



**The Alison Lawson Centre Sunshine Coast,
Remedial Dyslexia Therapy**

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READING AND LEARNING DIFFICULTIES?

Do you or your child have any of the following SIGNS or SYMPTOMS?

Please note that not all signs & symptoms will necessarily be present.

If you tick **one or more** of the following boxes for you/your child, there may be a Visual Processing Impairment, manifesting as Visual Dyslexia, contributing to difficulties in literacy-based learning.

Fill out the remainder of the form, then contact **The Alison Lawson Centre Sunshine Coast** to discuss this possibility and arrange for a subsequent assessment.

Bring this checklist to the assessment. Also, please make your own notes adding any symptoms that might be apparent and circle only that which might apply to you/your child in each of the points below.

Before School

- ☐ History of slow speech development.
- ☐ Difficulty learning nursery rhymes.
- ☐ Phonological difficulty with the selection of the odd one out e.g., cat: pig: fat.
- ☐ Some children enjoy being read to but show no interest in letters or words.
- ☐ Some have no patience for sitting and listening.
- ☐ Difficulty with two or more instructions at one time (due to weak memory system) but well able to carry out tasks when presented in smaller units.
- ☐ Difficulty keeping simple rhythm.
- ☐ May not crawl but walks early.
- ☐ Persistent difficulty in dressing.
- ☐ Difficulty with shoe laces, buttons, clothes the right way around.
- ☐ Difficulty with catching, kicking or throwing a ball.
- ☐ Excessive tripping, bumping into things and falling over things.
- ☐ Obvious 'good' and 'bad' days for no apparent reason.

At Primary School and Beyond

Reading

- ☐ Poor reading progress.
- ☐ Hesitant and laboured reading.
- ☐ Stilted reading.
- ☐ Reads quickly.
- ☐ Fails to stop at full stops and pause at commas.
- ☐ Uses pictures to make up the story but doesn't actually read the text.
- ☐ Loses the point of the story being written or read.
- ☐ Difficulty in picking out the most important points from a passage.
- ☐ Need to reread text more than once to get the story line or understand the detail.
- ☐ Struggles to remember what was read.
- ☐ Doesn't like reading / will only read when they have to but likes being read to.
- ☐ Likes reading but finds it hard.
- ☐ Circle the ones that apply. Words blur / shake / move / have shadows/ rivers run down the page / no gaps between words
- ☐ Circle the ones that apply. Loses place / misses words / adds extra words / guesses words / reads different words than those in the text / fails to recognise familiar words / skips lines / follows finger whilst reading.
- ☐ Words just don't make sense.
- ☐ Struggles to learn phonemes (that is, the sounds which are the basic building blocks of words for e.g., ou, oi, aw, air, etc)
- ☐ Coloured overlays on text helps reading to be easier

Writing

- ☐ Poor handwriting with many reversals and badly formed letters.
- ☐ Poor standard of written work in comparison with oral ability.
- ☐ Messy work with many crossings out and words tried several times e.g., wippe, wype, wiep, wipe.
- ☐ Persistent confusion with letters which look similar, particularly b/d, p/q, n/u, m/w.
- ☐ A word spelt several different ways in one piece of writing.
- ☐ Badly set out written work, inability to stay close to the margin.
- ☐ Difficulty retaining spelling of words learnt.
- ☐ Words almost unrecognisable due to gross spelling errors.

- ☐ Inability/difficulty blending letters together.
- ☐ Difficulty in establishing syllable division, beginnings and endings of words synthesis and analysis of word.
- ☐ Making anagrams of words, e.g., tired for tried, breaded for bearded.
- ☐ Difficulty getting thoughts down on paper.
- ☐ Copying off the board is slow and difficult.
- ☐ Struggles to recognise and write graphemes (that is, the letter combinations that represent a spoken sound, for e.g., ou, oi, aw)

Physical Symptoms

- ☐ Circle the ones that apply. Eyes: Sore / itchy / watery / rubs them.
- ☐ Diagnosed with a 'Lazy Eye'.
- ☐ Can't look at bridge of their nose with both eyes (can't go cross-eyed, eyes won't turn in).
- ☐ Struggles to look people in the eyes
- ☐ When attempting to go cross-eyed, one eye won't turn in and stay out.
- ☐ One eye has poor vision compared to the other eye.
- ☐ Headaches after reading or concentrating for longer periods of time.
- ☐ Hand/eye co-ordination can be poor.
- ☐ Excessive tiredness due to the amount of concentration and effort required.
- ☐ Fine motor skills may be poor leading to weakness in the speed, control and accuracy of the pencil.
- ☐ Rests head on desk or right over to one side when colouring or writing.
- ☐ Clumsy, trips, bumps into things.

Behavioural Traits

- ☐ Frustrated with their learning.
- ☐ Circle which ones apply. Thinks they are dumb / stupid / can't do it when it comes to school work.
- ☐ Confidence in literacy-based learning generally low.
- ☐ Have disengaged from their learning.
- ☐ Employs work avoidance tactics (sharpening pencils, looking for books etc.) when asked to undertake literacy-based tasks
- ☐ Anxiety triggered by thought of going to school, but not apparent during the

school holidays.

- ☐ May become the class clown, disruptive or withdrawn (these are cries for help).
- ☐ Seems to dream, does not seem to listen.
- ☐ Performs inconsistently day to day.
- ☐ Struggles to sit still and focus on their literacy-based learning

General Learning Difficulties

- ☐ Concentration is difficult/easily distracted on literacy-based tasks but okay on things they like for e.g., drawing, computer games.
- ☐ Following multiple instructions is difficult.
- ☐ Understanding instructions is difficult.
- ☐ Personal organisation poor.
- ☐ Poor time keeping and awareness.
- ☐ Difficulty sight reading music.
- ☐ Difficulty in remembering what day of the week it is, birth date, seasons of the year, months of the year.
- ☐ Difficulty in learning to tell the time.
- ☐ Difficulty remembering anything in sequential order, e.g., days of the week, the alphabet, tables, foreign languages.
- ☐ Confusion between left and right.
- ☐ Confusion with number order, e.g., plus and minus.
- ☐ Diagnosed with Dyslexia.
- ☐ Diagnosed with Dysgraphia.
- ☐ Diagnosed with Dyspraxia.
- ☐ Diagnosed as having ADD or ADHD
- ☐ Diagnosed with a phonological processing issue.
- ☐ Diagnosed with Irlen Syndrome.
- ☐ Given prescription glasses to help with focussing, but their vision is okay.
- ☐ Grades not reflecting their ability.
- ☐ Works twice as hard as others and gets lower/same grades, although they are bright or not getting the results at school for the amount of effort put in.
- ☐ Work takes a long time to complete.
- ☐ Falling behind their peers, but generally likes learning other than literacy based

learning.

- ☐ You know in your heart that you are bright/your child is bright and capable of more, but seem to be held back by something.

Please also answer the following questions.

1. Does your child wear prescription glasses? Do you know why lenses have been prescribed?
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2. Does any member of the immediate/extended family have any difficulty with reading/ spelling/writing? Please indicate relationship to child.
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3. Is your child taking any regular medication? If so, indicate type.
.....
4. Does your child have a turn of the eye (Strabismus)? If so, when were they diagnosed and by whom? Has any treatment been given for the eye?
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Name: Date.....

Date of Birth: Best Contact Phone No:

Address:

Child's School:

Class: Class Teacher:

Name of Parents/Guardians:

Email:

Thank you for completing the Signs and Symptoms Checklist. Please bring it along to your assessment.