|--------|
| Child/Student:       | Date of Birth: | Age:   | Grade: |
| Completed by (name): |                | Today's Date:<br><input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Student/Adult student |        |

**The following are symptoms & indicators that something is getting in the way of learning.**

Each can apply to children, teens, and adults, however many are phrased for parents looking to learn more about their children.  
This is not an exhaustive list, but it does contain the most common **symptoms** of learning problems...

|   |   |   |  |
|---|---|---|--|
| <b>History Of (check all that apply):</b>   |   |   |  |
| <input type="radio"/> Ear Infections and/or hearing loss<br><input type="radio"/> Delayed speech or language development<br><input type="radio"/> Delayed motor development<br><input type="radio"/> Concussion or head trauma<br><input type="radio"/> Developmentally delayed/ Other diagnosis<br>List diagnosis: _____ | <input type="radio"/> Attention problems<br><input type="radio"/> Learning problems<br><input type="radio"/> Behavior/Self-control problem<br><input type="radio"/> Diagnosed learning disability<br><input type="radio"/> Wears glasses/vision therapy<br>Needs glasses for reading? Y N | <input type="radio"/> ADHD/ ADD/ APD/ ASD Diag.<br><input type="radio"/> Social skill problems<br><input type="radio"/> Poor grades<br><input type="radio"/> Low confidence/self-esteem<br><input type="radio"/> Medicated (present/ past):<br>Explain: |  |

### DIRECTIONS

Check the box that describes how often each symptom occurs:

N= Never, S= Sometimes, O= Often Also- Please clarify by circling any of the descriptions that apply. You are welcome to scribble notes and information as well.

| N | S | O |
|---|---|---|
|---|---|---|

|   |  |  |
|---|--|--|
| <b>General Symptoms:</b>  |  |  |
| I have a bright child who is underachieving   |  |  |
| My child tries hard and gets minimal outcome.   |  |  |
| Avoids schoolwork (usually a coping strategy)   |  |  |
| Shows signs of anxiety- complains of: headaches, stomach aches, not wanting to go to school, interrupted sleep, nightmares, expresses worries. Depressed. |  |  |
| Requires a parent, or tutor, to help get through schoolwork   |  |  |
| <b>Listening Skills &amp; Auditory Processing (sounds, memory, comprehension)</b>   |  |  |
| Yawns while listening (indicates listening is taking a lot of energy)   |  |  |
| Poor auditory memory- not able to follow 3+ verbal directions/or parts at a time.   |  |  |
| Misunderstands what is heard (or misses information while listening). Says "huh, what?" a lot.  |  |  |
| Difficulty listening & recalling the sequence or order of sounds (not a reading task)   |  |  |
| Difficulty listening or communicating with background noise (fan, TV, party, class, ballgame)   |  |  |
| Poor auditory comprehension when listening to spoken language   |  |  |
| <b>Speaking, Language, and Social Skills</b>  |  |  |
| Imprecise speech, or speech articulation problems (Includes self-monitoring and self-correcting)  |  |  |
| Difficulty retelling a story summary (details & order) (Either omits critical info, or repeats word for word)   |  |  |
| Difficulty learning, retaining, and using, new vocabulary or concepts.  |  |  |
| Difficulty learning abstract and non-literal language   |  |  |
| Difficulty with inferencing ("reading between the lines" or context clues)  |  |  |
| Poor social skills, doesn't pick up on social cues, or has limited friends  |  |  |
| <b>Reading</b>  |  |  |
| Struggles to sound out words (decoding), or to blend the sounds together into words.  |  |  |
| Reading is "choppy", or reading speed + accuracy (= fluency) is poor  |  |  |
| Difficulty recalling or comprehending what he/she just read   |  |  |

