



Behavioural Checklist for Screening the Learning Disabled

Smriti Swarup and Dharmishta H. Mehta

Interpretive Report

VIVEK
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Particulars

| | |
|---------------------|---------------|
| Name | VIVEK |
| Gender | MALE |
| Reason for Referral | Sample Report |
| Assessor | VIVEK PATIL |

Disclaimer

This profile arises from self-report questionnaires which may have alterations/variation due to individual's actual level of motivation, interests, experience, values, abilities, skills, mood state etc. than the analysis in the report captured basis the responses shared at the time of testing. The report must be interpreted in the light of corroborating evidence gained during the clinical interview. The findings of this report should be professionally interpreted in the light of other information about the individual. This report may include sensitive information that is likely to be misinterpreted by those without the required training. Authorization for use of this report is limited to the examinee and their designated consultants. Any further use requires the authorization of the examinee or their legal guardian.



Introduction

This report is based on the subject's responses to Behavioural Checklist for Screening the Learning Disabled (BCSLD). The report is presented in 2 sections; the first section provides comprehensive information about the respondent's composite Behavioral Checklist and its interpretation and the second section provides the subject's detailed profile on each of the 8 dimensions/sub-facets of personality and score interpretation.

Overview of the test

Behavioral Checklist Screening for Learning Disability is a 30-item self-report first-level screening tool that is filled in by the teacher for the assessment and determination for identification of a Learning Disabled child in a classroom. It was developed by Smriti Swarup and Dharmishta H. Mehta in 2011. The B.C.S.L.D. attempts to integrate all aspects of learning, i.e. the ability to process visual and auditory information, memory, comprehension, thinking, psychomotor skills, self-image, and motivation. Eight subscales, each representing a deficit in a particular ability, give us insight into the mental make-up, attempting to explain the reason for the child's under-achievement.





Results

| TOTAL SCORE | QUALITATIVE DESCRIPTOR |
|-------------|-------------------------------------|
| 25 | Not At Risk for Learning Disability |



Children with learning difficulties are neither lazy nor lacking in intelligence, and they also do not lack motivation. Learning disability made it difficult to learn and use new knowledge and abilities. The most typical forms of learning difficulties include issues with speaking, listening, writing, reading, and math. Learning difficulties are issues that limit a child's capacity for information processing, analysis, or storage. They could make it challenging for the kid to read, write, spell, or do the math. The BCSDL is a list of behaviors that are most likely to be the root of children's learning issues and subsequent underachievement.

Total Score Interpretation

Not At Risk for Learning Disability

The respondent is not at risk for Learning Disability. This indicates that the subject reports no impairment in any of the eight factors which are affected in Learning Disability.



Item Responses

| | | | | | | | |
|----|---|----|---|----|---|----|---|
| 1 | 2 | 2 | 0 | 3 | 1 | 4 | 0 |
| 5 | 2 | 6 | 1 | 7 | 0 | 8 | 2 |
| 9 | 0 | 10 | 1 | 11 | 2 | 12 | 2 |
| 13 | 0 | 14 | 1 | 15 | 0 | 16 | 2 |
| 17 | 1 | 18 | 0 | 19 | 0 | 20 | 0 |
| 21 | 1 | 22 | 0 | 23 | 2 | 24 | 0 |
| 25 | 1 | 26 | 2 | 27 | 0 | 28 | 0 |
| 29 | 1 | 30 | 1 | | | | |



Impressions / Suggestions

Assessor Suggestions for the Report

Urophi/Prasad