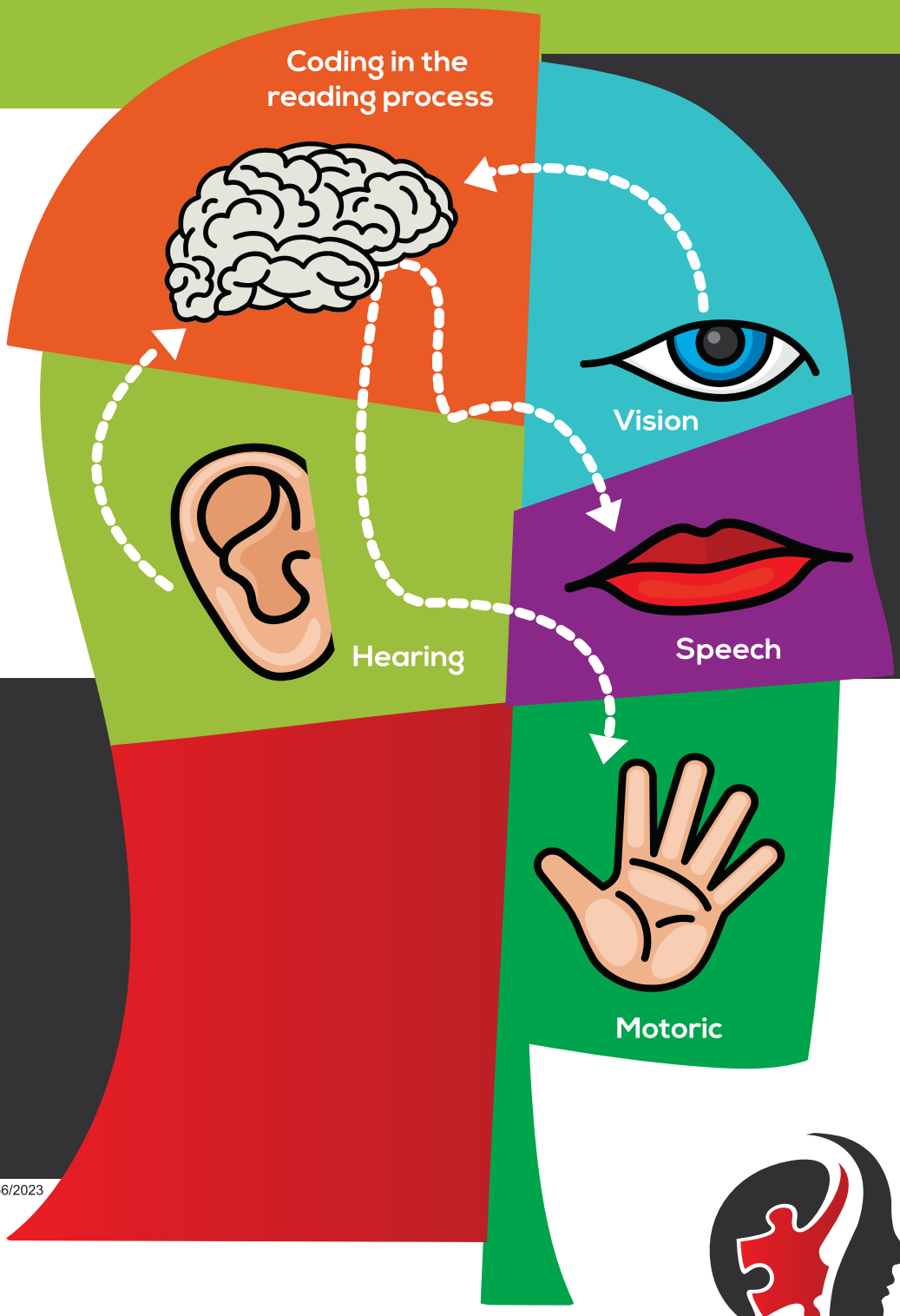
Stark Griffin™ Dyslexia Training

Dyslexia Professional Training



STARK 0166/2023

SGDA

STARK GRIFFIN™ DYSLEXIA ACADEMY

SGDA

STARK GRIFFIN™ DYSLEXIA **ACADEMY**

A learning disability with no diagnosis is a diagnosis of no learning disability

"A dyslexic child is one of the bravest people you will meet. They go to school every day, get tested in their weakest field. The world reaffirms to them on a daily basis that they are stupid or slow and yet they continue to try."

FOREWORD BY SIR RICHARD BRANSON

Dyslexia is an issue frequently in the media spotlight. It arouses passionate debate including diverse opinions about the condition and its characteristics. Sceptics dismiss it as a mythological condition found among the well-heeled classes. Academics removed from the day-to-day realities argue about definitions. The reality is that many individuals are haunted by a lifelong incapacity with certain aspects of language which does not diminish with age or experience. Evidence reported globally and in multi-lingual settings from those specific pattern of difficulties.

Scientists using MRI scans show individual differences in brain architecture and function when different tasks are undertaken. Studies show that some dyslexic people activate their right brain more frequently which explains why they have artistic, creative and spatial abilities, whereas they often struggle with language activities which are associated with left brain activities.

Talents and creativity are sometimes unrecognised, undervalued or stifled during school days in the environments where literacy and numeracy are prized and prowess in these constantly assessed. Those who struggle to jump through the academic measurement hoops often fall behind, feel inferior and worthless because they cannot pass routine tests and frequent examinations. Confidence is eroded and self-belief ebbs because of constant exposure to repeated failure with tasks that the majority take in their stride.

I was one of these. My school days were a struggle. I never forgot the day when I was taking an IQ test and just looked at the sheet of paper for one hour without being able to answer anything. My mother refused to accept that I was just careless and lazy and encouraged me in all kinds of out of school activities, and fortunately I ended up being top in sports. At my senior school I opted out of the challenge of writing essays. In those days computers were not readily available for word processing and spellchecking. And the problems didn't end when I started Virgin! Amusingly it wasn't until my 50th birthday that I could finally tell the difference between 'net' and 'gross'. You can imagine. The Virgin Group board meetings. Results £10 billion gross, 'no Richard that's NOT profit, you can't spend it. It's turnover!' A friend sat me down and said 'Think of a fishing net in the ocean. The fish you have in your net is what you've earned not your profit'.

Hey presto, I had it!

Technology, when used appropriately, has revolutionised the lives of those who struggle to spell. The internet has made the contents of library shelves accessible at the touch of a button. Multimedia resources enable text to be read and speech recognition technology transfers word to the page. Computers enable people now to train for careers and allow them to do jobs that at one time would have been unthinkable because of hand-written requirements.

The challenge for parents and teachers is to identify the signs of dyslexia before it blights confidence. This book offers practical advice about what readers need to know, and when they dip into it, provides sensible answers. It is derived from real-life experience and based on up-to-date international research. The key facts are accessible and easily located for the general reader. Early recognition of dyslexia and dyspraxia empowers parents and teachers who want to support and encourage the ten percent of children who learn differently and it will help to prevent a further increase in the 16 million adults in the workforce with low literacy levels. Understanding specific needs and providing support has shown that prevention of problems results in many talented and successful dyslexic people reaching stellar goals in many walks of life.

Richard Branson.

London, July 2006

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QUESTIONNAIRE:
WHAT DO YOU REALLY KNOW ABOUT DYSLEXIA?

Question 1

More boys than girls have dyslexia.

☐ A. TRUE
☐ B. FALSE

Question 2

What is the percentage of people with dyslexia?

☐ A. 5%
☐ B. 10%
☐ C. 15%
☐ D. 20%

Question 3

Dyslexia is an inherent disorder.

☐ A. TRUE
☐ B. FALSE

Question 4

The brains of individuals with dyslexia are different than the brains of non-dyslexics.

☐ A. TRUE
☐ B. FALSE

Question 5

Phonological awareness is the core deficit in dyslexia.

☐ A. TRUE
☐ B. FALSE

Question 6

Early intervention for students with dyslexia should begin in:

☐ A. Nursery school
☐ B. Grade R
☐ C. Grade 1
☐ D. Grade 2

Question 7

Dyslexia is a decoding and a comprehension problem in reading.

☐ A. TRUE
☐ B. FALSE

Question 8

There is medication available to help people with dyslexia.

☐ A. TRUE
☐ B. FALSE

Question 9

There is a connection between ADHD and dyslexia.

☐ A. TRUE
☐ B. FALSE

Question 10

Orton-Gillingham is a multi-sensory, synthetic, phonetic approach to reading, writing and spelling.

☐ A. TRUE
☐ B. FALSE

Question 11

Double deficit dyslexia is when an individual has both phonological and rapid naming (see it, say it) difficulties.

☐ A. TRUE
☐ B. FALSE

Question 12

People with dyslexia reverse letters and scramble letters within words.

☐ A. TRUE
☐ B. FALSE

Question 13

If you perform well in school, you cannot be dyslexic.

☐ A. TRUE
☐ B. FALSE

Question 14

People with dyslexia tend to have strengths in the right hemisphere brain-area (art, music, science etc.)

☐ A. TRUE
☐ B. FALSE

Question 15

People with dyslexia tend to have difficulties with word retrieval.

☐ **A. TRUE**
☐ **B. FALSE**

☐/15 = _____ %

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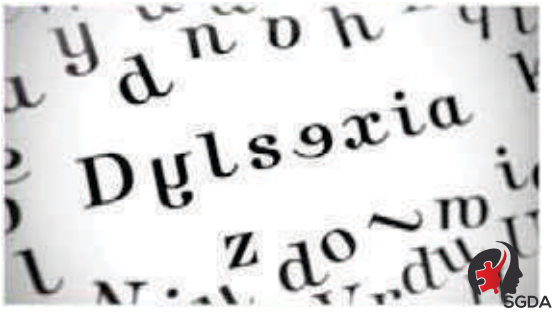
DYSLEXIA - THE DISGUISED BLESSING

Dyslexia -
the disguised Blessing?



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"IF YOU CAN DREAM IT,
YOU CAN DO IT!"

- Walt Disney

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WHAT IS READING?

It is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension)

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IS READING A NATURAL ACT?

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SPEECH IS NATURAL

Probably 1 million years old

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TEXT is an invention

6000 years

SGDA

ARISTOTLE UNDERSTOOD THIS FUNDAMENTAL DIFFERENCE

- "SPOKEN WORDS ARE THE SYMBOLS OF MENTAL EXPERIENCE, AND WRITTEN WORDS ARE THE SYMBOLS OF SPOKEN WORDS"

THE FIRST WRITING

- Sumerian logographs from 4000BC

In 2000 BC, the Phoenicians developed a consonant - only alphabet:

SPKNWRDSRTHSYMBL
SFMNTLXPRNCNDWRT
TNWRDSRTHSYMBLSF
SPKNWRDS

In 1000 BC, the Greeks added VOWELS.
Considered one of humanity's greatest inventions.

SPOKENWORDSARETHES
YMBOLSOFMENTALEXPE
RIENCEANDWRITTENWO
RDSARETHESYMBOLSOF
SPOKENWORDS

In 200 BC punctuation marks appeared and was first seen in Alexandrian manuscripts

SPOKENWORDSARETHES
YMBOLSOFMENTALEXPIE
RIENCE,ANDWRITTENWO
RDSARETHESYMBOLSO
FSPOKENWORDS.

Another 1000 years later, Medieval Scribes invented lower case characters.

Spokenwordsarethesymbolsof mentalexperience,andwritten wordsarethesymbolsofspokenwords.

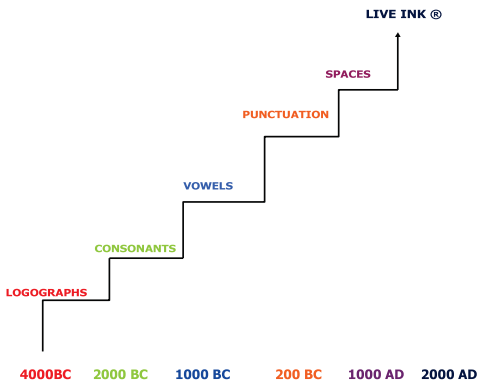
In 900 AD, the last major upgrade appeared in text:
spaces were inserted between words.

Spoken words are the symbols of mental experience, and written words are the symbols of spoken words.

In the last 1 000 years there has essentially been no change in the formatting of text.

2000 AD: TODAY:

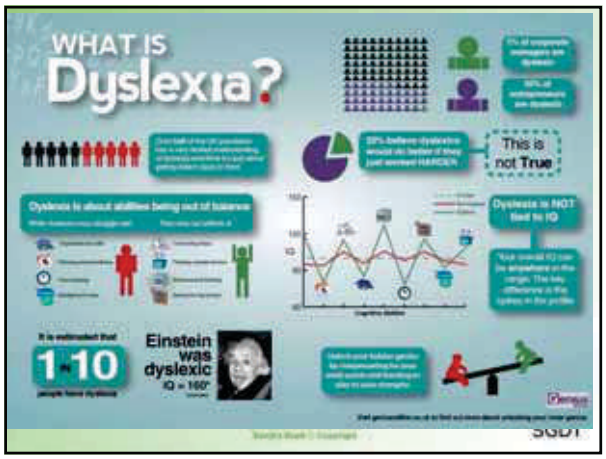
Reading the digital content
of electronic
text by machine

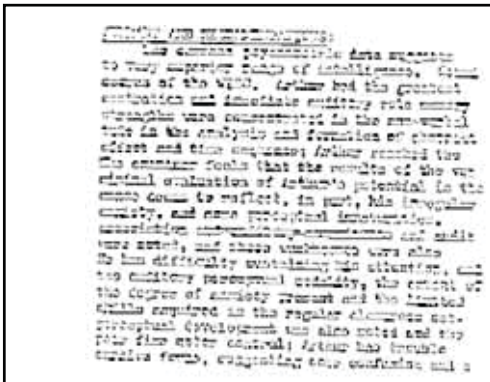


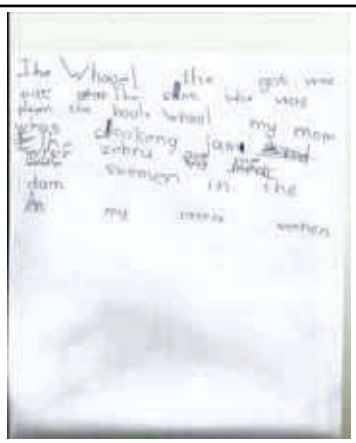
Is reading thus natural?

NO!!

READING
ABILITY
IS NOT
EQUATABLE TO
INTELLIGENCE!







DEFINING DYSLEXIA

- Acquired dyslexia
- Acquired dyslexia is a disorder experienced by people who have lost some aspect of their reading ability as a result of brain damage.
- It is an umbrella term for many specific forms of dyslexia which can be caused by a variety of neuro-pathological diseases such as ***brain damage, stroke, dementia and multiple sclerosis.***

Two of these specific forms are listed below:

Surface dyslexia

- Surface dyslexia is often the result of **temporal lobe damage**.
- It causes the subject to have to carefully sound out each word.
- This results in difficulty in recognizing words with irregular spelling and, as a result, subjects are often slow at reading.

Deep Dyslexia

- Deep dyslexia is caused by damage to Broca's area.
- The affected person is unable to use spelling-to-sound correspondence to recognize words and as a result it causes the subject to have difficulty reading functional words and infrequent words, and also sufferers cannot pronounce nonsense words.
- Deep dyslexics often use strategies such as semantic substitution and also substitution of functional words.

WHAT IS DEVELOPMENTAL DYSLEXIA?

The IDA defines dyslexia as a neurological based, often familial, disorder that interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including reading, writing, spelling, handwriting, and sometimes in arithmetic.

- **These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.**
- **Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (Lyon, Shaywitz, & Shaywitz, 2003).**

The National Institute of Health (NIH) defines dyslexia as a specific learning disability that is neurological in origin.

It is characterized by difficulties with accurate and/or fluent word recognition, and by poor spelling and decoding abilities.

THE NIH FOUND THAT DYSLEXIA:

- **Affects 20% of children.**
- **Affects boys and girls equally.**
- **Is the leading cause of reading failure and school dropouts.**
- **Is the most common shared characteristic of juvenile offenders.**
- **Is not outgrown unless helped.**

KEY FEATURES OF SOMEONE WITH DYSLEXIA:

- Average to above IQ
- Poor self-esteem
- Frustration and emotional
- Daydreaming

- Reads or writes with additions, omissions, substitutions, repetition and reversals
- Confusion with laterality
- Difficulty with time management
- Mispronunciation
- Poor working memory

A Reading and Language Disorder

- Difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

- Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge

Children with dyslexia have difficulty with:

* reading
* spelling
* writing
* related language skills

- The individual's ability to understand, analyze, and use systems of language is deficient
- Such problems with language processing are intrinsic to the individual; they are not synonymous with poor teaching, limited intellectual ability, impaired hearing or vision, or lack of motivation to learn

A LIFELONG CONDITION

- Dyslexia can affect individuals of all levels of intelligence and all walks of life
- The impairments of dyslexia range from subtle to severe
- Dyslexia is a lifelong, intrinsic condition that is modified by instruction

- What begins as a problem with speech sound awareness, letter recognition, or verbal expression becomes a problem with sounding out new written words, acquiring a sight vocabulary, recalling basic spellings and producing written compositions

- This disorder in older students often causes slow and inaccurate reading,
- poor spelling,
- disorganized writing
- and difficulty in learning foreign languages

THE PHONOLOGICAL DEFICIT

- When they are learning to read, most individuals with dyslexia have trouble identifying the separate speech sounds that make up words (phonemes) or the letters (graphemes) that represent those speech sounds

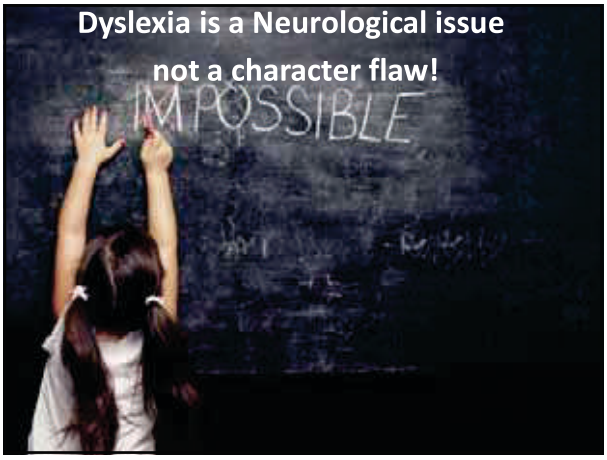
- For example, they may not recognize that wait has three sounds, /w/ /a/ /t/ and waste has four, /w/ /a/ /s/ /t/
- Because they have trouble pulling words apart into separate sounds and blending sounds together to make words, children with dyslexia almost always have prominent difficulty learning to match letter symbols with speech sounds (phonics)

- Limited knowledge of sound-letter correspondence interferes with the process of sounding out printed words accurately and fluently

WORD READING & COMPREHENSION

- As they begin to learn to read, individuals with dyslexia often guess at words and forget what they just read
- They have trouble understanding text if they cannot decipher words accurately or fluently
- Once they learn effective decoding strategies, their reading may remain slow and laborious

- If reading is slow, comprehension of the books or passage becomes more problematic.
- Comprehension requires attention devoted to meaning and if attention is <u>used up on basic word recognition</u>, too little will be left for using good comprehension strategies (The International Dyslexia Association)



SUMMARIZATION OF DIFFICULTIES

- <u>Reading Difficulties</u>:

- Learning sounds of letters
- Separating words into sounds
- Slow and inaccurate reading
- Poor reading comprehension

- **Oral Difficulties:**

- Delayed spoken language
- Misinterpretation of language that is heard
- Lack of awareness of different sounds in words and rhymes
- Organizing thoughts

- **Writing Difficulties:**

- Organization of ideas
- Poor spelling
- Poor letter formation and spatial organization

- **Mathematics Difficulties:**

- Memorizing math facts
- Correct sequencing of steps when solving problems
- Transporting digits within numbers

- *Not all individuals who have difficulties with these skills are dyslexic.*
- *Formal testing is the only way to confirm a diagnosis of suspected dyslexia.*
- *Therefore the Stark-Griffin Dyslexia Diagnosis Assessment will be introduced to you in the course of the following two days.*

The difficulties noted are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

ADHD and Dyslexia: The Connection

Is It ADHD or Dyslexia – or Both?

