



THE DYSLEXIA INSTITUTE

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Confidential Results of Dyslexia Screening

Subject Name: **Mr. Robert Giller**

Age: 33

Test Completed: 19/03/2006 20:44:56 GMT

Test Ref#: 22-[3996]-3805-7.00

Caution

AmlDyslexic Ltd. and The Dyslexia Institute have formed a working partnership to provide access to this online screening test.

AmlDyslexic is a screening tool designed to tell you if you are at **risk** of being dyslexic.

Only a comprehensive assessment by an appropriately qualified Psychologist can provide a definitive diagnosis of dyslexia.

In cases where the test indicates possible difficulties, further investigation may be appropriate.



Introduction

The rationale behind the test you have just completed is based on the International Dyslexia Association's definition which states that:-

Dyslexia is a specific learning difficulty that is neurological in origin. It is characterised by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding difficulties. These difficulties typically result from a deficit in the ability to process sounds in language that is often unexpected in relation to other thinking skills and educational background. Other consequences of this deficit may include problems in reading comprehension and reduced reading experience, which impedes the growth of vocabulary and background knowledge.

The aim of the test is to gain an understanding of your ability in the areas referred to in the definition. Short-term memory, verbal ability and skills such as spelling, proof reading and reading comprehension have been thoroughly investigated. Each test will have taken you to the point of three consecutive failures, thereby offering you a unique test.

By undertaking the seven tests, a full picture has been formulated of your own skills in relation to the performance of the general population. In addition, a picture is given showing your own individual strengths and weaknesses in comparison to your verbal reasoning skills.

The results are analysed for signs of the pattern of strengths and weaknesses which may be indicative of dyslexia. The findings that follow can be used to guide you in deciding whether a full psychological assessment would be useful and whether it might help to seek further advice and support from dyslexia specialists.

This screening test is not a substitute for a full assessment, but aims to offer a quick and affordable check for the kinds of difficulties with literacy and related skills that are often seen in dyslexia.

Test Findings

You are showing clear difficulties in areas of your literacy skills that suggests a high risk of being dyslexic. You should seek further advice as described in your report.

The remaining sections will describe your results in more detail.



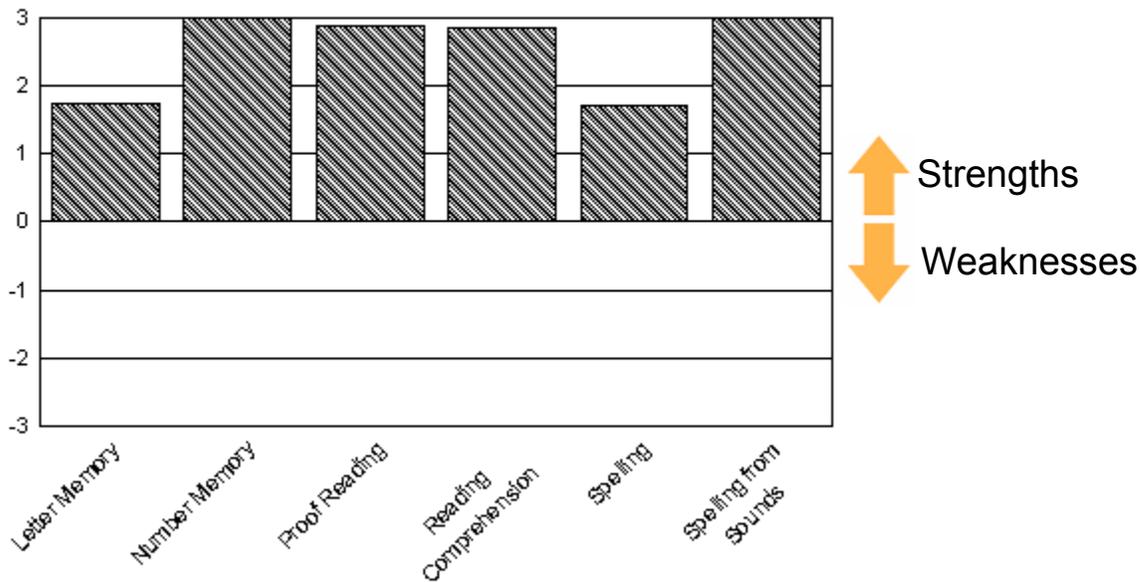
Relative Strengths and Weaknesses

The chart below shows your performance in relation to your ability and development.

Values greater than zero reflect strengths, whilst values below zero are weaknesses. Only values that fall below -1 are considered significant weaknesses, whilst only values that exceed +1 are considered significant strengths.

A result whereby all measures are close to zero would indicate an individual, whose performance was inline with their development.

Strengths and Weaknesses vs. Your Ability



You show strengths compared to your ability in Letter Memory, Number Memory, Proof Reading, Reading Comprehension, Spelling and Spelling from Sounds.



