


# LD & ADHD – POTENTIAL INDICATORS CHART




## Developed by the Learning Disabilities & ADHD Network


Children and youth with Learning Disabilities or ADHD share many Common **POTENTIAL INDICATORS**, or **RED FLAGS**. Other indicators are more Unique.

The information about **Potential Indicators (Red Flags)** is provided to increase awareness for parents, caregivers, educators and health professionals so that Learning Disabilities and ADHD are identified as soon as possible and appropriate supports can be put in place.

- The chart lists common indicators observed at different ages, followed by unique indicators.
- For each age group, new indicators are added – the previous indicators persist as well.
- We recognize that no two individuals are the same and that boys and girls may have different needs, but there are common indicators that we can look for.
- The chart begins at kindergarten. In the preschool years, any delay in development compared to peers is a concern. It is recommended that parents seek professional assistance to determine the reasons for the difficulties.

	<b>KINDERGARTEN ADHD POTENTIAL INDICATORS</b>	<b>KINDERGARTEN LD POTENTIAL INDICATORS</b>
<b>Common Indicators</b>	Difficulty following directions	Difficulty following directions
	Daydreaming, appears to be tuned out of conversations	Daydreaming, appears to be tuned out of conversations
	Difficulty interacting with peers	Difficulty interacting with peers
	Poor coordination	Poor coordination
	May have low self-esteem	May have low self-esteem
	Not feeling confident in self and/or skills	Not feeling confident in self and/or skills
	Difficulty with social language and communication	Difficulty with social language and communication
<b>Unique Indicators</b>	Difficulty attending to tasks for long, even play	Begins speaking later than expected
	Poor sleepers (difficulty falling asleep, restless, up early, doesn't nap)	Speaking and Articulation and issues. (Articulation= sounding out words correctly & clearly)
	On the go more than peers, can't sit for long periods unless very interested or highly motivated; constantly moving	Difficulty rhyming, matching sounds to letters
	Quick to react, excitable, slow to calm	Poor pencil grasp, poor printing
	Difficulty taking turns	Difficulty with scissors, colouring in the lines
	Safety & risk-taking issues (bolting into the parking lot or street, running away from parent)	Difficulty learning numbers, letters, days of the week
	Noisy/loud in individual & group situations	Difficulty learning left from right (shoes on wrong feet)
	Blurts out, interrupts	
	Loses and/or misplacing things	
	Difficulty regulating emotions	

	<b>GRADES 1-3 ADHD POTENTIAL INDICATORS</b>	<b>GRADES 1-3 LD POTENTIAL INDICATORS</b>
<b>Common Indicators</b>	Reluctant to go to school, appears discouraged with learning	Reluctant to go to school, appears discouraged with learning
	Avoids tasks that are hard for them	Avoids tasks that are hard for them
	Learns 1 day, but seems to forget the next day	Learns 1 day, but seems to forget the next day
	Poor recall of basic arithmetic facts	Poor recall of basic arithmetic facts
	Difficulty with multi-step directions	Difficulty with multi-step directions
	Messy printing, poor pencil skills	Messy printing, poor pencil skills
<b>Unique Indicators</b>	May be disruptive in class	Can read a word on one page, but not on the next day
	Harder time getting started on tasks	Difficulty learning how to sound out words, recognizing common words, reading aloud is slow and effortful
	Difficulty finishing tasks; lack of attentiveness to task, not working on task at hand	Avoids reading on their own or reading aloud
	Rushing through tasks	Difficulty understanding math concepts or math language
	Resistant to write the steps or show their work	
	Chatty in class	
	<b>GRADES 4-6 ADHD POTENTIAL INDICATORS</b>	<b>GRADES 4-6 LD POTENTIAL INDICATORS</b>
<b>Common Indicators</b>	Issues with homework (e.g., takes excessive time to complete)	Issues with homework (e.g., difficulty understanding or remembering the directions)
	Gaps in learning skills	Gaps in learning skills
	Problems with study skills, note-taking	Problems with study skills, note-taking
<b>Unique Indicators</b>	Limited written output; poor organization of thoughts, missing words or letters in writing	Learning difficulties seem to be getting worse, especially in reading, and gap is widening compared to peers
	Reads quickly but doesn't monitor reading - makes errors but knows how to read it when careful. Comprehension may be poor	Difficulties with spelling
	Careless errors in math but understands it; may misread signs and/or forget steps	Uneven skills with mathematics
	Inconsistent performance in academics	Not reading for pleasure; may avoid reading aloud
		Difficulty reading/understanding instructions
	<b>GRADES 7-9 ADHD POTENTIAL INDICATORS</b>	<b>GRADES 7-9 LD POTENTIAL INDICATORS</b>
<b>Common Indicators</b>	Difficulty completing tasks in allotted time	Difficulty completing tasks in allotted time
	Lack of independence with academic work	Lack of independence with academic work
	May have more difficulty with written work	May have more difficulty with written work

	Appears to be frustrated with school structure (e.g., navigating changing classes)	Appears to be frustrated with school structure (e.g., navigating changing classes)
	Unfinished tests and assignments	Unfinished tests and assignments
<b>Unique Indicators</b>	Lots of reminders required	Increased difficulty with pace and complexity of the classroom instruction
	Social immaturity	Increasing frustration
	Homework not handed in when completed; lots of missed assignments	Difficulty understanding academic vocabulary
	Seems to still need more teacher or parent/guardian support compared to peers	Increased lack of self esteem
	Difficulty keeping track of items, remembering items	
	May have clashes with authority	
	Acts without thinking	
	<b>GRADES 10-12 ADHD POTENTIAL INDICATORS</b>	<b>GRADES 10-12 LD POTENTIAL INDICATORS</b>
<b>Common Indicators</b>	Increased levels of anxiety	Increased levels of anxiety
	Poor self esteem	Poor self esteem
	Avoids studying or homework	Avoids studying or homework
	Difficulty with time management, organization, and planning	Difficulty with time management, organization, and planning
	Skips school/classes or wants to leave school	Skips school/classes or wants to leave school
	May be labelled as lazy	May be labelled as lazy
<b>Unique Indicators</b>	High risk behaviours	Test marks may be lower than assignment marks
	Impulsivity leading to problematic consequences	Often tries hard but fails
	Difficulty with peers	