- For many children, attention deficit hyperactivity disorder (ADHD) and the learning disorder dyslexia go hand-in-hand
- As many as one in four children with ADHD also have dyslexia, while between 15 and 40 percent of children with dyslexia have ADHD
- In those cases, children and their families must work to manage both conditions.

- "With ADHD there are more behavioral kinds of problems," says special education expert Nancy Mather, PhD, associate professor in the department of special education, rehabilitation, and school psychology at the University of Arizona in Tucson
- "Dyslexia is limited to reading and writing."

- Despite these distinctions, experts have observed a link between ADHD and dyslexia. "Similar areas of the brain are involved in both disorders," explains Mather.
- They both appear to lead to problems with executive function, memory and processing of symbols quickly.

- Another similarity is that children with these disorders play out – with dyslexia it's in terms of reading and writing difficulties, and with ADHD, it involves behaviour.

'DYSLEXIA, A DISGUISED BLESSING…..?

- "Perceived adversity often turns out to be a blessing in disguise. The much misunderstood and commonly misdiagnosed learning disorder – Dyslexia – is one such example, often but incorrectly associated with sub intelligence. The challenge is to uncover the blanket of difficulties experienced by the individuals concerned and introduce the appropriate remedial therapy…"

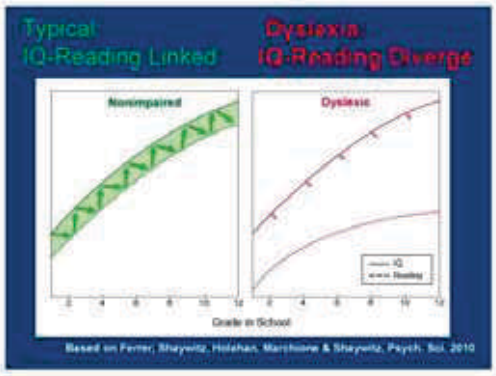
People equate being able to read with being smart and intelligent.

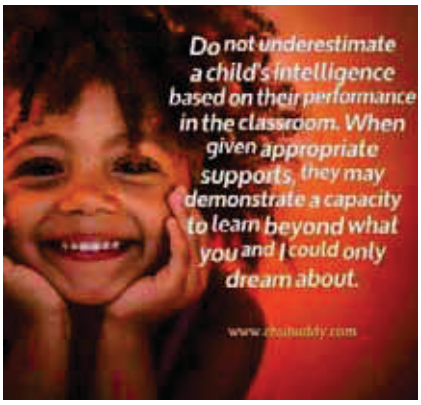
It is not about intelligence!

Reading is one of the **great miracles of cognition**, but it is **NOT** equal to intelligence.

Do IQ Scores indicate DYSLEXIA?

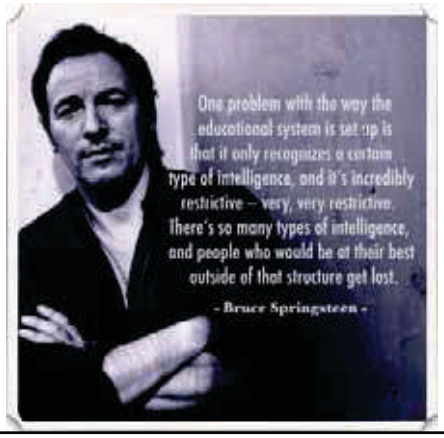
- The functional magnetic resonance images (fMRI) taken of children with dyslexia with low IQs had the same patterns of brain circuitry abnormalities as those of the children with dyslexia with normal IQs. Both groups had less activity in the two left hemisphere brain regions that are often less active in dyslexics.
- This means that the children's reading disability is not related to their IQ alone but to identifiable patterns of abnormal brain function.





- Dyslexia is very poorly understood by society and most of all by dyslexic students themselves
- This leads to frustration and emotional distress
- Firstly students need to be convinced that they are smart and can be successful in an academic environment

- They CAN read, they CAN learn to achieve academically and they need to be convinced that the school system is not there just to "beat" them up!
- The problem mostly lies with the teachers that are ignorant and not trained to teach dyslexic students
- Expectations set for dyslexics and the reality they are faced with, just do not gel!



UNDISCLOSED TALENTS?

- **Don't get me wrong, dyslexia is a disability that wreaks havoc in many people's lives**
- **It is a disability that never goes away**
- **People with dyslexia have to learn to overcome many struggles**
- **However, dyslexia may have some upsides to it as well**

People with Dyslexia:

- **have sharper peripheral vision than others**
- **can rapidly take in a scene as a whole ("visual gist")**
- **have an aptitude for the arts**
- **thrive in fields intensive with visual components (branches of science)**
- **have superior perception skills**
- **are highly aware of the environment**

- **have great intuition and insight**
- **think and perceive multi-dimensionally (using all the senses)**
- **are very imaginative**
- **are holistic (can see the big picture without getting lost in details)**
- **can easily spot patterns, connections, and similarities**
- **are capable of seeing things differently than others**
- **have extraordinary visual, spatial and lateral thinking**

FAMOUS INDIVIDUALS WITH DYSLEXIA

- "As a high school student, many of my teachers labeled me DUMB….I could barely read my textbooks" – **Muhammad Ali**

How did they beat dyslexia and become so successful?

- **Hard work**
- **Perseverance**
- **Drive** and
- **Support**; are all common patterns found in the lives of these people

40% of physicists at NASA are dyslexic!

Science & Invention:

- **Albert Einstein / Physicist, Nobel Prize Winner**
- **Thomas Edison / Inventor**
- **Michael Faraday / Physicist**
- **John R Horner / Paleontologist, author**
- **Sir Isaac Newton / Scientist & Mathematician**

Medical:

- **Fred Epstein / Neurosurgeon**
- **William James / Psychologist**
- **John Robert Skoyles / Brain Researcher**

Performing Arts:

- **Fred Astaire / Performer**
- **Patrick Dempsey / Actor: "Grey's Anatomy"**
- **Whoopi Goldberg / Actress, comedian**
- **Jerry Hall / Supermodel**
- **Anthony Hopkins / Actor**
- **Tom Cruise / Actor**
- **Alyssa Milano / Actress**
- **Will Smith / Actor, singer**
- **Keanu Reeves / Actor**

Music:

- **Cher / Actress, singer**
- **Nigel Kennedy / Violinist**
- **Usher / Singer**

Government:

- **Erin Brockovich / Activist**
- **George Herbert Walker Bush / 41st USA President**
- **George W Bush / 43rd USA President**
- **Winston Churchill / Prime Minister of England**
- **King Carl XVI Gustav of Sweden**

Artists:

- **Michelangelo Buonarroti / Artist**
- **Leonardo da Vinci / Artist**
- **Walt Disney / Producer, animation artist, theme park pioneer**
- **Nicola Hicks / Sculptress**
- **Pablo Picasso / Artist**
- **Steven Spielberg / Filmmaker**
- **Vincent van Gogh / Artist**

"It began when I was five years old," says Willard. I started making houses for ants because I thought they needed somewhere to live. Then I made them shoes and hats. It was a fantasy world I escaped to where my dyslexia did not hold me back and my teachers could not criticize me. That is how my career as a micro-sculptor began."

– Willard Wigan

THE ETHICAL WAY TO TREAT DYSLEXICS:

- **Dyslexics often experience confusion and frustration**
- **A dyslexic may be very intelligent and understand the subject contents well, but may be unable to pass exams due to their inability to read, spell and write properly**

- Very often **teachers are not trained** to identify nor handle this specific reading disorder
- Hence dyslexics are **teased** and **humiliated** in the education system
- This causes **anxiety** which often leads to **withdrawal** and/or **compensating behavioral patterns**

- Dyslexics find it difficult to communicate and therefore feel **isolated and lonely**
- Dyslexics need **encouragement and support** and they are dependent on acceptance and approval
- The negative experiences dyslexics are exposed to may have **detrimental consequences** on their lives

- It may cause a poor self image as well as emotions of **failure, uselessness and depression**
- These feelings may manifest in **behavioral problems** which could include aggression, vandalism, disruption of the class and hostile attitudes towards teachers, parents etc.

Continuum of Characteristics of Reading Difficulties

Pre-school (characteristics)	Early school years (characteristics)	Persistent difficulties (characteristics)
Reading	***Reading***	***Reading***
• Difficulty in remembering nursery rhymes • May confuse words that sound similar such as boat and bought • May get the sequence of sounds mixed up; e.g. if his name is Jonathan, he may say "Jothanan'	• Difficulty in recognizing sounds, combinations of letters that make up sounds such as 'ph' and 'th', and remembering these and using them in a word such as 'thing' and 'elephant' • Getting the sounds and the letters in words out of sequence such as elephant can be read as 'elephant' • Getting the sounds and the letters in words out of sequence such as elephant can be read as 'elephant' • Substitution of words when reading aloud, for example saying 'car' for 'bus' • Continuing difficulty with rhyming and in particular remembering the sequence of the rhyme	• Reading speed tends to be slow and hesitant • Reluctance to read for pleasure • Low self-esteem • Reluctance to read aloud
Coordination	***Coordination***	***Coordination***
• Can appear clumsy • May have poor pencil grip • Can have difficulty with some fine motor tasks such as threading beads • Can have difficulty in tying shoelaces	• Can have difficulty in some subjects like physical education that require some coordination and often following instructions • May have a difficulty with tying shoelaces and may appear disheveled at times; may bump into furniture in the classroom, trip and fall more frequently than would be expected	• General clumsiness • Difficulty with eye-hand coordination • Difficulty with some sporting activities
Reaction time	***Reaction time***	***Reaction time***
• May have a vacant expression when asked to do something because he needs time to understand and process the information	• May take longer than expected to respond to tasks • May also others to take the lead in some tasks	• Will need extra time to complete tasks and for examinations
Memory – short term and long term	***Memory – short term and long term***	***Memory – short term and long term***
• May have difficulty in remembering some information such as age, address and names of friends and relatives • May have difficulty in remembering simple instructions	• Will have difficulty remembering lists of information and dates including date of birth • May have difficulty in remembering homework and difficulty in remembering days of wee and days of any after-school clubs	• May show signs of poor long-term memory; difficulty revising for examinations • May have difficulty remembering homework • May have difficulty remembering timetable

Speech and language	***Speech and language***	***Speech and language***
• May be late in developing speech	• Articulation can be quite poor • Difficulty blending sounds into words • Can have a difficulty in remembering the names and words for some everyday items	• May speak in a jumbled disorganized manner • May speak in a hurried manner • May not be very clear in speech
Spelling	***Spelling***	***Spelling***
• May have difficulty spelling own name	• May make phonological (sound) errors in spelling, for example 'f' for 'ph' • Letters out of sequence • Inconsistent use of some letters with similar sounds such as 's' and 'z' • May spell a word correctly one day but not the next day	• Difficulty remembering spelling rules • Difficulty with word endings, for example using 'ie' for 'y' • Confusion or omission of vowels • May need to rely heavily on computer spell-checker
Writing	***Writing***	***Writing***
• Poor pencil grip • Difficulty with colouring in drawings	• Writing can be slow and deliberate lacking in any fluency speed • Inconsistent use of capital and small letters • May be reluctant to write • Sometimes unusual or awkward pencil grip • May not sit comfortably when writing	• Inconsistent writing style • May have fatigue when writing for long spells
Organisation	***Organisation***	***Organisation***
• Will forget where they put items	• It is likely that their school bag will be untidy • May lose things easily, including important items like homework notebook • May have difficulty in preparing in advance for subjects like physical education or art when they need to bring additional clothes or materials	• Inefficient organizational strategies when learning new material • Poor organization of timetable, materials equipment and items needed for learning

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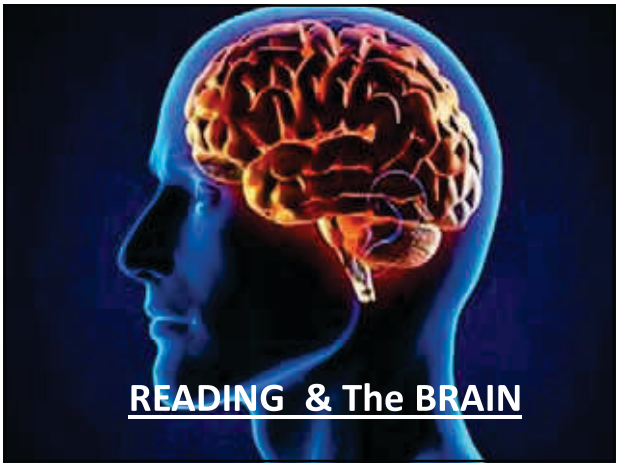
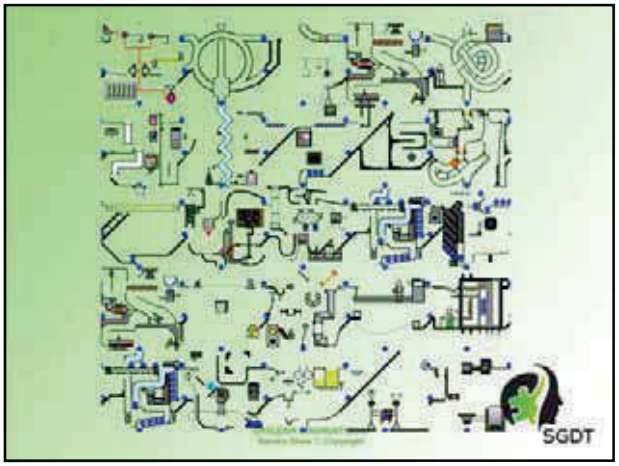
READING & THE BRAIN



- What do we know about the reading brain?
- Are dyslexic brains different?
- What does this mean for reading instruction?

Many people think that the brain reads this way . . .



But we know better

The Brain is still a Mystery

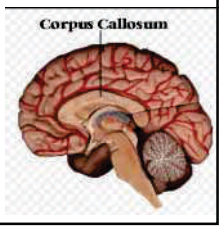
- Most work analyzed only the upper layers (cortical layers) of functioning
- Many studies had small subject pools
- Studies have focused on word identification or phonological skills, i.e. rhyming

- The human brain is the command centre for the human nervous system.
- It receives input from the sensory organs and sends output to the muscles.
- The human brain has the same basic structure as other mammal brains, but is larger in relation to body size than any other brains.

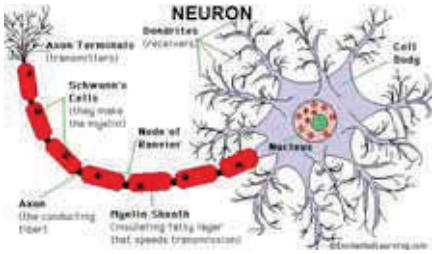
Facts about the human brain:

- The human brain is the largest brain of all vertebrates relative to body size
- It weighs about 1.5 kilograms
- The brain makes up about 2 % of a human's body weight
- The 3 major parts of the brain are the cerebrum, the cerebellum and the brain stem

- The cerebrum is divided into two hemispheres
- The 2 hemispheres are linked by a bundle of nerve fibres called the corpus callosum
- The corpus callosum has 80 million nerve cells known as axons
- The cerebrum makes up 85% of the brain's weight

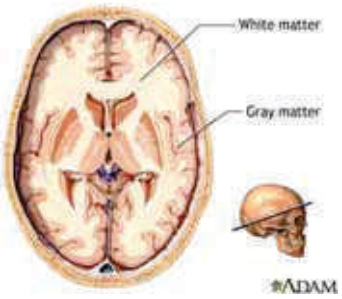


86 billion neurons



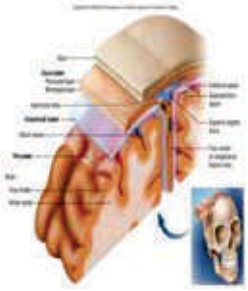
- It contains about 86 billion nerve cells (neurons) — the "gray matter"
- The cerebrum also contains billions of nerve fibres (axons and dendrites) — the "white matter"
- These neurons are connected by trillions of connections, or synapses

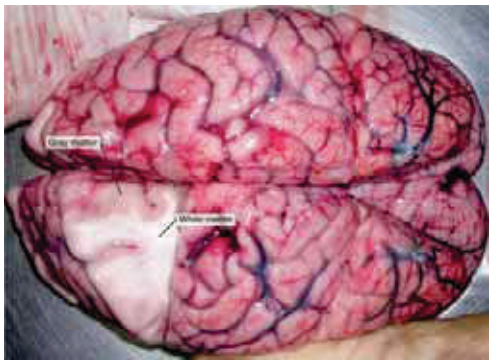
WHITE MATTER



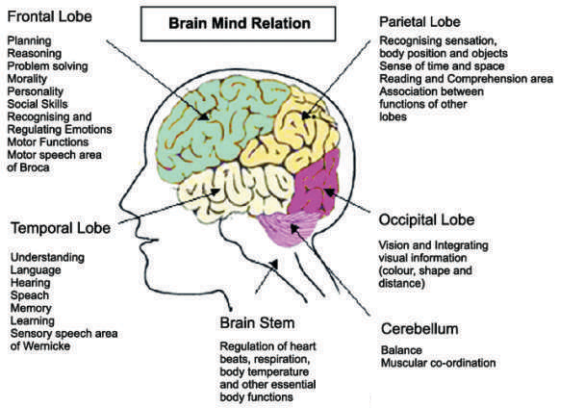
Gray and White Matter

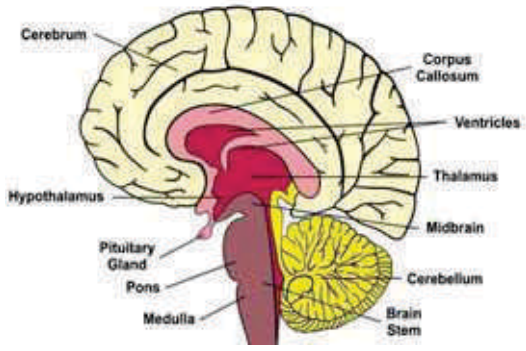
- Gray matter = neuron cell bodies, dendrites, and synapses
  - forms cortex over cerebrum and cerebellum and central portion of spinal cord.
  - forms nuclei deep within brain
- White matter = bundles of axons
  - forms tracts that connect parts of brain.
  - Ascending and descending tracts in the spinal cord.





- **There is no white matter between the visual cortex and the language areas of the brain.**
- **The brain needs to create these new neural pathways.**





udaix Shutterstock

- The left brain controls all the muscles on the right-hand side of the body; and the right brain controls the left side.
- One hemisphere may be slightly dominant, as with left- or right-handedness

- The popular notions about "left brain" and "right brain" qualities are generalizations that are not well supported by evidence.
- Still, there are some important differences between these areas.

- The left brain contains regions involved in speech and language (Broca's area and Wernicke's area), and is also associated with mathematical calculation and fact retrieval, Holland said.

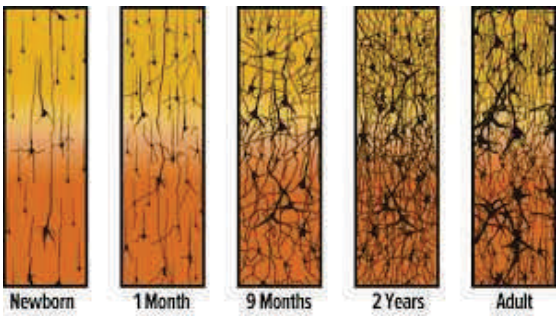
- The right brain plays a role in visual and auditory processing, spatial skills and artistic ability — more instinctive or creative things, Holland said — though these functions involve both hemispheres.
- "Everyone uses both halves all the time," he said.

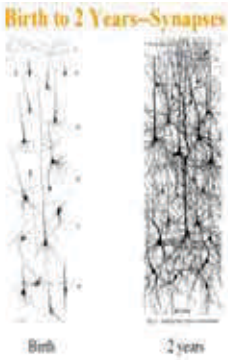
Any experience changes the Brain

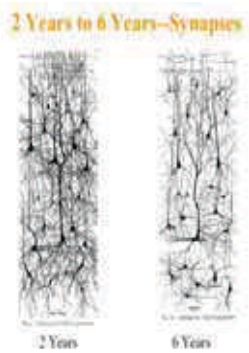
- Brain development is "activity-dependent"
- Every experience excites some neural circuits and leaves others alone
- Neural circuits used over and over strengthen
- Those that are not used are dropped resulting in "pruning"

How does the Brain learn anything?