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**Learning Problems Checklist (Page 2 of 2)**

| <b>Spelling and Writing</b>  | <i>N= Never, S= Sometimes, O= Often</i> | <b>N</b> | <b>S</b> | <b>O</b> |
|--|---|----------|----------|----------|
| Struggles with spelling in writing (this does not include spelling tests = visual memory)        |   |          |          |          |
| Creative writing contains shorter and easier words than he would use verbally.                   |   |          |          |          |
| Struggles with: (circle all that apply) written expression; written organization; handwriting    |   |          |          |          |
| <b>Math</b>  |   |          |          |          |
| Struggles with math: concepts, recalling math facts, estimating (circle all that apply)          |   |          |          |          |
| If errors are made, he can't figure out how to correct them.                                     |   |          |          |          |
| Inconsistent with math processes can do it sometimes and not others                              |   |          |          |          |
| <b>Behavior and Self-Esteem (circle all that apply)</b>  |   |          |          |          |
| Anxiety, Avoids school or schoolwork, Appears lazy and unmotivated                               |   |          |          |          |
| Poor/ low self-esteem; Recognizes that he/she is struggling more than peers                      |   |          |          |          |
| Disrupts others/ Seeks negative attention: classmates, teachers, siblings, parents               |   |          |          |          |
| Angry; Takes frustrations out on others unnecessarily; Affects relationships                     |   |          |          |          |
| Doesn't follow directions at: home school (circle)   |   |          |          |          |
| Doesn't transition well: to new environments or tasks  |   |          |          |          |
| Poor mental flexibility (poor ability to "shift gears" and adapt quickly and easily)             |   |          |          |          |
| <b>Motor, Spatial Awareness and Energy (circle all that apply)</b>                               |   |          |          |          |
| Uncoordinated or awkward movements; poor gross motor; poor fine motor/writing                    |   |          |          |          |
| Poor posture (could look like: low-tone, tired, lazy, disorganized, or not caring)               |   |          |          |          |
| Poor spatial awareness (runs into things; often in another's space; "lost" during sports)        |   |          |          |          |
| Fatigues quickly during physical activity, learning, or writing (poor stamina for tasks)         |   |          |          |          |
| <b>Processing, Reasoning, Problem-Solving (Executive Functions) (circle all that apply)</b>      |   |          |          |          |
| Takes a long time: Thinking, schoolwork, homework, making decisions, routines                    |   |          |          |          |
| Difficulty predicting possible consequences/ outcomes (logical solutions, cause & effect)        |   |          |          |          |
| Difficulty: (circle all that apply) planning ahead; organizing thoughts/materials; setting goals |   |          |          |          |
| <b>Memory</b>  |   |          |          |          |
| Struggles to recall months, days, math facts, or spelling words. (circle)                        |   |          |          |          |
| Not able to follow more than 2-3 directions at a time.   |   |          |          |          |
| Difficulty recalling new information (short-term working memory) or past info (long-term memory) |   |          |          |          |
| Forgets information heard, read, or studied.   |   |          |          |          |
| <b>Attention</b>   |   |          |          |          |
| Gets distracted easily, or has difficulty paying attention/focusing                              |   |          |          |          |
| Doesn't stay within his/her own space, and/or misses social cues and rules                       |   |          |          |          |
| Affects learning, and/or communicating with others   |   |          |          |          |
| Hyper-focuses for high-interest topics or activities (example: video games)                      |   |          |          |          |
| Excessive movement (motor overflow) especially while learning or doing homework                  |   |          |          |          |
| Impulsive, reacts before thinking (poor inhibition)  |   |          |          |          |

**If you've identified that you or your child has any of the above symptoms, then contact us to find out the root cause and what you can do about it. There IS hope! FIXING THE PROBLEM** (versus a temporary "band-aid") is our goal, by accurately identifying and greatly improving the weak skills that are holding back his/her potential. Our "physical therapy" for the brain is very different from tutoring and school support! We stop the frustration and dependence that a learning problem can cause by building new neurological connections in the brain! This creates competence and confidence that he can get organized, pay attention, learn and communicate independently. Visit our website & video at [www.BrainBoostAcademy.com](http://www.BrainBoostAcademy.com) and testimonials at [www.YouTube.com/karynlutes](http://www.YouTube.com/karynlutes)