



All Children MUST Read....Don't You AGREE!

## SCREENING CRITERIA FOR DYSLEXIA

To suspect a diagnosis of dyslexia, a cluster of symptoms must be evident. **NOT JUST ONE SYMPTOM!** No two people with dyslexia are exactly alike. No one will have every single symptom, and the symptoms that are evident can range from mild to severe. Most dyslexics will exhibit **MANY** of the following traits or behaviors. These can vary from day to day, or minute to minute. Non-dyslexics may experience some symptoms, **but not to the same degree or frequency.** This check list should be completed by the teacher and any other remedial person working with the child. **The parents should also be consulted at this time as it is appropriate.**

Dyslexia is **NOT**

- a sign of poor intelligence
- a result of laziness or not caring
- a disease
- cured with pills and diets
- an eye problem
- NOT outgrown.

Dyslexia **IS**

A language based disorder that interferes with all aspects of academic learning.

Dyslexics need a structured, sequential, multi-sensory educational plan with trained teachers, in order help the child reach her full learning potential.

Dyslexic children *can and will* succeed in learning when taught properly.

**The attached screening should be completed for children who are lagging in developmental growth based on their current grade level.**

### **PLEASE NOTE:**

**If after the screening you notice an excessive amounts of 3's and 4's (more than 8) then it is very likely that this child may be a candidate for one of Ohr HaLimud's Orton-Gillingham multi-sensory reading programs.**

OHR HALIMUD 1681 42nd Street Brooklyn NY 11204 • Phone 718-972-0170 • FAX 718-972-0125  
e-mail: [info@ohrhalimud.org](mailto:info@ohrhalimud.org) [www.ohrhalimud.org](http://www.ohrhalimud.org)



## PRELIMINARY SCREENING FOR DYSLEXIA

Students Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Date of Screening \_\_\_\_\_

Name of School \_\_\_\_\_ Current Grade \_\_\_\_\_

Person Doing Screening \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Position \_\_\_\_\_

NEVER	SOMETIMES	OFTEN	ALWAYS
1	2	3	4

	1	2	3	4
1. Appears to have average or above average intelligence, but is unable to read, write, or spell at set grade level.				
2. You often find yourself thinking that the student is not trying hard enough, careless, immature, or the academic work is inconsistent.				
3. This student may have poor self-esteem, she is easily frustrated, and she lacks perseverance and motivation when faced with reading or writing tasks.				
4. Appears to avoid reading aloud. When reading, she substitutes words. Reading is choppy and hesitant.				
5. Appears to be slow to learn the connection between sounds and letters. Has a hard time learning and remembering sight words. For the older child: is having difficulty acquiring knowledge of prefixes, suffixes, root words, syllabication, and is having difficulty learning and understanding spelling rules.				
6. Has oral language difficulties: putting thoughts into words, speaking in halting phrases, leaves sentences incomplete, mispronounces long words or transposes sounds or phrases when speaking.				
7. Seems to be having difficulty acquiring skills which rely heavily on memorization. (times tables, vocabulary)				
8. Has organizational problems such as difficulty telling time, managing time, managing materials, following instructions, or sequencing information and tasks.				
9. Can do computations, but has difficulty with simple word problems.				
10. Often transposes number sequences and confuses arithmetic signs (+, -, etc.), or sequence like the days of the week or months of the year, the alphabet.				
11. Appears to avoid writing whenever possible.				
12. Usually spells what she/he "hears", spells inconsistently.				
13. Learns best through hands-on, experientially, and through demonstrations.				
14. Often has difficulty changing from one mental activity to the next.				
15. Handwriting: letters may be poorly formed, poorly spaced, generally cramped and illegible, poor pencil grip, and child has difficulty reading her own handwriting.				
16. Seems to have difficulty understanding materials and information presented orally.				
17. Appears to have good ideas, but has difficulty organizing them either verbally or in written form.				
18. Appears to have more word finding problems than other students.				
19. Inconsistency noted in academic performance, which could vary on different days, at different times.				
20. Appears to have an unexpected gap between learning potential and actual academic achievement.				
<b>TOTAL OF EACH CHECK MARK</b>				