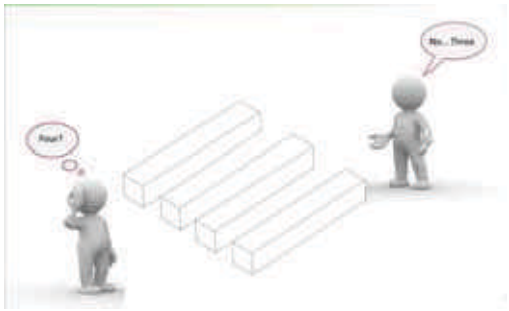
- Overproduction of neurons and connections among neurons
- Selective reduction of neurons and connections among neurons
- Waves of intense branching and connecting followed by reduction in neurons
- – Before birth through 3-years-old
- – Again at 11- or 12-years-old

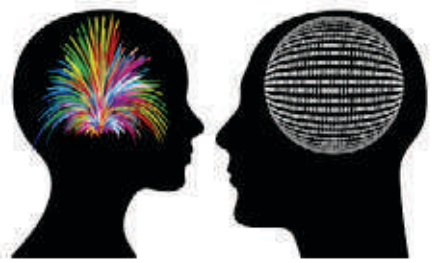






Different Perceptions

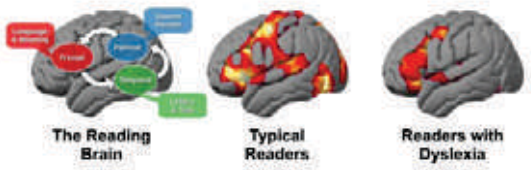




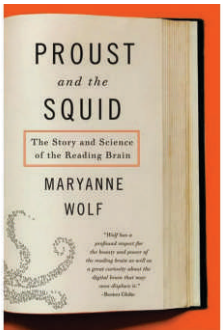
Plasticity

Plasticity of the brain

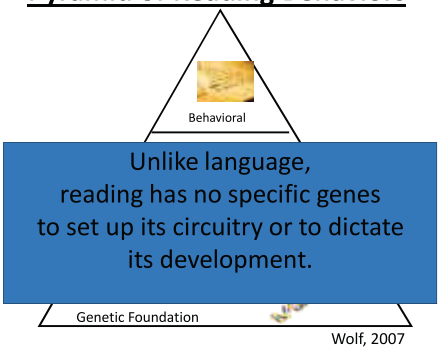
- Plasticity: Refers to the brains ability to reorganise neural pathways throughout the lifespan as a result of experience.
- Put simply: The brains ability to change with learning.
- There is a change in the internal structure of neurons, notably the synapses &
- increase in the number of synapses



"Reading can be learned only because of the brain's plastic design, and when reading takes place, that individual brain is forever changed, both physiologically and intellectually."
- Maryanne Wolf



Pyramid of Reading Behaviors



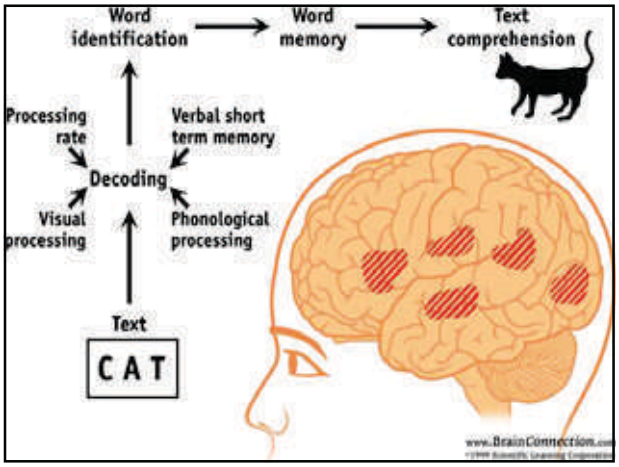
Wolf, 2007

It took the species 2000 years of insights to develop an alphabetic system. A child is given 2000 days to gain the same insights.

--Maryanne Wolf

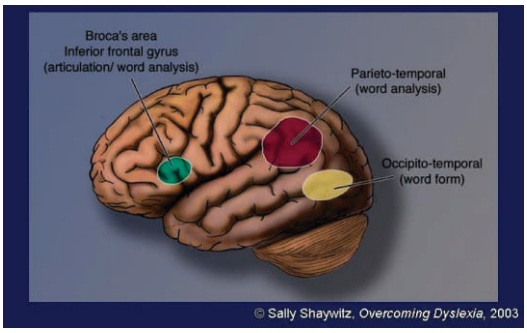
How does the Brain "learn" to read?

- Forms new connections
- Forms "working groups" of specialized neurons
- Automatizes frequently activated "working groups" and the pathways that connect those groups.

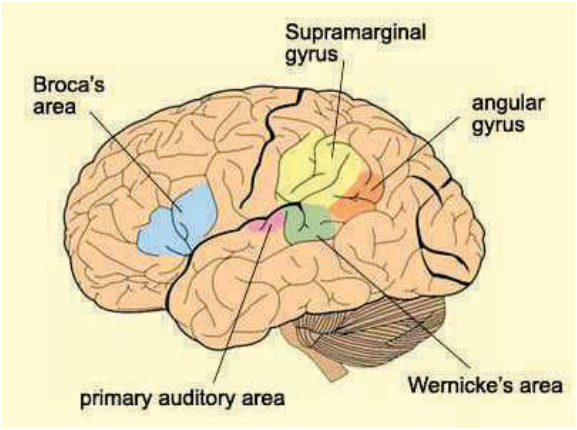


Language Areas in the Brain

Neural Systems for Reading



- The angular gyrus is a region of the brain in the parietal lobe, that lies near the superior edge of the temporal lobe, and immediately posterior to the supramarginal gyrus; it is involved in a number of processes related to language, number processing and spatial cognition, memory retrieval, attention, and theory of mind.
- It is Brodmann area 39 of the human brain.

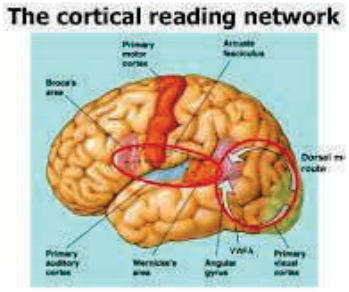


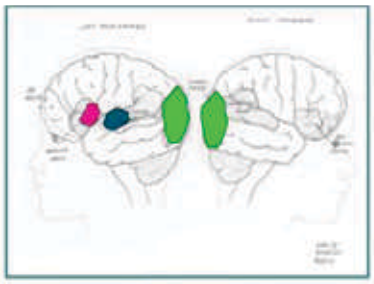
- The **Angular gyrus** in the brain does the translation work of the process that turns symbols into sounds
- This is a learning behavioral process that is **quick and efficient**
- This area is activated early in life at round about the age of **5 to 6 years**
- Dyslexics make use of the pre-frontal cortex to think their way through it

- This process in the pre-frontal cortex however, is **slow, time consuming and inefficient**
- Therefore reading is tiring and dyslexics become exhausted when reading, since it uses **5 x more energy**

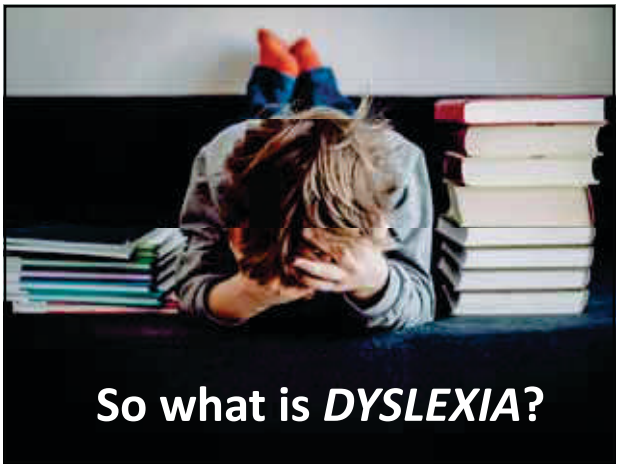
You are thus working harder for less gain!

Auditory Cortex

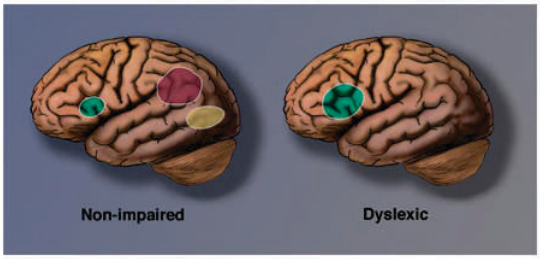




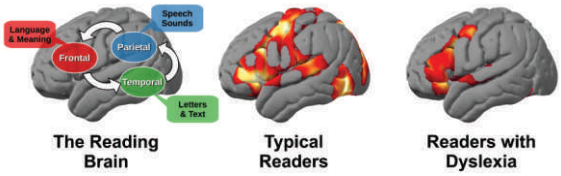
"Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.
– Steven Pinker



Neural Signature for Dyslexia:
Disruption of Posterior Reading Systems



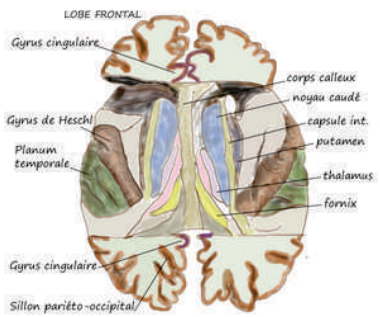
© Sally Shaywitz, *Overcoming Dyslexia*, 2003

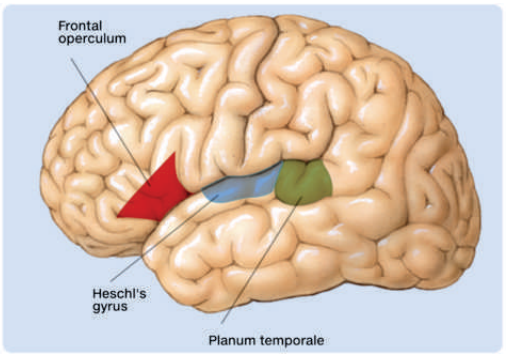


THE BIOLOGICAL BASES OF DYSLEXIA

- From the 1980s onwards the area of the brain chosen for special investigation by dyslexia researchers was the planum temporal - a region on the upper surface of the temporal lobe on either side of the brain.
- Earlier autopsy studies has shown that in about 65% to 75% of unselected brains the 2 plana were asymmetrical and of different sizes, the planum on the left side usually being the larger

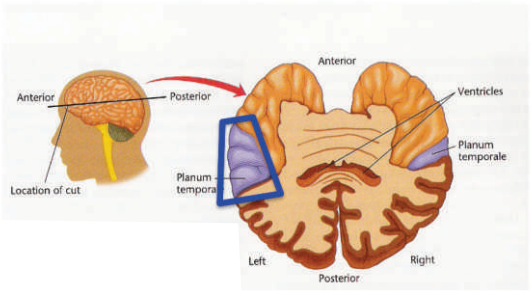
The Planum Temporale

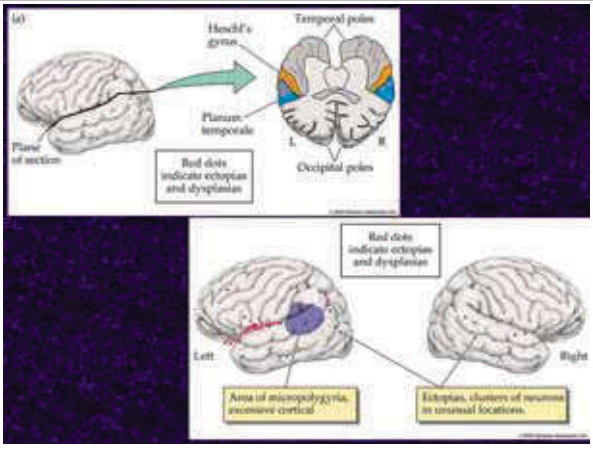




- A study of the brains of 8 individuals known to have been dyslexic in their lifetime were examined and it was found that in all 8 cases the 2 plana were symmetrical.
- A further finding from the autopsy studies was that the brains of the dyslexics contained an abnormal number of malformations, known as ectopias.

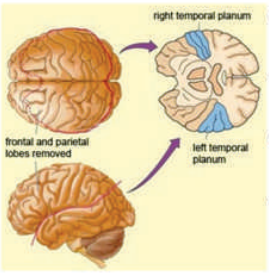
Planum Temporale in the normal reader are asymmetrical





- These are believed to have arisen because the migration of cells to the cerebral cortex, which takes place in the months before birth was incomplete, with the consequence that the cells ended up out of place.

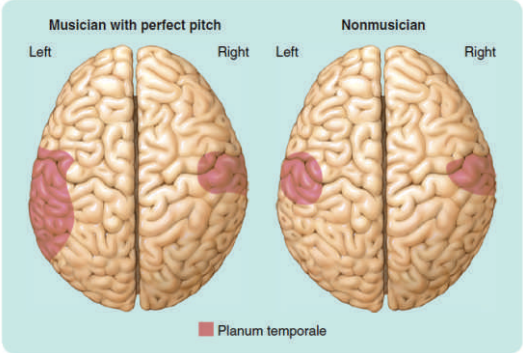
Planum Temporale



- Close to the Wernicke's area
- Believed to be involved in pitch processing
- Normal readers have a bigger left PT
- Dyslexic Ss have symmetrical left and right PT

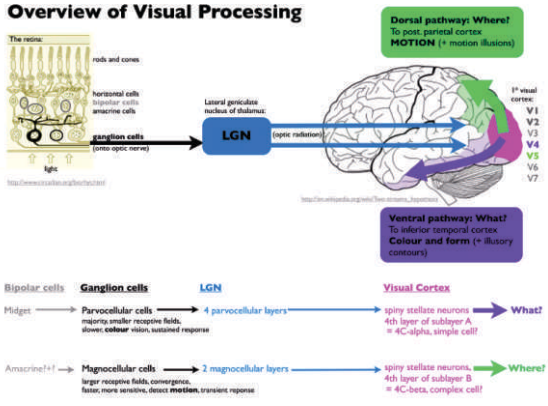
http://thebrain.mcgill.ca/flash/i/i_10/i_10_cr/i_10_cr_lan/i_10_cr_lan.html#3

Anatomical Asymmetry in the Planum Temporale

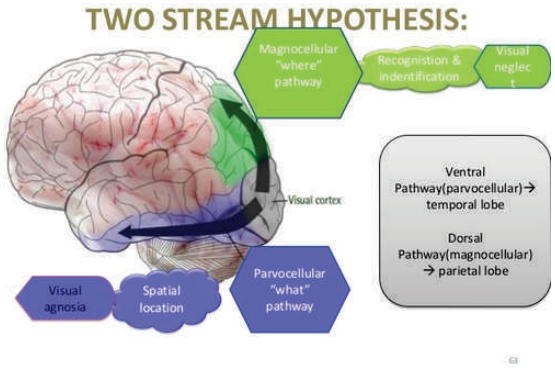


- It has also been shown that within the visual system of humans and other primates it is possible to distinguish 2 separate pathways that contain different types of cells.
- Larger cells that respond to fast-moving, low-contrast information (the magnocellular pathway).
- Smaller cells that respond to slow-moving, high-contrast information (the parvocellular pathway).

Overview of Visual Processing

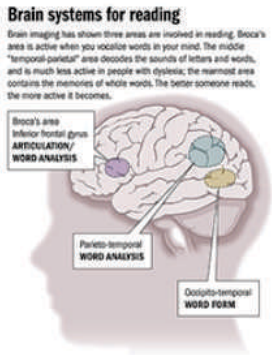


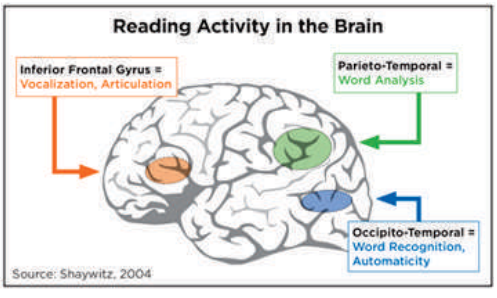
- When 5 of the 8 dyslexic brains were re-examined it was found that there was nothing unusual about the parvocellular pathway but there were abnormalities of the magnocellular pathway - the cell bodies were smaller and more variable in size and shape (Livingstone et al., 1991).
- It seems likely that there are similar magnocellular abnormalities in the auditory system (Galaburda & Livingstone, 1993).

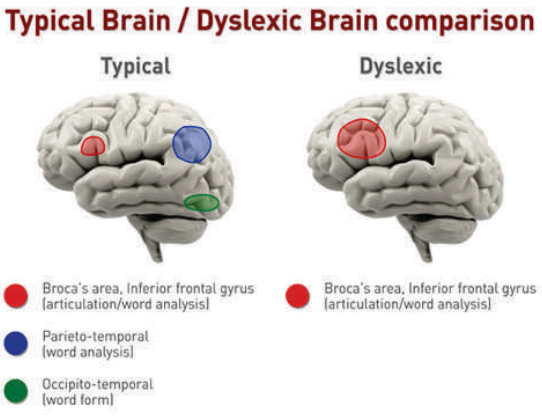


Visual Distortions due to Magnocellular Defects

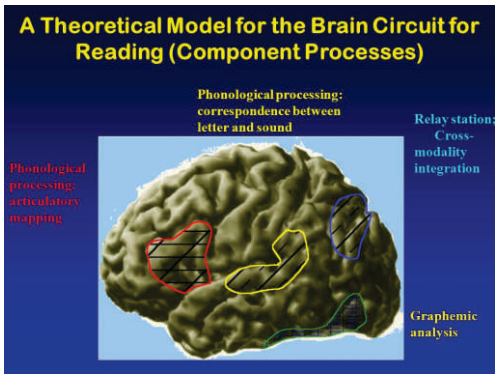
Specific Areas are Activated





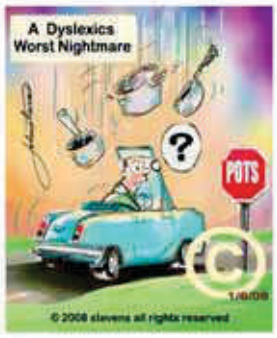


2013 Phonological Processing Study



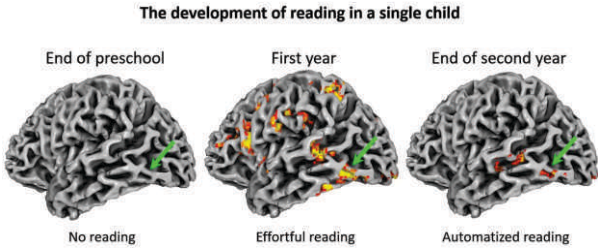
Processing Speed Differs

AUTOMATIZATION



This automatization makes learning higher level reading tasks easier…

Source: Vanderstoep and Pintrich, Learning to Learn, 2003.



Time Course of Activities in Reading

Visual Recognition 0-100 MSEC
Word Specific Activation 150 MSEC
Phonological Processing 180-300 MSEC
Semantic Processing 200-500 MSEC

DELAY

DELAY

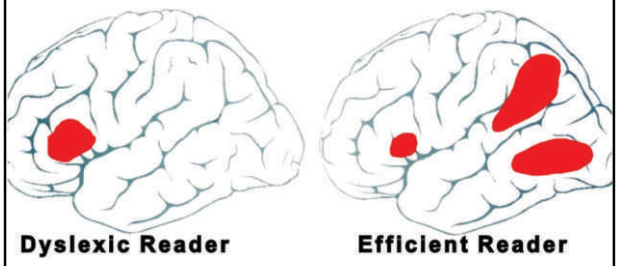
DELAY

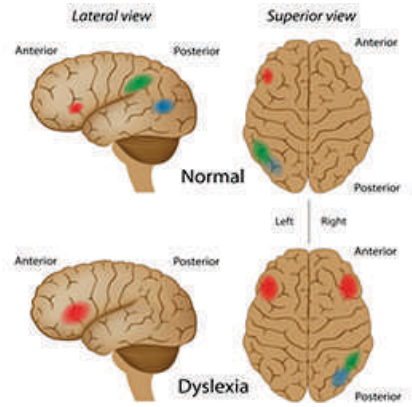
DELAY

Novice readers - Rely on conscious analysis of speech sounds, using **front regions** of the brain

Proficient Readers - Rely more on **back regions of the brain** after word images are learned and can be automatically recognized.