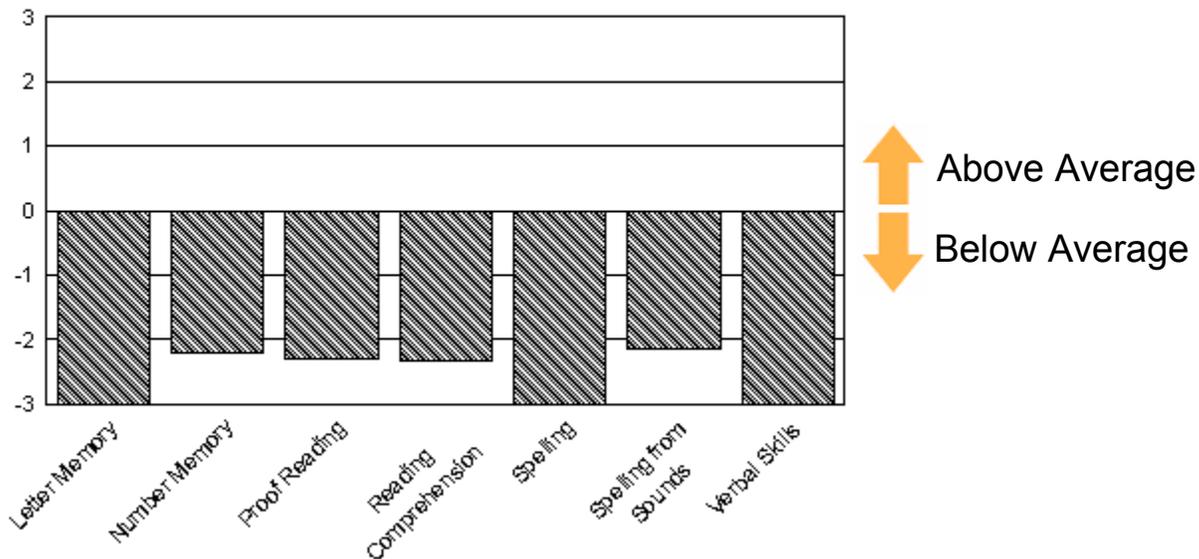
Comparison to Others

The chart below shows your performance in relation to the whole population.

Values greater than zero reflect performance that are better than average, whilst values below zero are less than average. Values in the 0 to 1, or 0 to -1 range are not significant.

A result whereby all measures are close to zero would indicate an average ability.

Ability vs. Population



You show marked weaknesses for an adult in Letter Memory, Number Memory, Proof Reading, Reading Comprehension, Spelling, Spelling from Sounds and Verbal Skills.



Weaknesses in Verbal Memory

Short-term verbal memory is considered to be a temporary storage mechanism for incoming verbal information, to be utilised while information is being processed. Many dyslexics have weaknesses in this area of intellectual functioning, working memory is crucial in the development of literacy skills particularly in areas such as building words from their sounds and spelling. It is also involved in, mental arithmetic, remembering lists of instructions and organisation. Improving deficits in working memory in adults is difficult, but strategies such as mnemonics, categories and lists for materials or actions, note taking, time and diary work, and general organisation can support the remembering of information.

Weaknesses in Proof Reading

The proof reading task looks at spelling, punctuation and the organisation of written language. These are very important skills that most adults will need so as to be able to effectively communicate through writing but these skills are often compromised in adults with literacy difficulties. Nevertheless, strategies can be taught to help in planning, organising, proof reading, punctuation, report writing, essay writing and note taking to improve this skill.

Weaknesses in Reading Comprehension

Being able to extract information from written text is a necessary skill for adults in literate societies. If an individual is having to concentrate extra hard on the actual act of reading, the ability to retain and understand what has been read can be affected. Having a weak verbal short-term memory can compound these difficulties. Dyslexics can be taught techniques for recognising key words, skimming, highlighting key information, making notes from reading and literature research to improve any potential weaknesses.

Weaknesses in Spelling

Spelling difficulties are one of the most frequently reported problems for adults with dyslexia. Research shows that spelling deficits tend to be more severe and difficult to remediate than reading problems in adults. They are considered a primary concern for many adults and are often felt to restrict employment opportunities. If spelling is very weak, some adults choose to have help to improve this aspect. IT support can also help with written communication.



Weaknesses in Phonology (Spelling from Sounds)

Phonological skill refers to the ability to detect, analyse and work with the spoken sounds of words. It is a critical ability for developing spelling and word-decoding (or phonic) skills. The spelling from sounds test involves phonological skill and other skills; it is possible to look at phonological skills without involving writing or reading, but not easily in a computer-administered test. A phonological difficulty is a common core weakness in dyslexia and is used as a guide to when assessing for the potential presence of dyslexia. Support to improve phonological skills can be given at all ages, but is generally more effective when given early at school. For those with severe difficulties, an approach to teaching using larger units of sound (syllables) may be needed, and compensatory techniques using IT are often

Weaknesses in Verbal Skills

In this screening test, dyslexia is seen as a difficulty with certain language skills. In the main, these focus around written language skills. However, problems with reading and writing typically lead to a lack of confidence in, and enjoyment of, reading. This often leads to an avoidance of reading, which may have an effect on vocabulary through a reduction in experience of new, unknown words that can be found in literature, but may not be experienced in every-day speech. As such, dyslexia in adults may be accompanied by weaker use of infrequently used words. This test aims to assess the individual's understanding of relatively uncommon words. Poor scores on this task do not necessarily mean general language problems, since normal conversation would not use these words in the specific sense used in this test. However, it should reveal weaknesses in language that can become evident in the older dyslexic. Direct work on this aspect of language is probably not indicated in adults, although increased reading and experience of more complex language may have benefits.



Support Advice

Support for dyslexia

We hope this information has been useful and you have found your results informative. Further assessment by an Educational or Chartered psychologist will confirm if you have dyslexia and provide guidance for further training and support.

Dyslexia Action is a national charity and the largest independent provider of educational services and support for people with dyslexia and literacy difficulties in the UK. Our services include assessment, teaching and teacher training. We specialise in assessment, training and training, as well as developing and distributing teaching materials and conducting research. Dyslexia Action is the working name of the Dyslexia Institute and was created on its merger with the Hornsby International Dyslexia Centre forming largest supplier of specialist training in this field. Dyslexia Action has 26 Centres supporting work in over 160 locations and reaching out to over half million people per year.

You can reach us at www.dyslexia-inst.org.uk.

Alternatively other support and assistance can be found here:-

The International Dyslexia Association (www.interdys.org)

The British Dyslexia Association (www.bda-dyslexia.org.uk)