



DYSLEXIA INDICATORS (AGES 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.

- Is still reading slowly and without fluency, with many inaccuracies
- Misreads words (e.g., hysterical for historical) or information
- Has difficulty modifying reading rate
- Has an inadequate store of knowledge due to lack of reading experience
- Continues to experience serious spelling difficulties
- Has slow, dysfluent and/or illegible handwriting
- Has better oral skills than written skills
- Has difficulty planning, sequencing and organising written text
- Has difficulty with written syntax or punctuation
- Has difficulty skimming, scanning and/or proof-reading written text
- Has trouble summarising or outlining
- Has problems in taking notes and copying from the board
- Procrastinates and/or avoids reading and writing tasks
- Does not complete assignments or class work or does not hand them in
- Is slow in answering questions, especially open-ended ones
- Has poor memorisation skills
- Still mispronounces or misuses some words
- Has problems recalling the names of some words or objects
- Has poor planning and organisational skills
- Has poor time management skills
- Has more difficulty in language-based subjects (e.g., English, Irish, History) than in non-language based subjects (e.g., mathematics, technical graphics)
- Lacks self-confidence and has a poor self-image