Reading





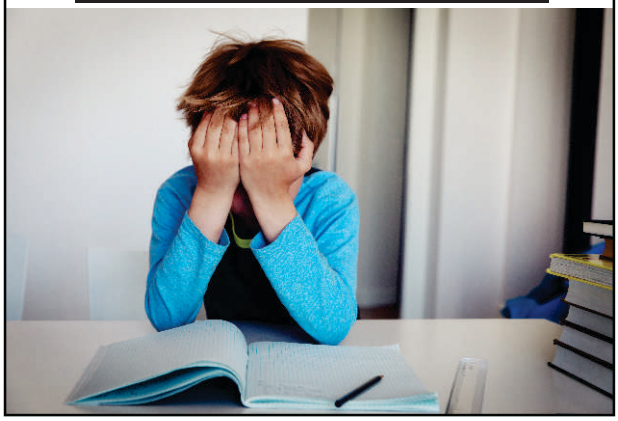
Problems in Learning to Read

Problems in Learning to Read

- **Early Identification & Intervention Gabrielli,2007**

Sally Shaywitz, 2003: Appropriate instructional interventions make differences in brain imaging less in dyslexic students.

Causes of Reading Problems



LINGUISTIC CAUSES:

- **1. Phonological Deficits**
- **2. Differences in Auditory & Visual Processing Speeds**
- **3. Structural Differences**
- **4. Phonological Memory Deficits**
- **5. Genetics & Gender**
- **6. Brain Lesions in the Word Processing Areas**
- **7. Word Blindness**

Non- Linguistic Causes:

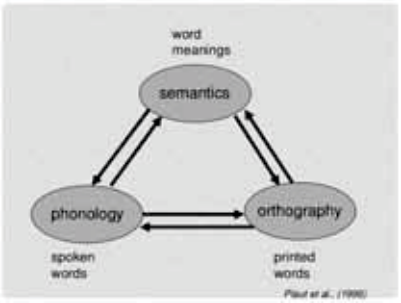
- **1. Perception of Sequential Sounds**
- **2. Sound-Frequency Discrimination**
- **3. Detection of Target Sounds in Noise**
- **4. Motor Coordination of the Cerebellum**
- **5. ADHD**

So How do Skilled Readers Recognize Words?

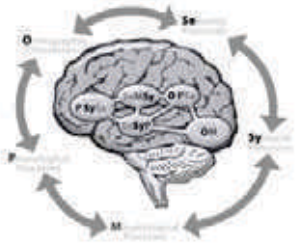
Yale University researchers state that:

"When the brain learns to read, it has to connect in a very robust and dynamic way the areas that are responsible for storing information about sound(**PHONOLOGY**), information about letter formation (**ORTHOGRAPHY**) and information about meaning(**SEMANTICS**).

3 Systems involved in Reading

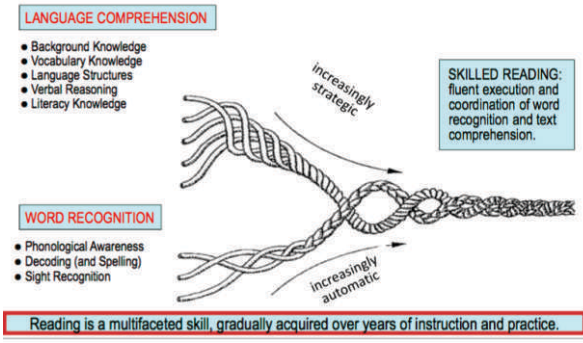


The more you know about a word, the faster you will read and comprehend it.

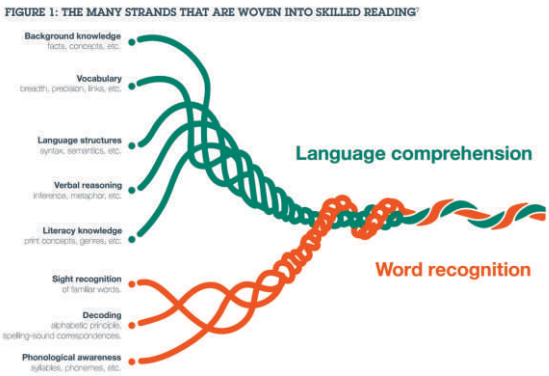


The brain changes with every word.

Scarborough's Reading Rope (2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

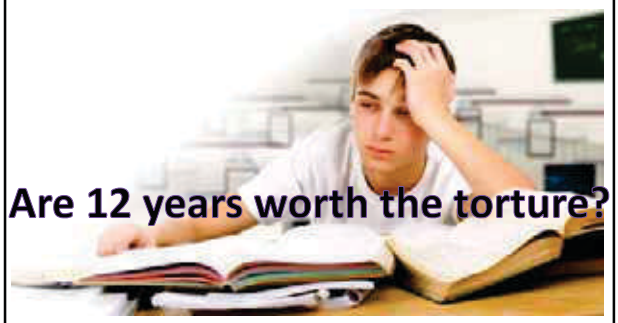


In summary:

- **Human beings were never meant to read.**
- **We were biologically programmed to speak, see, think, and remember, but not to read.**
- **These other, more basic critical processes require vast neuronal networks that are genetically given.**

We expect all children to read…

But do all of them have musical talents??

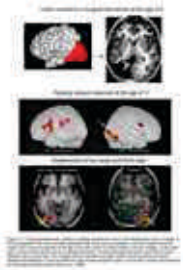


"The relationship between neuroscience and education can prove most fruitful when it fosters a bidirectional exchange of ideas and approaches."

- Christodolou & Gaab, 2009

Brain Imaging Studies of Reading and Reading Disability

- http://www.youtube.com/watch?v=-aRfWcfCYKM&feature=youtu.be



Lecture of Dr Stanislas Dehaene on the Reading Brain

- http://www.youtube.com/watch?v=MSy685vNqYk

References:

- **Specific Learning Disabilities – Yitzchak Frank,2014.**
- **How The Brain Learns, 4th Edition – David A. Sousa.**
- **Reading in the Brain – Stanislas Dehaene, 2009.**

The Science of Reading

R-I-S-E ARKANSAS
Reading Initiative for Student Excellence

	Phonological Awareness	Phonics	Fluency	Vocabulary
WHAT	1 Phonological awareness is the ability to notice the sound structure of spoken words.	10 Phonics is a system for approaching reading that focuses on the relationship between letters and sounds.	17 Fluency is the ability to read a text quickly, accurately, and with proper expression.	25 Vocabulary is the knowledge of words and word meanings.
	2 Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness.	11 The teaching has to move from letter/sound correspondences to graphemes, syllables and morphemes.	18 Fluency is determined by the size of your sight vocabulary.	26 Connecting meaning to spelling patterns of words can be critical to expanding a student's vocabulary.
	3 Basic phonological awareness skills include phoneme blending and segmentation and are generally mastered by most students by the end of the first grade.	12 Orthographic mapping is the ability to quickly and efficiently add words to your sight vocabulary.	19 If a student is good at orthographic mapping, reading practice is helpful to increase fluency.	27 Morphology is the study of segmenting words into prefixes, suffixes, roots, or bases and the origins of words.
	4 Advanced phonological awareness skills involve manipulating phonemes which include deleting, substituting, or reversing phonemes within words.	13 Sight vocabulary is all the words you instantly recognize.	20 If a student is not good at orthographic mapping, reading practice does not help to increase fluency.	28 Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.
WHY	5 Phonological awareness difficulties represent the most common source of word-level reading difficulties.	14 By the end of first grade, students taught by a code-based approach perform, on average, the equivalent of 7 to 8 standard score points higher on tests of reading comprehension than students taught with a meaning-based approach.	21 Students who are fluent readers are better able to devote their attention to comprehending the text.	29 Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.
	6 Phonological awareness is essential for skilled reading.	15 Guessing words from context is not as efficient as phonetic decoding. Skilled readers can identify unfamiliar words with a high degree of accuracy by sounding them out, even irregular words. By contrast, researchers have found that even proficient readers are not as skilled at correctly guessing words from context with an accuracy rate of only about 25%.	22 Fluency is the bridge between decoding words and understanding what has been read.	30 Vocabulary is the glue that holds stories, ideas, and content together making reading comprehension possible for children.
	7 Phonemic awareness is needed for efficient sight-word learning.	16 When we see a word, the areas of the brain responsible for orthography (familiar spelling) and phonology (pronunciation) activate before the areas responsible for the semantic system (meaning).	23 A student needs to be able to read 130 correct words per minute on a sixth grade level to be successful in content reading.	31 There is a strong relationship between vocabulary and reading comprehension.
	8 Early, explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness, can prevent and also remediate reading difficulties.		24 As children become fluent readers, they are able to interact with text on a higher level.	32 Awareness of morphology is a strong indicator of and a positive influence upon reading comprehension.
	9 The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied.			

33 **Phonological awareness, phonics, fluency, and vocabulary all lead to**

COMPREHENSION.

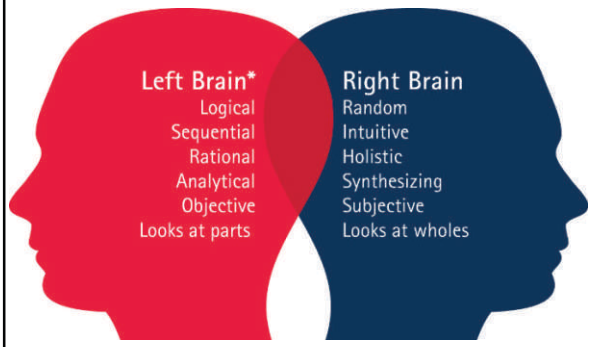
Reading aloud to children builds the foundation of literacy learning. Listening comprehension comes before reading comprehension.

HOW

34 For maximum academic gains, students need systematic, explicit, engaging and success oriented instruction.
Systematic means a teacher has a **specific scope and sequence** for introducing each skill.
Explicit means that the teacher provides **clear and precise instruction**.
Engaging instruction that is success oriented involves increased **active participation** in the instructional activities while minimizing errors and providing **immediate corrective feedback** when errors occur.

VISUALLY DEAF / AUDITORY BLIND

Visually Deaf / Auditory Blind

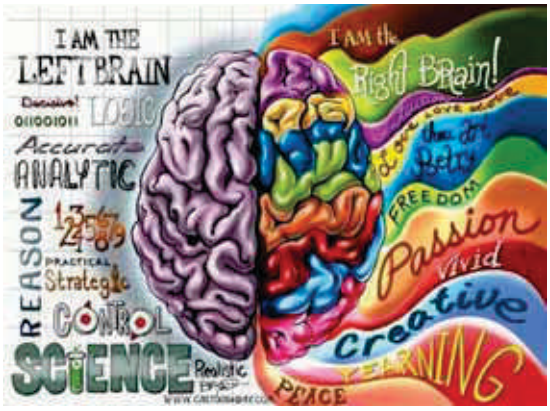


THE LEFT HEMISPHERE

- **Understanding and use of language (listening, reading, speaking and writing)**
- **Memory for spoken and written messages**
- **Detailed analysis of information**
- **Controls the right side of the body**

THE RIGHT HEMISPHERE

- **Judging the position of things in space.**
- **Knowing body position.**
- **Understanding and remembering things we do and see.**
- **Putting bits of information together to make an entire picture.**
- **Controls the Left side of the body**

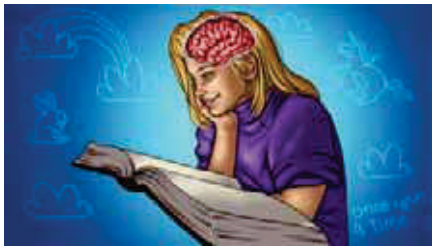


Are you right or left brained?

- Which ear do you use to listen through a door?
- Which eye is dominant?
- Which hand do you use to write or eat?
- Which foot do you use to kick a ball?
- Mostly L's = **RIGHT** brained
- Mostly R's = **LEFT** brained

NEUROANATOMICAL MODEL of DYSLEXIA

- **Understanding the neuroanatomical model of dyslexia will eventually explain inner speech**

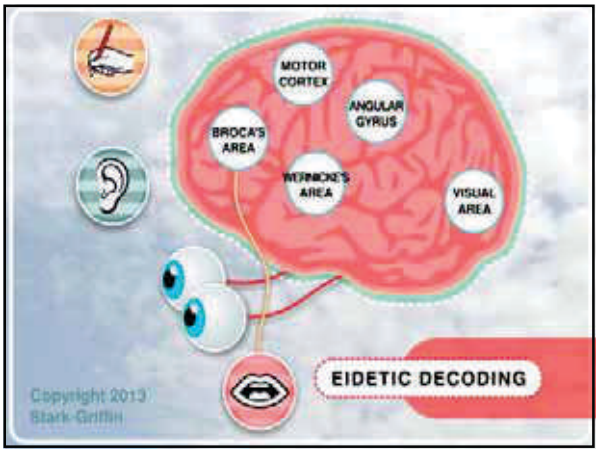


THE ORAL DECODING PROCESS:

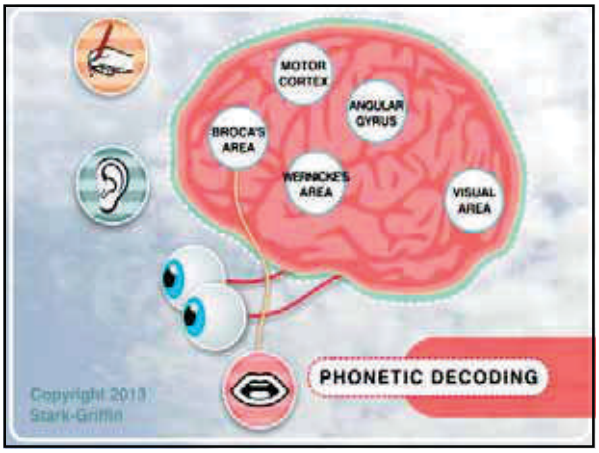
There are specific cortical locations in the LEFT hemisphere of the brain responsible for:

1. PHONETIC WORD ANALYSIS

2. EIDETIC (whole word) ANALYSIS (Rapid naming)

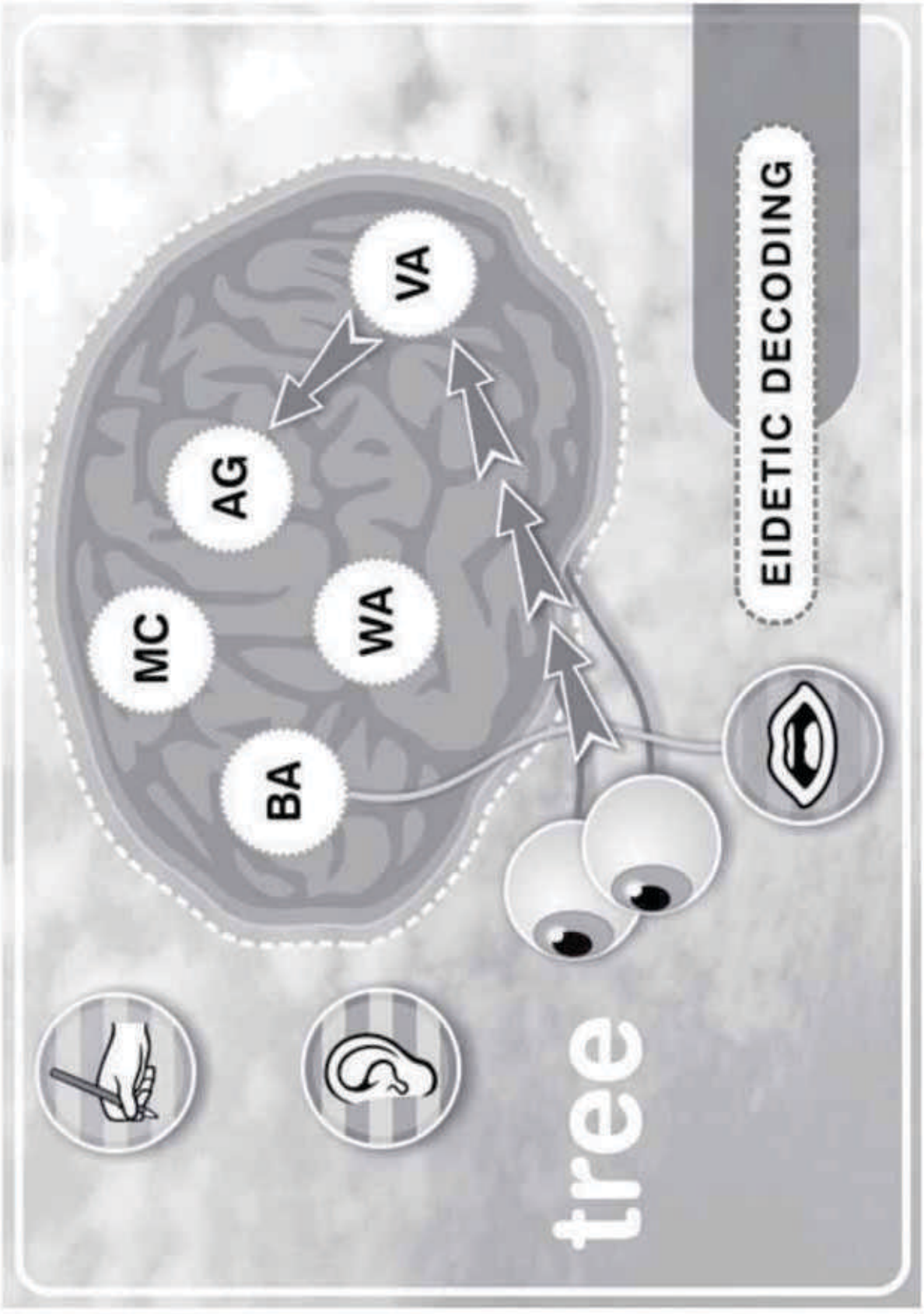


A visual configuration of letters received by the eyes, travels to the OCCIPITAL LOBE via nervous impulse and is transmitted to the ANGULAR GYRUS (AG) where a sight –sound match is made within 2 seconds

