

Recognising the Signs

Characteristics of Dyslexia

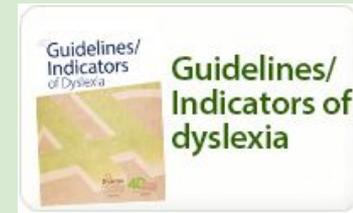


Some of these may include: (Taken from [4D Notice](#))

- Challenges with visual and/or auditory sequential working memory
- Struggling to make links with phonological awareness
- Difficulties with making letter/sound links, spelling common words and segmenting and blending sounds
- Issues with learning sequences eg. days of week
- Fine motor coordination may be problematic, eg. tying laces, doing up buttons
- Good oral capability but difficulties, including behavioural ones, when requested to complete written exercises
- Letters or numbers reversed or confused b/d/p/q, n/u, 13/31
- Problems with labels, rhymes, sequences
- Enhanced creativity
- Aptitude for constructional/technical toys
- Being slower to process and needing repeated exposures to retain learning
- Retrieval issues – learns something one moment, gone the next
- Large gap between oral and written work
- Poor sense of direction – difficulty telling left from right
- Low self-esteem and unrealistic goals
- Can appear on the ball, but is a bit of an enigma in terms of how their thought processes work

Useful links :

[Guidelines/Indicator
of Dyslexia -
Year level checklists](#)



[The New Zealand
Dyslexia Handbook](#) - Part
3: Chapter 5 : Dyslexia
and the Simple View of
reading and writing

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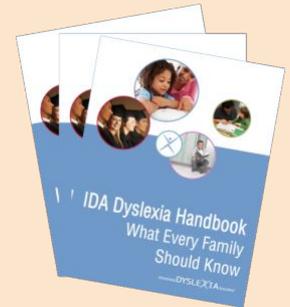


Some of the Signs Of Dyslexia *from Girard J. Sagmiller Author of the book DYSLEXIA MY LIFE (1997)*

May have all or a few of this signs...

- * Good at "hands-on" learning, they seem almost intuitive at figuring out how to do things.
- * Delay in learning how to tie shoes.
- * They can utilize the brain's ability to alter and create perceptions.
- * Highly aware of their environment but seem to be lost
- * Curious about how things work
- * Highly intuitive and insightful
- * They have vivid imaginations
- * Seems intelligent but reads slow
- * Uses analogies to talk and explain things. (3d)
- * Difficulty remembering words, learning new words especially under stress.
- * Difficulty sequencing days of week, months of year.
- * Develops negative, emotional, behaviour due to academic performance.
- * Family blood relatives who also experienced difficulty in acquiring text skills.
- * Strong graphical skills.
- * Outstanding building of toy blocks, colouring or drawing.
- * Outstanding view of the "big picture".
- * Views the world from different eyes or point of view.
- * Able to fix/tear apart thing at an early age.

For Parents :
[IDA Dyslexic Handbook - What every family should know](#)



[Dyslexia in Preschoolers](#)

Recognising the Signs continued ...



- *Wants to know how things work and can understand them.
- * Builds things or invents things
- * Creative
- * Left/Right confusions
- * Slow reader or learning to talk
- * The word "cat" written on a chalkboard can be perceived in 40 different ways by a dyslexic - with the letters reversed, upside down and sideways. Even though a dyslexic mind works faster than average, sorting through all those mental images to find the correct one makes him appear slow.
- * Dyslexics are also known for creativity, musical ability and mechanical ability.
- * Doesn't always understands what is said to them
- * Loses reading place
- * Mixing the order of letters/ numbers
- * Difficulty finding appropriate words
- * Dyslexia is the ability to see a thing from many points of view, all at once. The primary problem for the dyslexic is that he is capable of processing so much information that it gets garbled, distorted or frozen. There is so much input that, if not filtered what begins as a special, insightful talent, is reduced to a tragic mass of confusion and disability.
- * Difficulty organizing ideas to write a letter
- * Messy room, desk, locker or note book
- * Difficulty expressing oneself
- * Slow learning the alphabet
- * Transposes names of people or places
- * Hesitant in speech