How to Tell if a **SECONDARY SCHOOL** Child may be At-Risk for Dyslexia

Do you have a child or student who puzzles you, displaying well-developed skills and abilities in some areas and unexpected difficulties in others? Complete this checklist to determine if that child could be at risk for dyslexia. (Page 1 of 2)

**Child’s Name_______________________________**  
**Teacher __________________**

### BACKGROUND
- family history of literacy learning problems
- seems bright and capable but not making expected progress
- may excel in debating, drama, art, sport, technology, computing.

Compared to their age peers dyslexic students often display difficulties in the following areas:

### READING DIFFICULTIES
- is a slow and labored reader
- dislikes reading aloud
- difficulty decoding unfamiliar words according to alphabetic principles
- relies on a visual 'look and say' approach to reading
- uses the context of the story and flow of language to identify words
- tends to confuse words that look alike (e.g., was/saw, for/from, the/that, unclear/nuclear)
- mis-reads, omits or adds small function words (e.g., the, an, of, this, etc.) and word endings
- misses a line or repeats the same line twice
- misreading which undermines comprehension
- difficulty pinpointing the main idea in a passage
- difficulty using dictionaries, directories, encyclopedias

### SPELLING AND WRITING DIFFICULTIES
- disparity between spoken and written language
- trouble getting thoughts down on paper
- difficulty planning and organizing written work
- written work appears disjointed
- difficulty with punctuation and grammar
- frequent spelling mistakes
- phonetic spelling (e.g., anxiety - angsiaty)
- spells the same word differently in one piece of work (e.g., more, mor, moor)
- confuses similar looking letters (e.g., b/d, m/w)
- produces untidy written work (i.e., lots of cross outs, poorly set out)
- writes slowly and has difficulty completing written work on time
- problems copying notes at speed and taking notes in lessons

### MEMORY DIFFICULTIES
- difficulty remembering instructions
- overwhelmed by large volumes of verbal information
- misunderstands complex instructions
- memory difficulties which affect the recall of learned facts in exams
- difficulty learning foreign language vocabulary
- difficulty remembering basic number facts and tables
- trouble doing mental calculation at speed

### DIFFICULTY MANAGING ORGANISATIONAL DEMANDS
- difficulty organizing life around a timetable
- is often in the wrong place at the wrong time
- forgets which books to bring to class
- difficulty organizing homework and completing assignments on time
- overwhelmed by the amount and complexity of the tasks at this level

### SPEECH DIFFICULTIES
Dyslexic children typically have well-developed oral language skills but display specific speech problems, such as:
- word finding problems – has trouble finding the exact words wanted and so uses non-specific words (e.g., thing, stuff, junk, etc.)
- difficulty pronouncing multi-syllable words (e.g., statistical, preliminary, etc.)

### SOCIAL/EMOTIONAL/BEHAVIOURAL PROBLEMS
- suffers poor confidence and low-self-esteem
- displays frustration
- employs work avoidance tactics
- becomes withdrawn and isolated, sitting at the back and not participating
- acts as the class clown or is disruptive to mask difficulty coping with schoolwork.
How to Tell if a SECONDARY SCHOOL Child may be At-Risk for Dyslexia

Do you have a child or student who puzzles you, displaying well-developed skills and abilities in some areas and unexpected difficulties in others? Complete this checklist to determine if that child could be at risk for dyslexia. (Page 2 of 2)

Child’s Name_______________________________   Teacher __________________

<table>
<thead>
<tr>
<th>ADDITIONAL CHARACTERISTICS</th>
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<tbody>
<tr>
<td>o works more slowly than other students</td>
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<td>o has problems working under time pressure, e.g., exams</td>
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<td>o is able to do one thing at a time but has trouble with ‘multi-tasking’</td>
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<td>o obvious good and bad days with no apparent reason</td>
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Students with dyslexia may also display the following:

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<thead>
<tr>
<th>ATTENTION PROBLEMS</th>
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<tr>
<td>o has trouble sustaining attention on schoolwork</td>
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<td>o tires easily because of the amount of concentration and effort required to cope</td>
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