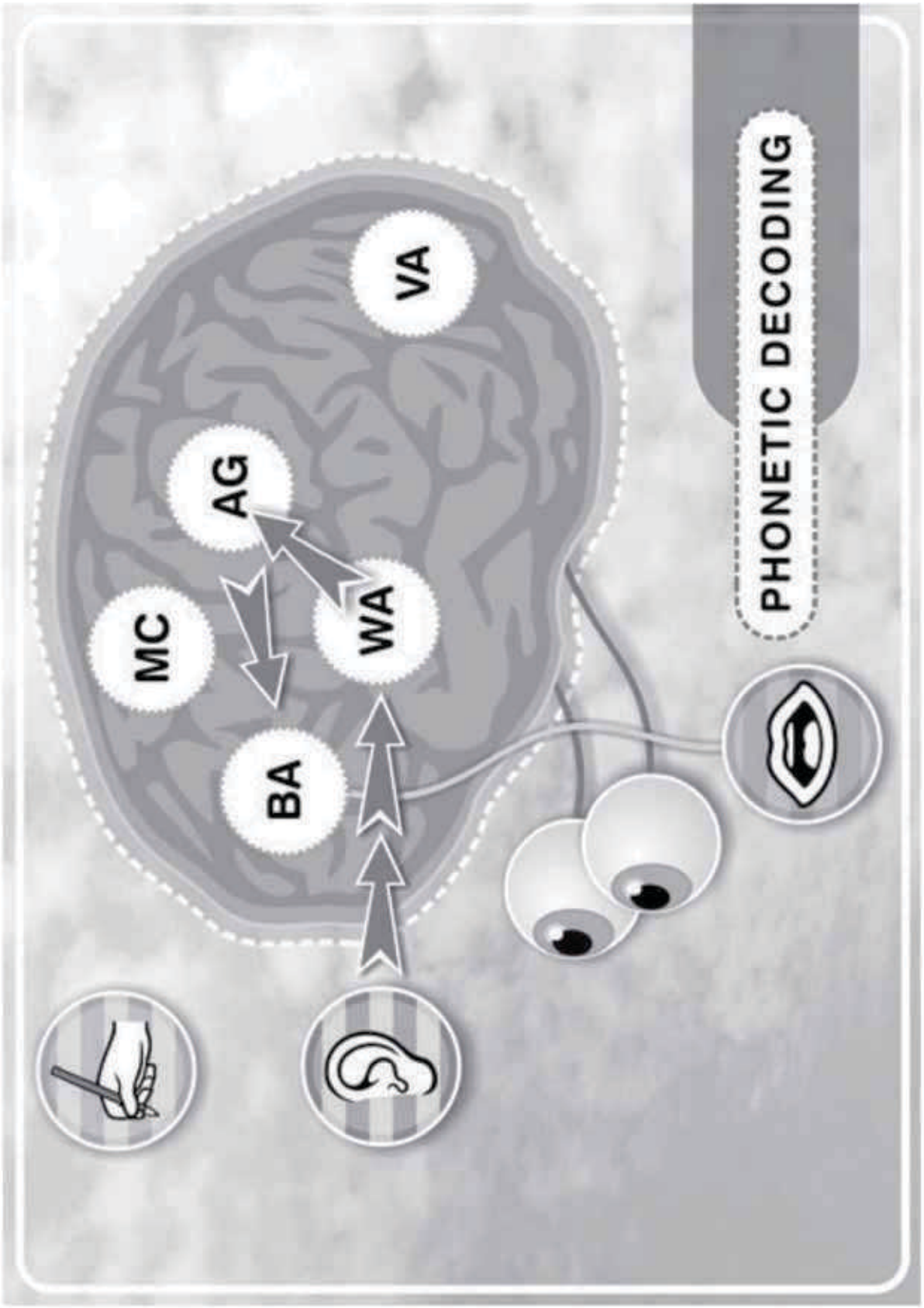


For unfamiliar words, WERNICKE'S AREA(WA) is called upon for phonetic analysis

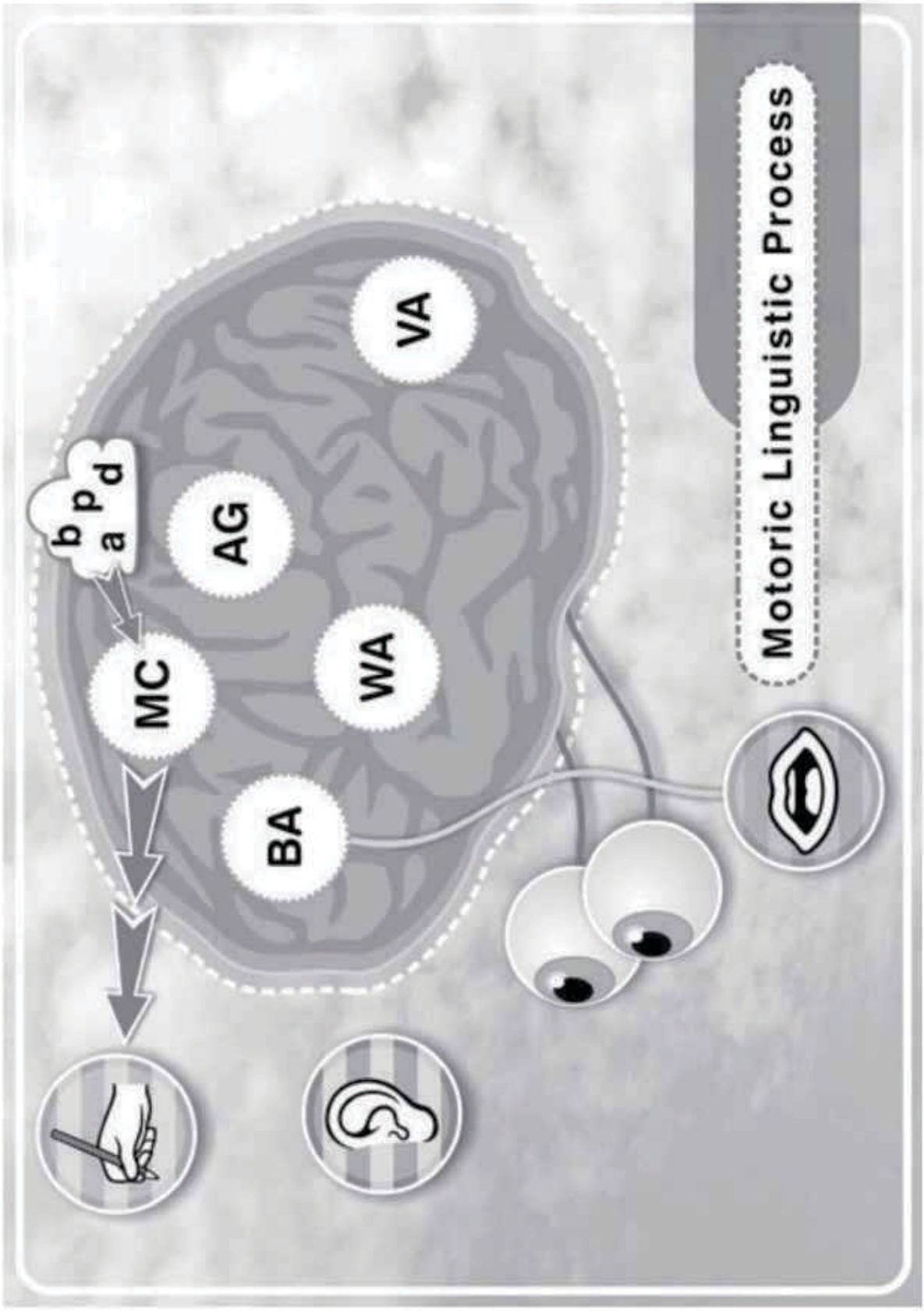
EIDETIC DECODING

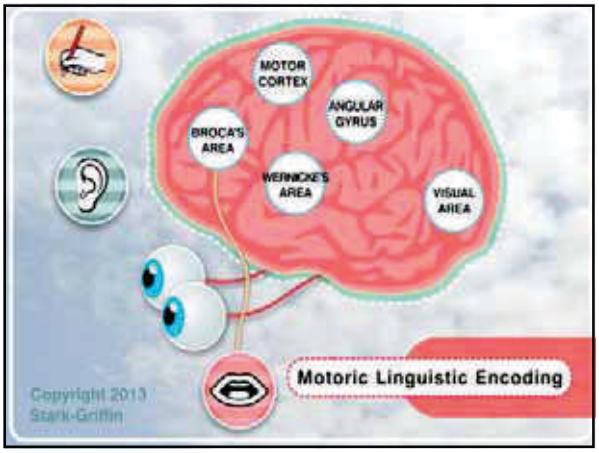


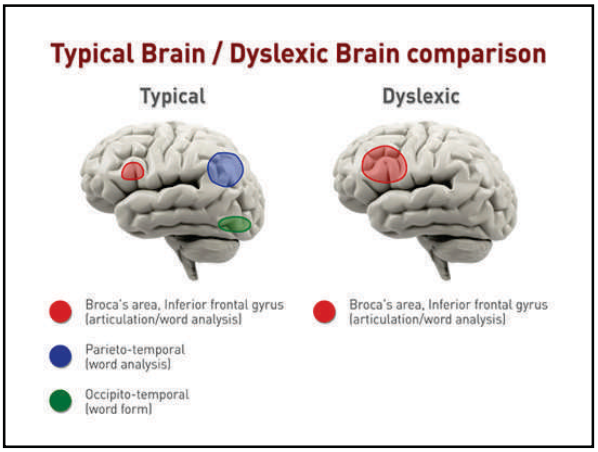
PHONETIC DECODING

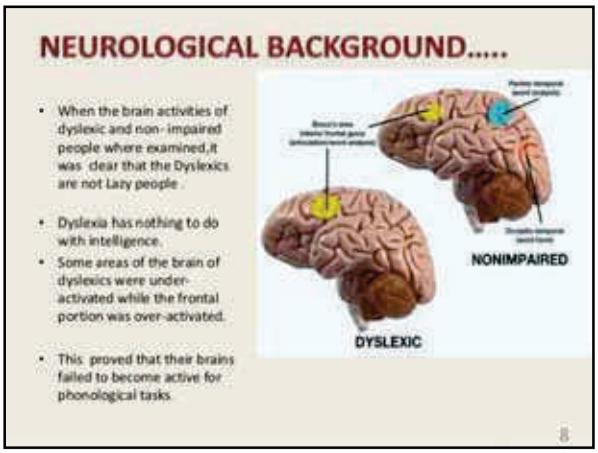


MOTORIC LINGUISTIC PROCESS









In the MOTOR CORTEX (MC)
motor engrams are developed,
stored and called upon when writing words

Normal readers make use of the
<u>LEFT TEMPORAL HEMISPHERE</u>
of the brain

Dyslexics are prone to rely more
on the functioning of the <u>RIGHT</u>
<u>HEMISPHERE</u> of the brain

WORD DECODING:

- There are two basic ways to decode (recognize) the written word
- The use of phonetic skills is one way new words are decoded and then learned. School teachers refer to phonetic decoding as '*word attack*'
- The other way to decode is by using eidetic skills, referred to by teachers as '*look and say*' or '*rapid naming*'

- Normally, when either or both of these decoding processes are repeated sufficiently, the newly learned words can be put into one's mental lexicon
- This can be thought of as the individual's "dictionary"

- The eidetic approach to decoding is obviously much faster than using phonetics
- This is probably the reason why sight-word reading as in the Dick and Jane school books starting in the 1930's in the U.S.A. replaced the phonetic approach in schools

- The use of phonetics (including phonics, syllabication, and structural analysis) was too slow compared with eidetic decoding
- Unfortunately, many students who did not have the basics in phonetics had difficulty learning new words.
- They often had reading dysfunction as a result of the inadequate educational experience

- Those students who had an eidetic problem were in greater trouble as they had not learned phonetic decoding
- These dyseidetic individuals, unfortunately, had neither phonetic nor eidetic skills which they could rely on when trying to decode a particular word

- Fortunately, many schools are now recognizing the importance of phonetics in education and terms such as "*phonological awareness*" and "*phonemic awareness*" are in vogue

PHYSIOLOGY OF READING

Cortical vocalization is the decoding of written words internally in the cortex for *corresponding sounds* while reading (also known as inner speech)

Subcortical vocalization is the phonetic decoding of written words to *produce internal sounds*

When reading orally, vocalization still occurs but Broca's area, the motor strip, vocal cords, tongue etc. must be activated for oral pronunciation

If cortical or subcortical vocalization is not achieved, the individual is dyslexic.

CORTICAL VOCALIZATION
is
'INNER SPEECH'

INNER SPEECH

- **The process of 'inner speech' is the 'internal hearing' of what you are *reading***
- **Nobody taught you inner speech, it comes naturally for non-dyslexics**
- **Imagine you are reading but your internal voice is switched off?**
- **How difficult would reading be now?**

Dyslexics suffer a great deal without inner speech:

- Difficulty repeating what is said to them
- Difficulty comprehending written or spoken directions
- Difficulty understanding or remembering what is said to them
- Difficulty understanding or remembering what they have just read
- Difficulty putting their thoughts on paper

Try to imagine how dyslexics must function day-by-day without any inner speech?

Undoubtedly this leaves them very disoriented, out of control and losing track of conversations and reading

The process of taking information 'inward'

- By using inner speech, you see the information and take it inward with inner speech.
- The inability to use inner speech will stop the processing of this information.
- I see the word clearly, but cannot hear it internally!

VISUALLY DEAF

- When you look at any written information, automatically you are processing it without thinking
- It is like running a commentary through your mind, except now the commentary is switched off
- I can see it, but NOT hear it!

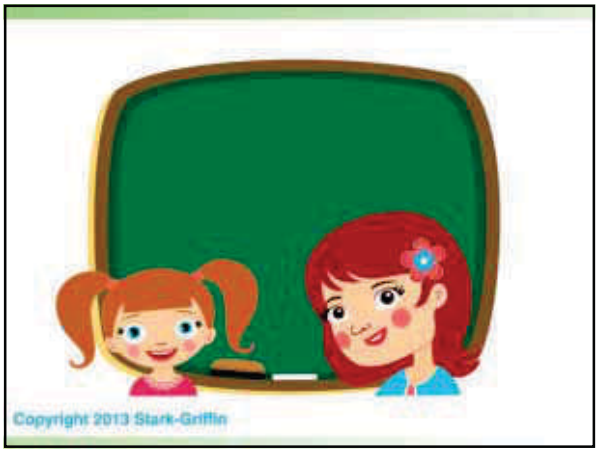
AUDITORY BLIND

- **Another challenge for the dyslexic is spelling?**
- **People <u>internalize</u> the words they need to spell**
- **They actually 'see' the word in their minds**

The dyslexic, however, finds it virtually impossible to visualize words

When you are listening to someone say a word and asking you to spell it, once heard, you will be able to spell the word internally

- I can **<u>hear</u>** the word but not **<u>see</u>** the letters or sounds internally
- **Instead I see a <u>picture</u> of the word**



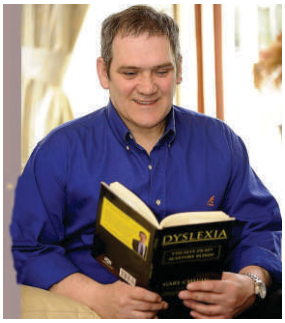
DYSLEXIA IS BEING:

VISUALLY DEAF

and

AUDITORY BLIND

GARY CHEVIN



- Dyslexics are profound **picture thinkers**
- Their number one mode of thinking is **PICTURES**
- This makes dyslexics **fast thinkers**, due to the fact that they are not slowed down by processing their thoughts into inner speech

DYSLEXICS ARE PROFOUND PICTURE THINKERS

10 000 pictures per minute

vs.

250 words per minute

- **When you are developing inner speech you are changing the pictures to words**
- **Speaking and reading follows a linear structured process which is time-consuming**
- **Dyslexics that have not mastered literacy will not have developed this linear structured process**

TRIGGER WORDS

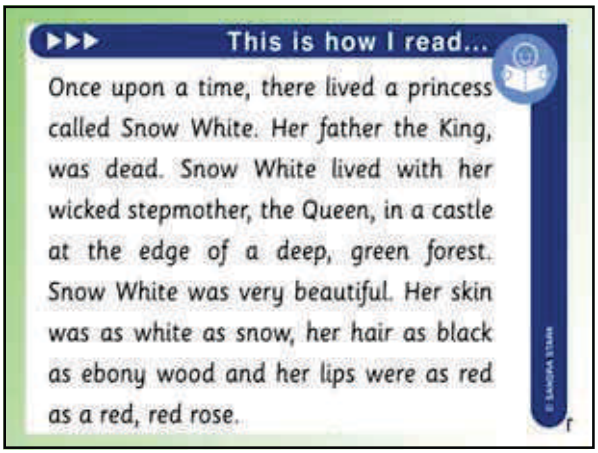
- **There are more than 200 English words that cause problems for most dyslexics**
- **In other words, +/- 200 words with which he cannot think**

- **These words are part of a dyslexics' speaking vocabulary, but dyslexics cannot form mental pictures of their meanings**
- **Trigger words…often most simple words…have abstract meanings and often a number of meanings.**

Example:

- *The surfboard is blue.*
- The & is are trigger words.
- When a dyslexic attempts to read a book or even a paragraph, all these trigger words are meaningless and disappear, since they are not part of the individuals' visual dictionary.

- This leads to disorientation with ***increased tension***.
- This results in strained reading ***without comprehension***.



INTERNAL SPEECH EXERCISE: GARY CHEVIN

- Step 1:
- Ask the student to say numbers 1 to 26 out loud
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

- The second time he must go through the numbers again but say 1 out loud, two and three 2 3 internally, while clamping his tongue between his teeth when internalizing the numbers

- **Make sure he does not move any part of his body and no counting on fingers or moving his head**

- **The correct sequence would be**
  1, 4, 7, 10, 13, 16, 19, 22, 25

This exercise should take no longer than <u>25 seconds</u> to complete

Monitor the time and also take note of the correctness of the answers

- **<u>Step 2</u>:**
- The student must now say the 26 letters of the alphabet out loud
- **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

- **Now the student will say the first letter out loud and the next three will be internalized with his tongue clamped between his teeth.**
- **When internalizing the letters the correct sequence would be:**
- **Verbalize A, internalize B,C,D; verbalize E**

- **The correct sequence should be**
  A.E.I.M.Q.U.Y

_5_

Dyslexia Diagnosis

Dyslexia Diagnosis

The STARK-GRIFFIN Diagnostic Assessment

- Evaluation tests in English, Spanish and French are available to explain why many scholars battle to read and write despite normal sensory, perceptual, cognitive and motor abilities and normal intelligence.
- The English version, however, is written in the United States of America and hence the need arose to develop an Afrikaans test as well as a standardized South African English version.

- **This diagnostic assessment is officially the first of its' kind in South Africa.**
- **This test is a practical psychometric and diagnostic instrument to be used by psychologists, psychometrists, optometrists, audiologists, speech- and language therapists and occupational therapists whom are registered professionals with the HPCSA, for the diagnosis and treatment of dyslexia.**

HPCSA
Health Professions Council of South Africa

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THE USE OF DIAGNOSTIC LABELS:

- **The correct diagnostic label is essential if the individual concerned is to be adequately helped.**
- **If correct diagnostic labels are not used, teachers are more than likely to act upon their own incorrect ones.**

- **We should always remember, however, that, although those who carry a particular diagnostic label may have much in common, their needs may be different, particularly at different times of their lives.**
- **There should never be a 1-size-fits-all treatment.**

Sir William Gull

Dyslexia IS A MULTI-DISCIPLINARY DISORDER:

- Anyone who is suspected to have dyslexia should have a comprehensive evaluation, including **medical, psychological, behavioral, hearing, vision, occupational and intelligence testing**.
- The test should include all areas of learning and learning processes.
- A child should be evaluated for dyslexia using an age-appropriate battery of decoding and encoding tests.

The following professions contribute to the diagnosis of dyslexia :

- Speech & Language Therapists and Pathologists
- Audiologists
- Optometrists
- Occupational Therapists
- Psychologists
- Psychometrists

Audiologists & SPEECH and Language therapists?

- These professionals have extensive training and knowledge about phonological skills which is imperative to integrate sounds and symbols (grapheme-phoneme integration).
- Phonics, phonological awareness and language learning are their forte and an imperative part of the reading process.
- The magnocellular auditory pathway is defective in a dyslexic individual.
- There is no better professional than the above to identify and diagnose ***auditory dyslexia***.

Why optometrists?

- Learning is accomplished through complex and interrelated processes, one of which is vision.
- Determining the relationships between vision and learning involves more than evaluating eye health and visual acuity (clarity of sight).
- The magnocellular visual pathway of a dyslexic person is defective and causes visual problems.
- There is no better professional than an optometrist to identify and diagnose ***visual dyslexia*.**

Why occupational therapists?

- O.T.'s are able to identify characteristics of dyslexia which would benefit the child's overall scholastic performance.
- An occupational therapy assessment will focus on how the dyslexia affects a person's day to day life.
- O.T.'s provide handwriting and spelling support, postural management assessment and strategies as well as fatigue management.
- O.T.'s work with the school to develop strategies and appropriate adaptations.
- There is no better professional than an OT to identify and treat ***motoric dyslexia***.

Why psychologists and psychometrists?

- Many of us take learning for granted. Going to school, college or university and being taught is something we just do. But, in fact, there are many conditions – biological and environmental – that contribute to learning.
- It is the job of the educational psychologist and psychometrist to explore these conditions in order to optimize the learning experience for children and young people, thereby helping them to achieve their full potential in life.
- Dyslexics need a psychological / psychometric evaluation to access **cognitive abilities**.

