

"RECOGNISING DYSLEXIA"

There are many persisting factors in dyslexia which can appear at the youngest age, and still be noticeable when the dyslexic child leaves school. These include:-

- ❑ Obvious "good" and "bad" days, for no apparent reason.
- ❑ Confusion between directional words
e.g. up / down; in/ out
- ❑ Difficulty with sequence, e.g. coloured bead sequence - later with days of the week, or numbers.
- ❑ A family history of dyslexia / reading difficulties.

Pre School

- ❑ Has persistent jumbled phrases, e.g. "cobbler's club" for "toddlers' club".
- ❑ Use of substitute words, e.g. "lampshade" for "lamp-post"
- ❑ Inability to remember the label for known objects
e.g. table, chair
- ❑ Difficulty learning nursery rhymes and rhyming words, e.g. "cat", "mat", "sat".
- ❑ Finds difficulty in selecting the "odd one out"
e.g. "cat", "pig", "house".
- ❑ Later than expected learning to speak clearly

Non-language indicators

- ❑ May have walked early but did not crawl - was a "bottom shuffler" or "tummy wriggler"
- ❑ Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet
- ❑ Enjoys being read to, but shows no interest in letters or words
- ❑ Is often accused of not listening or paying attention
- ❑ Excessive tripping, bumping into things, and falling over
- ❑ Difficulty with catching, kicking or throwing a ball, with hopping and/or skipping
- ❑ Difficulty with clapping a simple rhythm

Primary School Age

- ❑ Has particular difficulty with reading & spelling
- ❑ Puts letters & figures the wrong way round
- ❑ Has difficulty remembering tables & alphabet
- ❑ Leaves letters out of words or puts them in the wrong order
- ❑ Still occasionally confuses b and d and other letters
- ❑ Still needs to use fingers or marks on paper to make simple calculations
- ❑ Has problems understanding what s/he has read
- ❑ Takes longer than average to do written work.

Non-language indicators

- ❑ Has difficulty with tying shoe laces, tie, dressing
- ❑ Has difficulty telling left from right, order of days of the week, months of the year etc.
- ❑ Surprises you because in other ways s/he is bright and alert
- ❑ Has a poor sense of direction and still confuses left and right
- ❑ Lacks self-confidence and has a poor self image

Age 12 and Over

- ❑ Still reads inaccurately
- ❑ Still has difficulties in spelling
- ❑ Needs to have instructions and telephone numbers repeated
- ❑ Gets "tied up" using long words, e.g. "preliminary", "philosophical"
- ❑ Confuses places, times, dates
- ❑ Has difficulty with planning and writing essays

Non-language indicators

- ❑ Has poor confidence and self-esteem
- ❑ Poor organisation



CHECKLIST for DYSLEXIC ADULTS

The following list is reproduced from "Dyslexia: Signposts to Success" published by the BDA

Only answer "YES" if the problem happens frequently

- Read very slowly and may re-read several times before I am sure that I understand
- Lose my place or miss out lines when reading
- When I write I confuse words that are similar
- I make many spelling mistakes
- Some days I spell better than other days
- I cannot copy things down
- I dread being given complicated instructions
- I get confused about dates and times
- I find it difficult to organise myself
- I confuse left and right
- Many of my difficulties get worse under stress
- I am often thought to be lazy

Most people will answer YES to a few things listed here.

If you find many of the problems familiar, you may need to seek further advice from your college or job centre

For further information contact NWDA Helpline

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