



DYSLEXIA INDICATORS (AGES 7-12+*)

PROFILE

All members of Dyslexia Specialists Ireland (DySI) are practising and experienced teachers and tutors with many registered with The Teaching Council of Ireland. We are all graduates of a programme offering accreditation in the area of dyslexia in the Republic of Ireland – a level nine M. Ed. in SpLD/Dyslexia certified by DCU. The M. Ed. in SpLD/Dyslexia, a specialist teaching qualification, reflects the competences, knowledge and professional skills identified by the International Dyslexia Association, and the International Literacy Association. This qualification allows the members of DySI to carry out assessments of suspected dyslexic individuals and provide subsequent tailor-made tuition programmes. This is a unique and new form of specialist in the Irish education system.

CONTACT

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REFERENCE

Department of Education and Science (2001). Report of the task force on dyslexia.

*MANY OF THESE INDICATORS MAY ALSO BE NOTED IN CHILDREN WITH LEARNING DIFFERENCES NOT ARISING FROM DYSLEXIA.

- Has continued difficulty reading text aloud or silently
- Reading achievement is below expectation
- Still confuses letter sequences (e.g., soiled for solid; left for felt)
- Is slow at discerning and learning prefixes, suffixes, root words and other morphemes as part of reading and spelling strategies
- Poor reading accuracy, fluency, or speed interferes with reading comprehension
- Spelling is inappropriate for age and general ability (e.g., spelling the same word differently on the same page, use of bizarre spelling patterns, frequent letter omissions, additions and transposition)
- Poor spelling contributes to poor written expression (e.g., may avoid use of unfamiliar words)
- Uses avoidance tactics when asked to read orally or write
- Experiences language-related problems in maths (e.g., when reading word problems and directions, confuses numbers and symbols)
- Is unable to learn multiplication tables by rote
- Still confuses some directional words (e.g., left and right)
- Has slow or poor recall of facts
- Lacks understanding of other people's body language and facial expressions
- Has trouble with non-literal or figurative language (e.g., idioms, proverbs)
- Forgets to bring in or hand in homework
- Has difficulty remembering what day or month it is
- Has difficulty remembering his/her own telephone number or birthday
- Has poor planning and organisational skills
- Has poor time management
- Lacks self-confidence and has a poor self-image