The DSM V and SLD

- **The following describe the updated 2013 DSM-5 diagnostic subtypes of specific learning disorder:**
- **Specific learning disorder with impairment in reading includes possible deficits in:**
  - Word reading accuracy
  - Reading rate fluency
  - Reading comprehension
- ***DSM-5 diagnostic code 315.00.***

- **Note: Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities.**

Dysgraphia

- **Specific learning disorder with impairment in written expression includes possible deficits in:**
  - Spelling accuracy
  - Grammar and punctuation accuracy
  - Clarity or organization of written expression
- ***DSM-5 diagnostic code 315.2***

Dyscalculia

- **Specific learning disorder with impairment in mathematics includes possible deficits in:**
  - Number sense
  - Memorization of arithmetic facts
  - Accurate or fluent calculations
  - Accurate math reasoning
- ***DSM-5 diagnostic code 315.1***

A summary of the DSM-5 diagnostic criteria for specific learning disorder diagnosis:

- **Criteria A**

Ongoing difficulties in the school-age years learning and using at least one academic skill (e.g. reading accuracy/fluency; spelling accuracy; written expression competence and fluency; mastering number facts). These difficulties have persisted and failed to improve as expected, despite the provision of targeted intervention for at least six months. This intervention should be recognized as evidence-based and ideally delivered by an experienced and qualified person.

- **Criteria B**

The difficulties experienced by the student will be assessed using standardised achievement tests* and found to be at a level significantly lower than most students of the same age. Sometimes students are identified with a learning disability even though they are performing within the average range. This is only the case when it can be shown that the student is achieving at this level due to unusually high levels of effort and ongoing support.

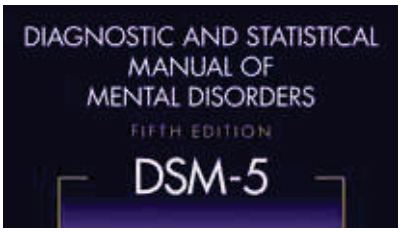
- **Criteria C**

The difficulties experienced by the student usually become apparent in the early years of schooling. The exception to this is where problems occur in upper-primary or secondary school once the demands on student performance increase significantly. For example – when students have to read extended pieces of complex text or write at a more sophisticated level under timed conditions.

- **Criteria D**

Specific learning disabilities will not be diagnosed if there is a more plausible explanation for the difficulties being experienced by the student. For example – if the student has: an intellectual disability; a sensory impairment; a history of chronic absenteeism; inadequate proficiency in the language of instruction; a psychosocial condition; or, not received appropriate instruction and/or intervention.

The Stark Griffin™ Dyslexia Assessment meets all the above mentioned criteria.

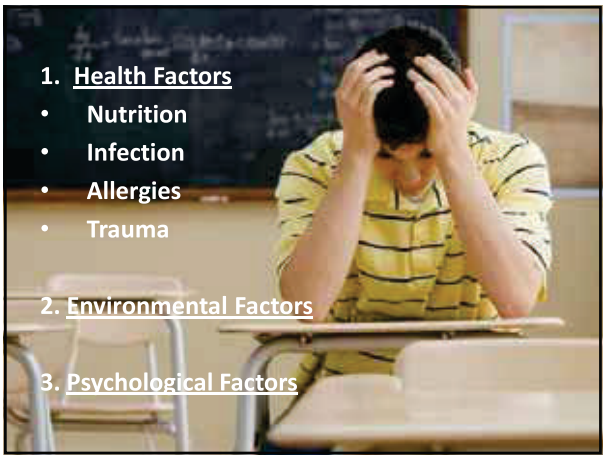


CATEGORIES OF DYSLEXIA TYPES

- **A multidisciplinary approach of various professionals is important in testing for reading disabilities**
- **The attempt to diagnose dyslexia has been done by exclusion, i.e. ruling out the causes of general reading disabilities**

CONDITIONS THAT INFLUENCE THE ACQUISITION OF SKILLS:

- **When a child presents with the necessary infrastructure, i.e.: genetic, anatomic, cortical and sensory, which other factors could prevent the acquiring of developmental skills?**



Step 1 = Exclusion
Step 2 = Discrepancy
Step 3 = Direct Diagnosis

STEP 1 - EXCLUSION

- A number of traits define dyslexia: a disproportionate difficulty in learning to read that cannot be attributed to:
  - Mental retardation
  - Sensory Deficit, or
  - Underprivileged family background

- This definition makes it clear that not all poor readers are dyslexics.
- Misdiagnosed auditory deficits, low IQ, a poor educational environment, or simply the complexity of spelling rules can explain some children's reading problems.
- It is only when all of these possible causes have been eliminated that one would suggest dyslexia.

STEP 1 - EXCLUSION

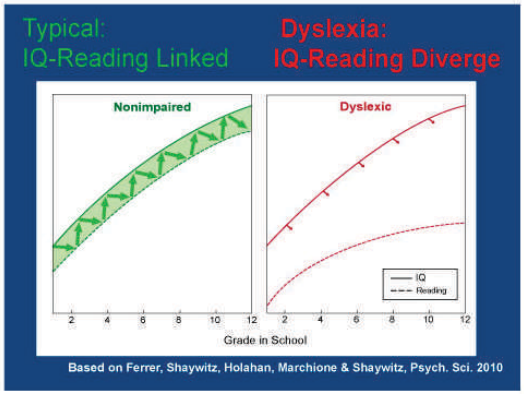
Classification of Reading Disabilities

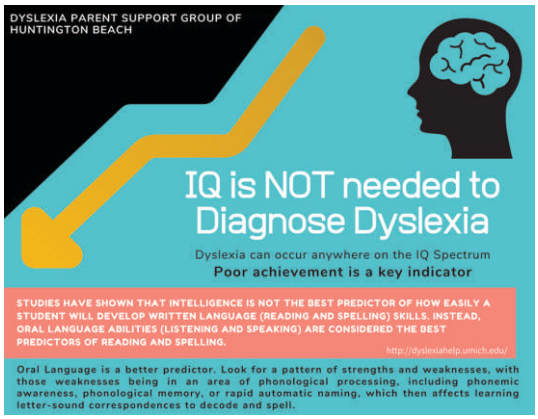
Non-Specific Reading Disability This is caused by one, or a combination of a number of factors as listed below:	Specific Reading Disability (synonymous with dyslexia)
• Low intelligence	
• Educational deprivation	This is a deficit in an individual's ability to process the symbols of written language which is caused by a differential brain function. (Griffin and Walton 1987).
• Socio-cultural deprivation	
• Primary emotional problems	There are subtypes within this category of reading disability:
• Sensory and perceptual dysfunctions (visual, auditory, etc.)	- Dyseidetic
• Poor motivation	- Dysphonetic
• Attention Deficit Disorder (Unless co-morbid)	- Dysnemkinetic
• Other i.e., allergies etc	

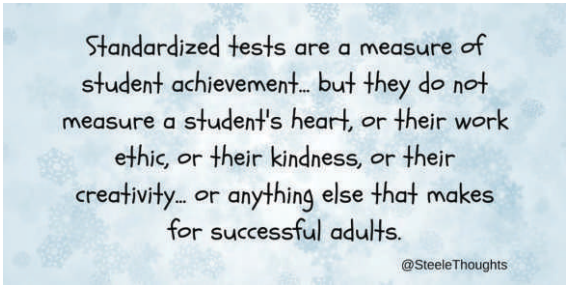
- NB! - In the exclusionary diagnosis all of the factors above (under non-specific reading disability in Table I) must be ruled out before dyslexia is presumed and diagnosed.

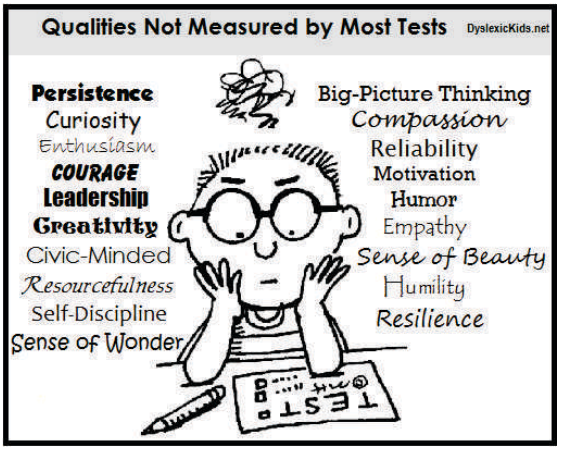
STEP 2 - DISCREPANCY

- **Dyslexia is then presumed if the individual still has a significant discrepancy between reading performance and intellectual potential**
- **This IQ method of diagnosis is an indirect approach and one that is incomplete for assessment, and particularly so for prescriptive therapy for dyslexia**









Step 3 = Direct Diagnosis

- Direct testing to subtype dyslexia

- An analogy can be made regarding a complaint of poor eyesight
- The optometrist may rule-out causes of poor visual acuity such as corneal dystrophy, cataract, and macular disease and logically conclude that the problem is probably due to a refractive error
- This is using the exclusionary diagnosis for a vision problem, but it does not go far enough and is of little or no help to a patient who, for example, has astigmatism

Uncorrected astigmatism

VS

Corrected astigmatism

- Unless the ***type*** and ***severity*** of the refractive error in this example are determined and measured, the optometrist cannot treat the patient.

- The same reasoning applies to dyslexia.
- Educational therapy for dyslexia cannot be effective without the exact diagnosis as to type and severity

A learning disability with no diagnosis is a diagnosis of no learning disability!

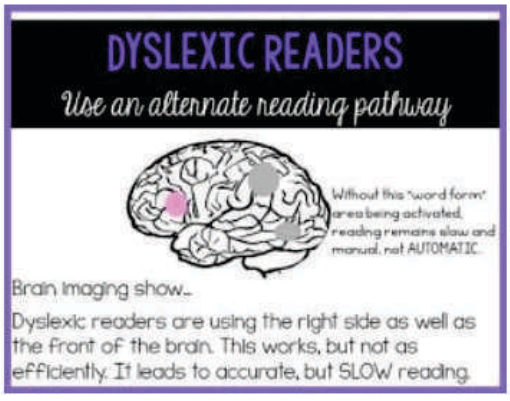
- **This third step is based on characteristic <u>decoding, encoding, and writing patterns</u>**
- **Three basic types of dyslexia can be identified:-**
- **Dysnemkinesia** (motoric)
- **Dysphonesia** (auditory)
- **Dyseidesia** (visual).

- **These three basic types can be in mixed patterns for permutations, resulting in a total of seven types of dyslexia**

BASIC TYPES OF DYSLEXIA

TYPE	NORMAL FUNCTION	AFFECTE ANATOMIC LOCATION	AFFECTED LETTER OR WORD CODING
DYSNEMKINESIA	Conversion of letters to cortical vocalization and printing or writing with correct directionality	Motor cortex of frontal lobe, left hemisphere for right handers and right hemisphere for left handers*	Motoric memory of letter formation with correct directionality, eg, "b" and "d"
DYSPHONESIA	Conversion of phonemes, letter combinations, and syllables to subcortical vocalization	A portion of Wernicke's area of left* temporal and parietal lobes	Phonetic (involving decoding and encoding of letters and syllables)
DYSEIDESIA	Conversion of whole words to cortical vocalization	Angular gyrus of left* parietal lobe	Eidetic (involving decoding and encoding of whole words)
MIXED TYPES OF THE 3 BASIC TYPES	1. Dysphoneidesia 2. Dysnemkinphonesia 3. Dysnemkineidesia 4. Dysnemkinphoneidesia	These 4 mixed types plus the 3 basic types add up to a total of 7 types of dyslexia.	

- **Based on the discrete cortical areas described, three basic types of dyslexia may be identified**
- **A differential function in either the angular gyrus, Wernicke's area or the motor cortex will result in characteristic reading, writing and spelling problems**



- **These deficits are based on functions which are sub-served by the area involved**
- **For example, an individual with dysfunction in the angular gyrus will have difficulty processing words eidetically (making an immediate sight-sound match)**
- **Such an affected individual will have poor sight-word vocabularies and will rely on using time-consuming word attack skills (a <u>phonetic approach</u>) to decode many words**

- As a result they will read laboriously
- Decoding becomes inaccurate for many phonetically irregular words, e.g. “log” for laugh
- Characteristic spelling errors include phonetic equivalents for irregular words, e.g. rede for ready
- This type of dyslexia is called dyseidesia (Boder 1973, Griffin and Walton 1981)

- Similarly, dysphonesia is the term used for the individual with a minimal dysfunction involving Wernicke’s area
- These individuals suffer from an impairment of phonetic ability to decode unknown words
- The individual either knows a word (as part of his/her sight-word vocabulary) or does not

- When presented with an unknown word, even if it is a phonetically regular word, a dysphonetic individual may have great difficulty syllabicating, sounding out, and blending the sounds together in an attempt to decode the word
- Typical reading errors are substitutions, e.g. *home* for *house*
- Characteristic spelling errors include non-phonetic equivalents, e.g. *solw* for *slow*

- A third type dyslexia (less serious and easily remediated in most cases) is called dysnemkinesia and it involves minimal dysfunction of the area of the motor cortex involved in letter formation
- These individuals can be characteristically distinguished by their frequent letter reversals, e.g. *d* for *b*, as in *doy* for *boy*

- Additional dyslexic types occur when combinations of the three basic types arise, e.g.:
- Dysphoneidesia,
- Dysnemkineidesia,
- Dysnemkinphonesia, and
- Dysnemkinphoneidesia

DYSEIDESIA

- A dyseidetic pattern of dyslexia is thought to be due to a dysfunction in the angular gyrus of the left parietal lobe and possibly in the occipital lobe, which results in poor ability to decode words on an eidetic (look-say) basis

- **A dyseidetic individual can decode using <u>phonetic word attack</u>, but will necessarily be a slow reader because of reliance on the slower phonetic process**
- ***Spelling* will be poor and show reliance on phonetic equivalents**

Spelling errors in dyseidesia showing reliance on phonetic encoding

- **duz (does)**
- **shud (should)**
- **lisen (listen)**
- **pazishun (position)**

Characteristic encoding (spelling) pattern in dyseidesia

- **<u>Poor eidetic encoding</u>:**
- shoued (should)
- lagh (laugh)
- heve (heavy)
- belive (believe)
- bisnis (business)
- **Words in this column had been recognized by the examinee (eidetically decoded)**

- **<u>Good phonetic encoding</u>:**

- fmilyour (familiar)
- glisen (glisten)
- hiit (height)
- pizishin (position)
- foran (foreign)
- **Words in this column had not been recognized by the examinee (not decoded)**

DYSPHONESIA

- **A dysphonetic pattern of dyslexia is thought to be due to a dysfunction in a portion of Wernicke's area of the left temporal and parietal lobes, which results in poor ability to decode unfamiliar words**
- **A dysphonetic individual may know many sight-words (eidetic decoding) but may have difficulty with phonetic decoding, even when words are phonetically regular, such as *stop, blunt,* and *grand***

- **The dysphonetic individual will, of course, have difficulty with phonetically irregular words, such as *mother, listen,* and *rough,* unless these words can be recognized eidetically**
- **Spelling of a dysphonetic individual will indicate poor phonetic equivalents**

Typical Spelling Errors in Dysphonesia

- **solw (slow)**
- **aks (ask)**
- **dretak (decorate)**
- **shlud (should)**
- **dose (does)**

Characteristic encoding (spelling) pattern in dysphonesia

- **Good eidetic encoding:**
- should
- laugh
- believe
- rolled
- listen
- **Words in this column were known to the examinee (correctly decoded)**

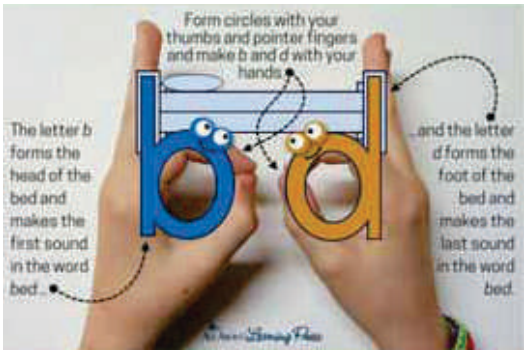
- **Poor phonetic encoding:**
- famr (familiar)
- giten (glisten)
- conads (contagious)
- anbuc (ambush)
- foded (foreign)
- **Words in this column were unknown to the examinee (not decoded)**

DYSNEMKINESIA

- **Dysnemkinesia results from dysfunction of the portion of the motor cortex that controls formation of written symbols**
- **Dysnemkinesia means bad memory of movement in writing of linguistic symbols, i.e. numbers and letters**

- **dys = bad**
- **nem = memory**
- **kines = movement**
- **ia = condition**
- **= <u>Bad memory of movement in writing</u>**

- **Normally a student should have no reversals by the 4th grade**
- **Although writing is most affected, individuals with dysnemkinesia have reading dysfunction, but much milder than in dysphonesia and more so less severe than in dyseidesia**



I am a goob doy and nine yearƨ olb

- **Optometrists and occupational therapists who provide vision therapy often treat patients with dysnemkinesia**
- **This can be effectively done with laterality and directionality techniques**

- The diagnosis of a specific type of dyslexia is known to be consistently repeatable on retesting (Griffin and Walton 1987)
- This is especially true of dyseidesia which has been demonstrated to be genetically inherited in an autosomal dominant mode of transmission (Fatt and Griffin 1983, Griffin 1992)

MIXED TYPES OF DYSLEXIA

- The three basic isolated types of dyslexia are dysnemkinesia, dysphonesia, and dyseidesia
- Permutations of the three can result in seven distinct types of dyslexia
- Combinations of more than one of the three basic types result in more adverse effects on decoding than in dyslexia of a single type

- Suppose an individual has the combined type of mild dysphonesia and mild dyseidesia
- The effect is compounded as compared with either mild dysphonesia or mild dyseidesia
- *Mild dysphoneidetic dyslexia* would likely be equal to *moderate dyseidesia*

The 7 subtypes of dyslexia are:

- Dyseidesia
- Dysphonesia
- Dysnemkinesia
- Dysphoneidesia
- Dysnemkinphonesia
- Dysnemkineidesia
- Dysnemkinphoneidesia

- Support for the above mentioned types of dyslexia has been provided from clinical and classroom experience as well as by way of event-related potential (ERP) waveforms which differentiate dysphonetics from dyseidetics (Fried et al. 1981, Rosenthal 1982, Flynn and Deering 1987)

- DYSNEMKINESIA (Motoric dyslexia)
- Deficit in the ability to develop motor gestalts (engrams) for written symbols, e.g., letters, and write them without reversals.

- DYSPHONESIA (Auditory dyslexia)
- Deficit in visual-symbol and sound (grapheme-phoneme) integrations, and the inability to develop phonetic word analysis-synthesis skills.

- DYSEIDESIA (Visual dyslexia)
- Deficit in the ability to perceive whole words (total configuration) as visual gestalts and match them without auditory gestalts.

