

Representing the dyslexic community that supports a non-phonics based solution

## Self-evaluation for pre-screening purpose

## Generally

Family history of learning problems
Isn't behind enough to be helped in the school setting
Test well orally, but not in written tests
Not reading at age level but appears bright/intelligent
Displays behaviours to cover problem (class clown, disruptive, teacher's pet, quiet)
Labelled as lazy, dumb, careless, immature, or "not trying hard enough"
Easily frustrated and emotional about school, reading, or testing
Talented in art, drama, music, sports, mechanics, story-telling, sales, business designing, building or engineering.
Difficulty maintaining attention; loses track of time, seems "hyper"
Learns best through hands-on experience, demonstrations, experimentation, observation and visual aids
Can do math but has difficulty with word problems
Has difficulty with math
Poor short term or working memory
Poor memory for sequences, facts, and information that has not been experienced
Seems to "Zone out" or daydream often; gets lost easily
Excellent memory for experiences
Visual learner; thinks primarily in pictures not in sound
Difficulty putting thoughts into words verbally or in writing
Mispronounces or transposes words
Confused by letters, numbers, words, sequences, or verbal explanations
Clumsy
Feels dumb



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Reading
Initially had trouble or still has trouble with sight words (eg was, what, is, the)
Difficulty catching on to phonics or sounding out words
Lacks awareness of the sounds in words, rhymes or sequences of syllables (eg what is the last sound in the words "what", "action", "fun")
Tends to confuse words that look alike (eg was/saw, for/from, who, how, house/home)
Reads and rereads with little comprehension
Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words
Uses the pictures or context of the story for cues
Difficulty decoding unfamiliar words
Tends to lose his/her place when reading
Mis-reads or omits small words (for, of, with an, it) and word endings (-ing, -ed, -ly, -s)
Mistakes and symptoms increase dramatically with confusion, time pressure and emotional distress or poor health
Vision and Spelling
Complains of dizziness, headaches, or stomach aches while reading
Confused by letters, numbers, words, sequences, or verbal explanations
Complains of feeling or seeing non-existent movement while reading, writing, or copying
Seems to have difficulty with vision, yet eye exam doesn't reveal a problem
Spells phonetically and inconsistently
Trouble copying from classroom board

Consider this to be your first step when filing in this self-evaluation. It is possible to have 2 or 3 of these common symptoms; however that would not indicate dyslexia. If more than 10 typical symptoms are experienced, then Dyslexia should be considered.

If you ticked more than 10 boxes your next step would be to consider your choice of option; diagnosis or solution. If you want a solution, assessment or already have obtained a diagnosis of dyslexia, you can contact The Dyslexia Association for information.