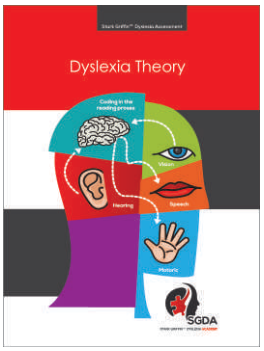
- **DYSPHONEIDESIA (Auditory & Visual dyslexia)**
- **Deficit in grapheme-phoneme integration and in the ability to perceive whole words as visual gestalts and match them with auditory gestalts. (Mixed dysphonetic and dyseidetic coding patterns.)**

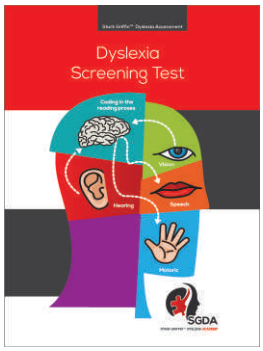
- **DYSNEMKINPHONESIA (Motoric & Auditory dyslexia)**
- **Deficit in the ability to develop motor gestalts for written symbols and in grapheme-phoneme integration. (Mixed dysnemkinetic and dysphonetic coding patterns.)**

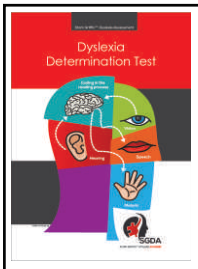
- **DYSNEMKINEIDESIA (Motoric & Visual dyslexia)**
- **Deficit in the ability to develop motor gestalts for written symbols and the ability to perceive whole words as visual gestalts and match them with auditory gestalts. (Mixed dysnemkinetic and dyseidetic coding patterns.)**

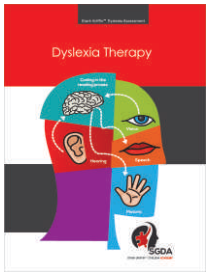
- **DYSNEMKINPHONEIDESIA (Motoric, Auditory & Visual dyslexia)**
- **Deficit in the ability to develop motor gestalts for written symbols, grapheme-phoneme integration, and in perceiving whole words as visual gestalts and matching them with auditory gestalts. (Mixed dysnemkinetic, dysphonetic, and dyseidetic coding patterns.)**

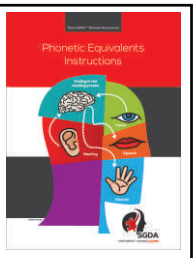
The Stark Griffin™ Dyslexia Assessment







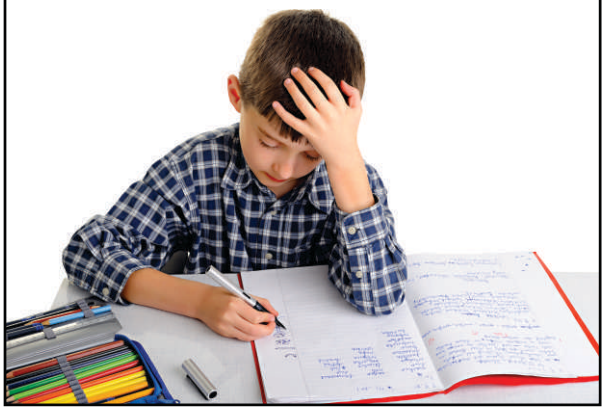




This comprehensive Test Package consists of:

- Dyslexia Manual – theoretical background
- Dyslexia Screening Test Manual - DST
- DST – Encoding forms
- DST – Summary forms
- Dyslexia Determination Test Manual – DDT
- DDT – Decoding patterns for Form A
- DDT – Decoding patterns for Form B
- Manual on Therapy for Dyslexia
- Parent Questionnaire

- **The DDT is a purposeful approach to subtyping coding patterns, causing this assessment to be unique**



Acknowledgements

- **Late Prof John Griffin**
- **Bob Williams (OEPF)**
- **Prof Kas Landman**
- **Renscia Spangenberg**
- **Late Breggie Stark**
- **Yvette Lamusse**
- **Davida Dednam**

SCREENING AND TESTING FOR DYSLEXIA

Informal Screening

• **Decoding**	Ask the examinee to read orally every other paragraph from a test appropriate for his or her grade placement. The examiner reads aloud every other paragraph to the examinee. Dyslexia (either dyseidesia or dysphonesia) is indicated if there is a large discrepancy between reading and listening comprehension. (Ask for answers to questions pertaining to the passages read by, and to, the examinee).
• **Encoding**	Ask the examinee to write the answers. Look for spelling errors characteristic of dyseidesia or dysphonesia that indicate dyslexia.
• **Letter reversals**	Ask the examinee to print some of the answers. A preponderance of reversals suggests dysnemkinesia. All letters of the alphabet, lower case, should be written correctly by the 4th grade.

Formal Screening or testing

- The Dyslexia Screening Test (DST) can be used for detection of dyseidesia or dysphonesia patterns.
- This testing takes more or less 45 minutes.
- For diagnostic results, testing with the DDT is done (approximately 40 minutes).
- Dyseidesia is indicated if the eidetic decoding level is below the examinee's grade placement and eidetic encoding reveals characteristically poor visual memory for words, e.g., 'business' written as 'bisnis'.
- Dysphonesia is indicated if phonetic encoding reveals characteristically poor phonetic-equivalent spelling, e.g., 'position' written as 'pensen'.

SGDA
STARK GRIFFIN™ DYSLEXIA ACADEMY
A learning disability with no diagnosis is a diagnosis of no learning disability

THE STARK GRIFFIN™ ASSESSMENT

Parent Questionnaire

1. Name and surname of learner:

   _____

2. Gender: M ☐ F ☐

3. (a) Birthday Y Y Y Y M M D D

   (b) Chronological Age: ☐☐ yrs ☐☐ months

4. Referred by: Professional ☐ _____
   School ☐ _____
   Parents ☐ _____
   Other ☐ _____

5. School: _____

6. Grade: _____

7. Were any grades repeated? If so, which and when?

   NO ☐ YES ☐ Grade: _____

8. Home Language: _____

9. Father's name: _____

   Father's occupation: _____

   Telephone number: _____

   Email address: _____

10. Mother's name: _____

    Mother's occupation: _____

    Telephone number: _____

    Email address: _____

11. Are parents divorced? NO ☐ YES ☐

12. If so, where does the child live/stay? _____

13. If your child is adopted, at what age was he/she adopted? _____

14. How many siblings are there in the family? (Mention ages and gender, please.)

_____

My child is the 1st ☐, 2nd ☐ or 3rd ☐, or ☐ child in the family

15. Developmental History:

- Were there any prenatal complications during your pregnancy?

  NO ☐
  YES ☐ Specify: _____

  _____

- Birth:

  Normal: ☐
  C-Section: ☐
  Complications: NO ☐ YES ☐ Specify: _____

- Birth weight: _____

- Other chronic and/or serious illnesses:

  Allergies: NO ☐ YES ☐ Specify: _____

  Ear Infections (Otitis Media): NO ☐ YES ☐ Specify: _____

  Other: _____

- Did your child reach his/her developmental milestones in terms of:
  (Clinic sisters would have noted and recorded delays)

  Sitting: NO ☐ YES ☐ (3-4 months)
  Crawling: NO ☐ YES ☐
  Standing: NO ☐ YES ☐
  Walking: NO ☐ YES ☐
  Talking in full sentences at the age of 24 months: NO ☐ YES ☐

16. Were there any behavioural problems such as:

Hyperactivity:	NO ☐	YES ☐
Poor concentration:	NO ☐	YES ☐
Emotional problems:	NO ☐	YES ☐
Anxiety:	NO ☐	YES ☐
Depression:	NO ☐	YES ☐
Other:	NO ☐	YES ☐ Specify: _____

17a. Has your child been professionally diagnosed with ADD/ADHD?

NO ☐ YES ☐ Doctor: _____ Date: _____

17b. Is your child on prescriptive medication?

☐ Ritalin ☐ Strattera ☐ Concerta / Neucon / Contramyl
☐ Natural ☐ Other, specify _____

18. Does your child have any hearing problems?

NO ☐
YES ☐ Specify: _____

19. Does your child have any visual problems?

NO ☐
YES ☐ Specify: _____

20. Did your child attend nursery school and if so, from what age?

NO ☐
YES ☐ Age: _____

21. Was your child emotionally ready for school?

YES ☐
NO ☐ Specify: _____

22. Was your child developmentally ready for school?

YES ☐
NO ☐ Specify: _____

23. Do any other family members experience reading or learning difficulties?

NO ☐ YES ☐

24. If so, who and in what sense?

_____

25. Do any other family members experience mathematical difficulties?

NO ☐ YES ☐

26. If so, who and in what sense?

_____

27. Do any family members experience difficulties with writing and written expression?

NO ☐ YES ☐

28. If so, who and in what sense?

_____

29. Did any other family members battle at school or drop out of school despite being smart?

NO ☐ YES ☐

30. Since which grade did you notice your child's difficulty with reading and/or mathematics and/or written expression and/or learning?

Grade: _____

31. Did the school inform you about your child's struggles at school?

NO ☐ YES ☐ When? _____

32. Tick the appropriate problem areas that your child battles/d with in early childhood and in school:

General difficulties:

- ☐ Late language development
- ☐ Spelling problems
- ☐ Omits punctuation marks and/or capital letters when writing
- ☐ Letter, word and syllable reversals when writing
- ☐ Poor and/or unreadable handwriting
- ☐ Confusion of words that are laterally reversible such as **'saw'** instead of **'was'**
- ☐ Losing his/her place when reading
- ☐ Comprehension problems
- ☐ Child avoids reading
- ☐ Balance problems
- ☐ Hyper-/hypo-activity
- ☐ Excessive daydreaming
- ☐ Poor motivation due to inabilities
- ☐ Battles to learn
- ☐ No active learning

Dysnemkinetic difficulties:

- ☐ Letter, word and syllable reversals when writing
- ☐ Reverses letters and numbers while reading
- ☐ Poor directionality

Dyseidetic difficulties:

- ☐ Sentences are immature for his/her age
- ☐ Grammar errors such as incorrect multiple forms
- ☐ Oral reading problems e.g. slow and inaccurate reading, with intense concentration efforts
- ☐ Limited vocabulary

Dysphonetic difficulties:

- ☐ Sequencing problems e.g. write "dream" as "dearm"
- ☐ Incorrect pronunciation of sounds, syllables and words

33. Tick the appropriate problem areas that your child battles/d with in early childhood in school in terms of mathematical difficulties:

General mathematical difficulties:

- ☐ Doesn't finish papers on time
- ☐ Mathematical anxiety
- ☐ Balance problems
- ☐ Poor directionality
- ☐ Omission of mathematical steps

Fact Retrieval difficulties:

- ☐ Order of numbers
- ☐ Odd vs even numbers
- ☐ Memory of numbers such as telephone numbers, birth dates, etc.

- ☐ Addition
- ☐ Subtraction
- ☐ Multiplication
- ☐ Division
- ☐ Place values
- ☐ Money
- ☐ Fractions
- ☐ Percentages
- ☐ Mathematical symbols (+, -, x, ÷, √, 3^2, etc.)

Learning Strategies difficulties:

- ☐ Word problems
- ☐ Analyzing data

Visual Spatial difficulties:

- ☐ Measurement
- ☐ Time

34. Tick the appropriate problem areas that your child battles/d with in early childhood in school in terms of writing and written expression difficulties:

General difficulties:

- ☐ Your child holds pencils, pens, crayons or markers awkwardly
- ☐ Your child's handwriting is illegible. It is sometimes so bad that even he/she can't read it
- ☐ Your child makes excuses to get out of at-home writing assignments
- ☐ Your child talks confidently about what he knows, but resists writing it down
- ☐ Your child leaves out critical facts or details when writing

Dyslexic Dysgraphia difficulties:

- ☐ Your child omits letters or word endings when writing quickly
- ☐ Your child makes spelling errors in common words when writing
- ☐ Your child has difficulty following the rules of grammar when writing – but not when speaking

Motor Dysgraphia difficulties:

- ☐ Your child complains that writing or drawing hurts or makes his/her hand tired
- ☐ Your child seems to have difficulty picking up small objects
- ☐ Your child has trouble using scissors, buttoning clothes, or zipping zippers
- ☐ Your child moves in a way that doesn't appear fluid. His/her opposite arms and hands often seem to move out-of-sync with one another
- ☐ Your child is restless when writing, often jumping out of his/her seat or asking to be excused

Spatial Dysgraphia difficulties:

- ☐ Your child seems to avoid coloring or drawing
- ☐ Your child uses a random assortment of letter sizes, line spaces, spaces between words, or mixed print and cursive writing

35. What evaluations and/or therapies have been applied in the past to help your child?

- ☐ Psychology
- ☐ Speech therapy
- ☐ Audiology
- ☐ Occupational therapy
- ☐ Reading remedial classes (Edublox, WizeEye, etc.)
- ☐ Mathematical remedial classes (Kumon, Edublox, etc.)

Please specify:

_____

_____

_____

_____

36. Select your child's stronger abilities:

- ☐ Memorizing numbers
- ☐ Memorizing facts
- ☐ Memorizing movies
- ☐ Construction activities such as Lego's
- ☐ Creativity
- ☐ Mathematics
- ☐ Reading
- ☐ Other: _____

37. Due to my child's inabilities at school, he/she often shows signs of:

Depression ☐ Frustration ☐ Emotional upset ☐ Anger ☐

38. What are your child's interests?

_____

_____

_____

_____

SGDA

STARK GRIFFIN™ DYSLEXIA ACADEMY

LETTER OF CONSENT

The Stark Griffin™ Dyslexia Academy is the Intellectual Proprietor of the Stark Griffin™ Diagnostic Assessments. Registered SGDA professionals will receive official diagnostic reports from SGDA head office where standardized scoring and interpretation will be done.

All information submitted to SGDA will be regarded as strictly confidential and all information received from SGDA professionals will be handled in accordance with the POPI Act of 2014. (Protection of Personal Information).

ACKNOWLEDGEMENT AND CONSENT

I, _____ (Patient / Parent / Legal Guardian) acknowledge that I have carefully read this document to ask, and have answered, any questions or concerns I have about it or arising from it. I further acknowledge that I have read and understood the information contained in this document, especially the above paragraph. I hereby give permission that SGDA head office may score, interpret and report the results of this dyslexia assessment.

Full Name and Surname of Patient / Parent / Legal Guardian:

_____

Signed: _____ **Date:** _____

(Patient / Parent / Legal Guardian)

INFORMED CONSENT

In appreciation of the benefits of statistical research in Specific Learning Disabilities as made known to me by _____(SGDA Specialist), I hereby give permission that the results may be used anonymously in statistical research studies.

Full Name and Surname of Patient / Parent / Legal Guardian:

_____

Signed: _____ **Date:** _____

(Patient / Parent / Legal Guardian)

_ 7 _

DYSLEXIA IN PRACTICE

Use your non-dominant hand to copy the paragraph. If you are right-handed, use your left hand and vice versa.

TASK 1

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

TASK 2

Identify the animal in the picture.

What do you see?

TASK 3

Please read the following paragraph:

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine.
Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.
Enq wiqhin each one of qhese zany calls, each one qheq hes QNA,
Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.
So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.
Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.
Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain.
Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

PHONEME TRANSLATION KEY:

When you see	Pronounce as
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

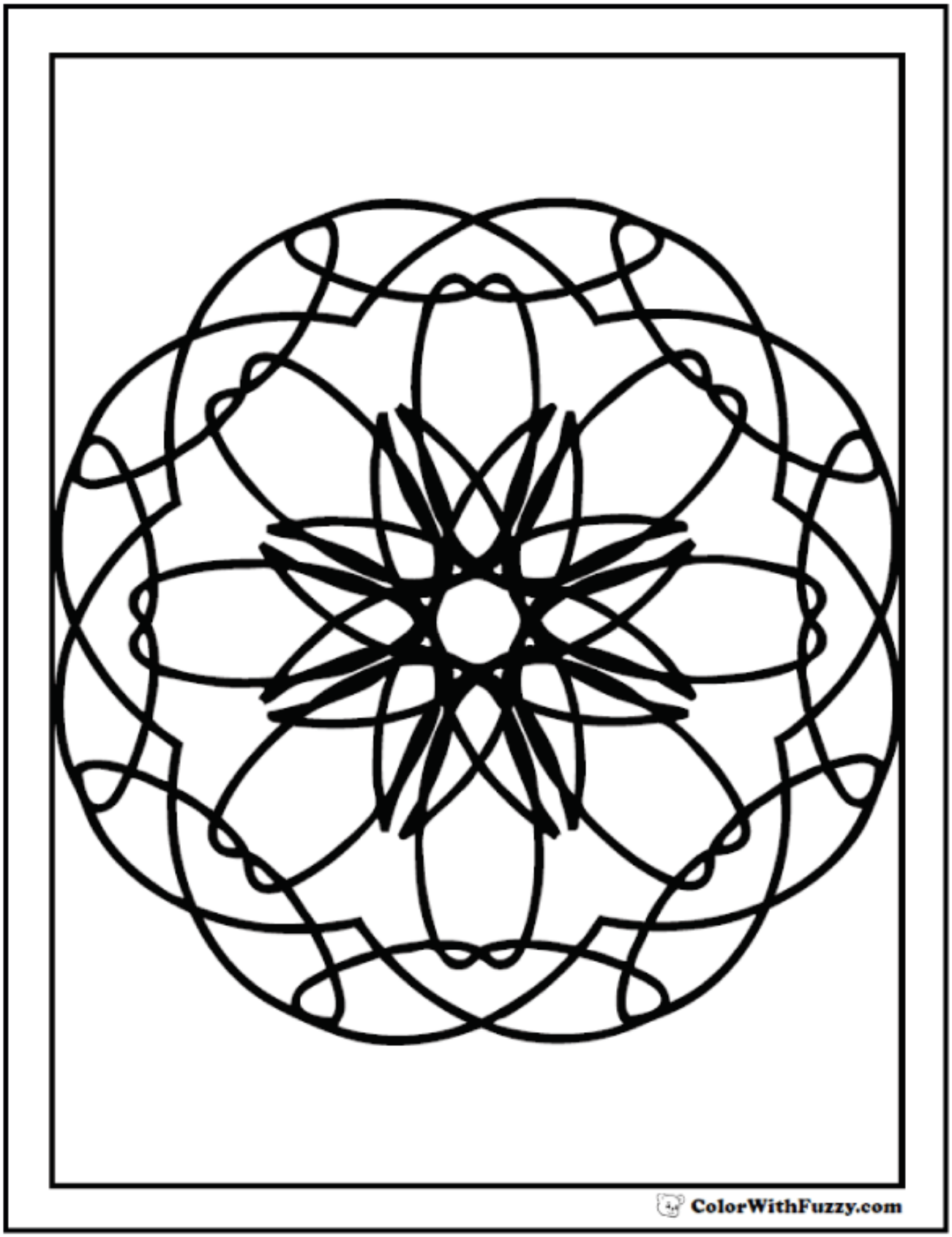
Passage:

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine.
Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.
Enq wiqhin each one of qhese zany calls, each one qheq hes QNA,
Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.
So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.
Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.
Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain.
Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

Translation:

We begin our trip at a familiar place, a body like yours and mine.
It contains a hundred trillion cells that work together by design.
And within each of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume.
So the code in each cell is identical, a remarkable but valid claim.
This means that the cells are nearly alike, but not exactly the same.
Take, for instance, the cells of the intestines; that they're vital is certainly plain.
Now think about the way you would think if those cells were the cells in your brain.

TASK 4



TASK 5

Trying to read this passage, you will experience the kind of difficulty a dyslexic reader faces when deciphering normal typeface.

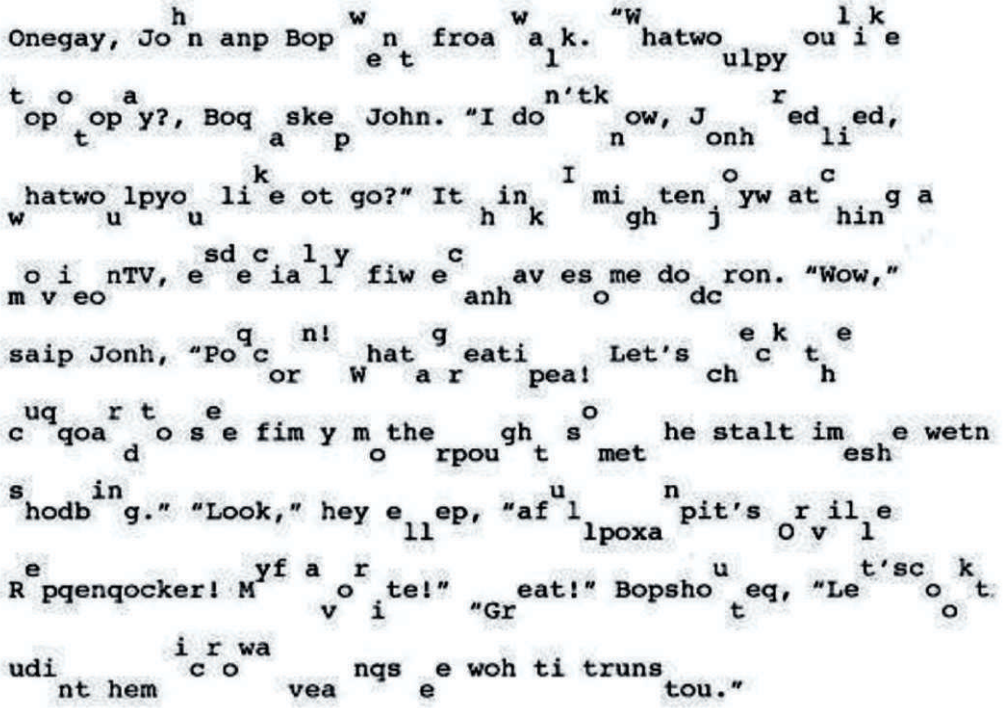


Figure 5. A simulation showing how text is transformed when perceived by a dyslexic person
Source: T.-L. Capossela (1998: 98)

8

THE DYSLEXIA SCREENING TEST (DST)

THE DYSLEXIA SCREENING

TEST

(DST)

Step 1

- Take a thorough **case history**
- Take factors such as **otitis media**, family **history** of reading, writing and spelling problems into account
- Note **discrepancies** between oral(listening) and reading comprehension

- **The DST is administered first to set the child at ease and to give them a 'trial expectance' of what is to follow in the DDT**
- **The DST and DDT is done on each examinee**
- **Thus is the DST a preparation test and a confidence builder**

DST PROCEDURE

- **The DST is designed for scholars from grade 3 to grade 12**
- **Although many adults have been tested with the DST and DDT, the Stark-Griffin Adult Dyslexia Assessment is now available and endorsed by the HPCSA.**
- **Duration of the test is approximately 40-45 minutes.**
- **The DST is done on a 1-to-1 basis.**
- **Scoring and Report Writing is done at SGDA head office.**

DECODING

Have examinee read aloud from the DST Decoding Words beginning with words on the proof page.

- **Allow approximately 1 second, and not more than 2 seconds, per word.**
- **If the word is properly decoded (pronounced in accord with the examinee's dialect), within 2 seconds, place a check mark in the Yes-column (known words)**

- **Mark the appropriate place in the No-column if any of the following occur:**
- **(a) examinee is unable to read the word**
- **(b) examinee attempts to decode, but mispronounces the word (according to his/her dialect)**
- **(c) examinee decodes the word correctly after the two 2 second time limit is exceeded**

- Continue with steps 2-3 at the next higher grade level
- Proceed to successively higher levels until three mistakes (unknowns) occur within a single grade level (i.e. 3 or more tallies in the No-column)

DECODING LEVEL

- The decoding level is established at 1 grade level below this point (where there are 3 or more tallies in the NO-column)
- Circle the decoding level

- Continue, to the next higher grade levels, until there are 5 new No-column tallies above the established decoding level.

ENCODING: EIDETIC ENCODING

- Dictate five Y - column (known) words beginning with the last, properly, decoded word at the eidetic decoding level.
- Proceed ***backwards*** to lower grade levels until five words are dictated.

- The examinee is to write the words in the five appropriate spaces on the encoding form (left side of page for eidetic encoding).

Phonetic Equivalent Instructions

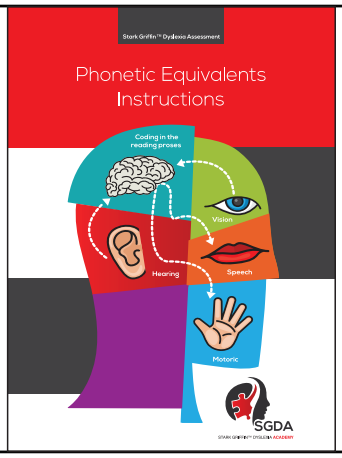
- Since there are so many phonological instructional programs, it is extremely important that the same replication of phonetic equivalents, is expected of all examinees being evaluated with the Stark-Griffin Dyslexia Assessment.

- Before any phonetic encoding commences, comprehensive phonetic equivalent instruction must be explained and discussed as per the Orton-Gillingham based phonetic equivalent booklet.

- It is VERY IMPORTANT that the examiner is familiar with the pronunciation of all the words in the DST as well as the DDT of the Stark-Griffin Dyslexia Assessment.
- Pronunciation guidelines and directives are available in both the DST - & DDT- manuals.
- The examiner should be well prepared by studying these directives before executing the assessment.

- The examinee is expected to write the words EXACTLY the way he/she HEARS the words being dictated.
- The *order* and *total* of the separate sounds must correlate with the pronounced word.

PHONETIC EQUIVALENTS



PHONETIC ENCODING

- The examiner dictates the new N - column (unknown) words, beginning with the first new unknown word, one grade above the decoding level, and proceed forward until all five have been attempted by the examinee.
- Instruct the examinee to write the dictated word the way it 'sounds' and each letter written should make its own 'sound' in the word.

- Phonetic Equivalents should have been discussed and ample examples should be given (e.g. shud for should).
- The examinee is to write the words in the five appropriate spaces on the encoding form (right side of the page for phonetic encoding).

Thank you!

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SUMMARY OF THE DST TESTING PROCEDURE

(I) GRADE PLACEMENT LEVEL:

1. The chronological age of the examinee indicates in which grade he/she is supposed to be; e.g. when an assessment is done in September on a boy that has turned 10 years in March of that year, should be in grade 4.

2. If this same boy is in grade 3 because he failed grade 1 or 2, he is assessed as a 4th grader.

3. If this same boy is in grade 3 because he was kept behind in grade R, he should be assessed as a 3rd grader.

(II) DECODING

1. Summary form to be filled out ONY by the examiner.

2. Decoding starts on the grade R page, regardless of the age of the examinee.

3. The examinee must read (decoded) correctly, a tally is made in the 'Yes'-column.

4. When the word is read wrong, a tally is made in the 'No'-column.

5. Continue to higher grade levels until three or more tallies are made in the 'No'-column.

6. The decoding level of the examinee is determined on one grade level lower than the abovementioned grade level. Circle the decoding level. The decoding level indicates the actual reading ability level of the examinee, e.g. the decoding level of a girl in grade 5 is established at grade 3, means that her reading performance and ultimately her reading age is two years below her grade placement at grade 3.

7. Continue until there are five or more tallies in the "no"-column.

8. Any reading reversals MUST be noted on the summary form, as this is an indication of eidetic or phonetic difficulties.

(III) ENCODING

The examinee should use a 2B pencil when encoding.

a) Eidetic Encoding

1. Examinee is instructed to write down name, age and grade on encoding form.
2. The examiner dictates from the 'Yes'-column at the decoding level and proceeds to the lower grade levels.
3. The examinee must write down each word on the left side of the encoding form.

b) Phonetic Encoding

1. The PHONETIC EQUIVALENT instructions booklet is explained in detail to the examinee before phonetic encoding proceeds.
2. Examiner should allow up to 20-30 minutes for explanation of phonetic equivalent instructions.
3. The examiner dictates five unknown words from the 'No'-column starting at **one grade level above the decoding level** of the examinee.
4. The examinee is instructed write down the words as it **'sounds'** on the right side of the encoding form.
5. **NB**. Both the DST and DDT tests should be done on each and every examinee.

CASE STUDIES

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 01.04.2012

Examinee's Name: John Doe **Birth Date:** 02.06.2000

Age: 11 y 10 m **Grade Placement:** 6

Case History: John has always had difficulty reading, writing and spelling.

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride	✓	
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store	✓	
like	✓	

Grade 3	Yes	No
father	✓	
could	✓	
know		✓
snow	✓	
there	✓	

Grade 4	Yes	No
animal		✓
light		✓
grow	✓	
would	✓	
buy	✓	

Grade 5	Yes	No
calf		✓
enough		✓
pigeon		✓
meadow		✓
coat		✓

Grade 6	Yes	No
decorate		
goggles		
spectacles		
league		
pain		

Grade 7	Yes	No
boulder		
cautious		
ancient		
toughen		
opposite		

Grade 8	Yes	No
allegiance		
deceive		
leisure		
elementary		
deny		

Grade 9	Yes	No
intrigue		
dominion		
bridge		
wrest		
poorly		

Grade 10	Yes	No
risible		
ritual		
regime		
islet		
endeavour		

Grade 11	Yes	No
draughtsman		
fruitarian		
hectograph		
commission		
oscillation		

Grade 12	Yes	No
geomorphology		
insolubility		
vitreosity		
solemnity		
remuneration		

Summary check-list based on encoding results

Dyseidesia	Dysphonesia
____ Above Normal	____ Above Normal
____ Normal	✓ Normal
____ Borderline – Normal	____ Borderline – Normal
____ Mildly Below Normal	____ Mildly Below Normal
✓ Moderately Below Normal	____ Moderately Below Normal
____ Markedly Below Normal	____ Markedly Below Normal

Observations and Recommendations:

Examiner: [signature] Date: 01/04/2012

SGDA Registration Number: SGDA 2010/001

STARK 0140/2023 (F)

DYSLEXIA SCREENING TEST ENCODING FORM (DST)

(The examinee should write his/her own name, surname and grade in the space provided)

Examinee's Name: John Doe Age: 11 Grade Placement: 6

Eidetic Encoding (Y-words)		Phonetic Encoding (N-words)	
1.	bi x (buy)	1.	kaf ✓
2.	wud x (would)	2.	eenuf ✓
3.	grow ✓	3.	pign ✓
4.	there ✓	4.	medow ✓
5.	snoe x (snow)	5.	koat ✓
	= 40 %		= 100 %

Comments:

Examiner: [signature]

SGDA Registration Number: SGDA 2010/001

STARK 0140/2023 (G)

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DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 15.11.2009

Examinee's Name: Sandy Shore **Birth Date:** 03.05.1998

Age: 11 y 6 m **Grade Placement:** 6

Case History: Mom reports: "Sandy shows no progress in school and has battled with reading since gr. 1."

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride	✓	
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store	✓	
like	✓	

Grade 3	Yes	No
father	✓	
could		✓
know		✓
snow	✓	
there	✓	

Grade 4	Yes	No
animal	✓	
light		✓
grow		✓
would		✓
buy		✓

Grade 5	Yes	No
calf		✓
enough		✓
pigeon		✓
meadow		✓
coat		✓

Grade 6	Yes	No
decorate		
goggles		
spectacles		
league		
pain		

Grade 7	Yes	No
boulder		
cautious		
ancient		
toughen		
opposite		

Grade 8	Yes	No
allegiance		
deceive		
leisure		
elementary		
deny		

Grade 9	Yes	No
intrigue		
dominion		
bridge		
wrest		
poorly		

Grade 10	Yes	No
risible		
ritual		
regime		
islet		
endeavour		

Grade 11	Yes	No
draughtsman		
fruitarian		
hectograph		
commission		
oscillation		

Grade 12	Yes	No
geomorphology		
insolubility		
vitreosity		
solemnity		
remuneration		

Summary check-list based on encoding results

Dyseidesia	Dysphonesia
___ Above Normal	___ Above Normal
___ Normal	✓ Normal
___ Borderline – Normal	___ Borderline – Normal
___ Mildly Below Normal	___ Mildly Below Normal
___ Moderately Below Normal	___ Moderately Below Normal
✓ Markedly Below Normal	___ Markedly Below Normal

Observations and Recommendations:

Sandy is anxious and has a poor pencil grip.

Examiner: [signature] Date: 17.11.2009.

SGDA Registration Number: SGDA 2010/001

STARK 01 40/2023 (F)

DYSLEXIA SCREENING TEST ENCODING FORM (DST)

(The examinee should write his/her own name, surname and grade in the space provided)

Examinee's Name: Sandy Shore Age: 11 Grade Placement: 6

Eidetic Encoding (Y-words)		Phonetic Encoding (N-words)	
1.	thar × (there)	1.	liit ✓
2.	snow ✓	2.	grow ✓
3.	fathr × (father)	3.	wud ✓
4.	stor × (store)	4.	bii ✓
5.	wroc × (work)	5.	caf ✓
	= 20 %		= 100 %

Comments:

Examiner: Stark

SGDA Registration Number: SGDA 2010/001

STARK 0140/2023 (G)

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DYSLEXIA SCREENING TEST ENCODING FORM (DST)

(The examinee should write his/her own name, surname and grade in the space provided)

Examinee's Name: Lee-Ann Smith Age: 13 Grade Placement: 8

Eidetic Encoding (Y-words)		Phonetic Encoding (N-words)	
1. meadow	✓	1. dcet	X
2. enough	✓	2. glgs	X
3. calf	✓	3. spds	X
4. buy	✓	4. lag	X
5. would	✓	5. pan	X
= 100 %		= 0 %	

Comments:

Examiner: _____

SGDA Registration Number: _____

STARK 0140/2023 (G)

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THE DYSLEXIA DETERMINATION TEST (DDT)

THE DYSLEXIA DETERMINATION TEST

(DDT)

- **The Dyslexia Determination Test (DDT) is used to investigate specific aspects of language problems relating to reading, writing and spelling**
- **Determining whether or not an individual has dysnemkinesia is established by grapheme-nemkinesia testing. This involves the analysis of reversals of numbers and letters with writing in subtests 1 and 2**

- **Determining whether or not an individual has dysphonesia is made by the findings of reduced scores on both subtest 1 and subtest 2, decoding and encoding respectively**
- **This testing relates to phonetic word recognition and spelling when using grapheme-phoneme and syllabic integration**

- **Whether or not there is a dyslexic pattern of dyseidesia is also determined by two subtests, decoding and encoding**
- **Both scores must be analyzed as to eidetic word recognition and spelling which involve the integration of visual and auditory gestalts for whole words**

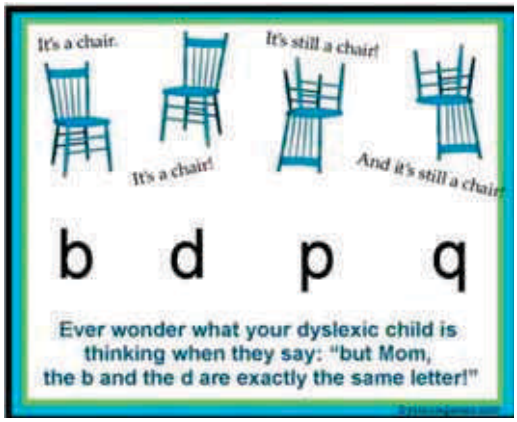
	Type of Dyslexia	Testing Results: Subtest 1	Testing Results: Subtest 2	Analysis of:
1.	Dysnemkinesia	Numbers reversed (in writing)	Letters reversed in 'printing' (manuscript)	Reversal problems (in writing and 'printing')
2.	Dysphonesia	Phonetic decoding worse than eidetic decoding	Phonetic spelling worse than eidetic spelling (encoding)	*Phonetic problems in decoding and encoding of words
3.	Dyseidesia	Eidetic decoding worse than phonetic decoding	Eidetic spelling worse than phonetic spelling (encoding)	**Eidetic problems in decoding and encoding of words

GRAPHEME-NEMKINESIA TESTING

- **Have examinee write numbers from 1 to 10**
- **Have examinee attempt to write the alphabet from A to Z (all upper case)**
- **Have examinee attempt to write the alphabet from a to z (all lower case)**
- **An additional sheet of paper may be necessary for a child who prints very large letters**

- It may be desired to have the examinee write his/her name and address as an optional observation
- The examiner should next record his/her impressions on the Interpretation Recording Form, such as:
  - hand used in printing?
  - reversed letters and numbers?
  - omissions of letters or numbers?
  - poor posture during test?
  - pencil grip irregularities?
  - any other observed problems?

- Most very young children show signs of dysnemkinesia when first learning to write letters
- Part of this is naturally due to their lack of experience and lack of practice in the formation of good motoric memories for the writing of all the letters
- Therefore, reversals can be expected for the printed letters



- The continuous motoric flow required in *cursive writing* may be helpful in reducing reversals when compared with the formation of printed letters in a step-like fashion

- This dysfunction is very common, and norms for dysnemkinesia have been modified by Griffin & Walton over the years
- They are in accord with similar tests such as the *Jordan Left-Right Reversal Test* and the *Gardner Reversals Frequency Test*

- The total score is based on the number of reversals of A-Z (the printing of capital letters) or a-z (the printing of lower case letters), whichever is maximal
- To this is added the number of reversals of numbers 1-10
- Thus a total of 26 letters and ten numbers are used to determine the total number of reversals

- Note that there are 7 of the 10 numbers (digits) that are reversible (2,3,4,5,6,7,9)
- Of the 26 letters of the alphabet, there are approximately 17 upper case letters (e.g. B,C,D) and 19 lower case letters (e.g. a,b,c) that are reversible

- Dysnemkinesia is suggested if reversals exceed the following expected frequencies for each grade
- First Grade : 5 reversals
- Second Grade: 3 reversals
- Third Grade : 1 reversal
- Fourth Grade : No reversals expected

Ranking of Severity of Dysnemkinesia

SCORING	DYSNEMKINESIA
One Grade Level Below Placement→	Mild
Two Grade Levels Below Placement →	Moderate
Three Grade Levels Below Placement →	Marked

EXAMPLE 1

- A grade 4 scholar who writes 3 reversals is considered to perform on grade level 2 which is two years below his/her grade placement indicating moderate dysnemkinesia

- Most very young children have reversals, particularly of lower case letters
- However, there is usually a natural resolution of the problem with time (often by age 8) as laterality skills develop
- Yet if this form of dyslexia persists, it can be ameliorated in most instances by the intervention of therapy including laterality, directionality and kinesthetic/tactile training

- Gonzalez and Valle studied reaction times for word decoding and found that the time for 3rd grade subjects to recognize short, familiar words averaged 1.51 seconds, and unfamiliar words at 1.86 seconds
- Subjects with reading disability recognized the familiar words averaging 2.13 seconds and unfamiliar words averaging 2.96 seconds

- Griffin & Walton, 1987 field testing of the DDT eidetic decoding speed for non-dyslexics was approximately 1.0 second for accuracy of 80% and a maximum accuracy when 2.0 seconds were allowed
- Accuracy would naturally increase with additional time, as in phonetic decoding, therefore, the 2-second time limit for determining DDT decoding levels is reasonable

- The protocol in DDT testing is for the examinee to have approximately 2 seconds to decode each word
- Correct pronunciation within the 2-second time limit qualifies as a flash-known (E) word.

- Correct pronunciation between 2 and 10 seconds qualifies as an untimed-unknown (P) word, i.e. phonetically decoded
- If neither eidetic nor phonetic decoding of the words is achieved, it is an unknown (U) word

EIDETIC DECODING

- The first part of the decoding test is directed to determining the examinee's EIDETIC ability, which is the ability to recognize and sight-read words quickly (flash-known) at a particular grade level
- The level will be determined from the decoding of words in the Decoding Words List (either Form A or Form B)

- The specific level desired will be one from which the examinee is able to decode at least 50% of the words (5 out of 10) orally within the allotted time of two seconds for each word
- Pronunciation must be correct standard English, but reasonable allowances can be made for geographical variations of speech

DDT DECODING LEVEL

- The 50% correct will be the criterion for determining the examinee's highest DDT grade level ability.

- Start at grade level R of the DDT
- (Also take note of prior word lists testing, grade placement, case history and impressions)
- Form A is recommended for initial testing and Form B for subsequent testing

- In 2 seconds or less, have examinee read aloud each word from the appropriate page of the booklet of Decoding Words
- If a word is not correctly identified within the 2 - second time frame, have the examinee skip it and attempt the next word

- A mark (check, dot, or dash) is recorded on the Checklist Sheet of the examiner, in column E, for each correct response (within two-seconds)
- Column E represents eidetic (flash-known) words that are "timed" as to 2 - seconds

On the same page of the booklet of Decoding Words, ask the examinee to return to each word (e.g. 'number three') that was either skipped or not read correctly

Allow up to 10 seconds for decoding by any or all of the following:

- Phonics
- Syllabication
- Structural analysis

- If the word can then be decoded correctly, a mark is made (on the Checklist Sheet) in column P which represents phonetic ('untimed-known') words, allowing up to 10 seconds

- Words not marked as flash-known (column E) or untimed-known (column P) are, therefore, unknown words
- These are marked (on the Checklist Sheet) in column U

- Continue to test at each higher level in the booklet of Decoding Words until the examinee consistently fails to read 50% of the words on particular pages.

MODE of DECODING

- Count and record the Number 'E' words *from the decoding level* to the *highest level* (ceiling level)
- Count the 'P' words from the decoding level to the highest level
- Analyze

- Mark appropriate box
- Indicate the difference between the E & P columns when the difference is at least 4 or more
- This is to indicate whether the decoding mode (preferred method of reading) is relatively more phonetic, more eidetic, or equal.

EIDETIC ENCODING

- Use the Encoding Recording Form
- The examinee writes words that are indicated by the examiner
- This is the spelling test part of the assessment
- First, dictate only odd-numbered 'E' words from the Checklist Sheet
- These are phonetically irregular, flash-known words

- Begin at the Decoding grade level of the examinee
- Proceed to lower grade levels until at least 10 words (and no more) have been dictated with the examinee's attempt to write each one
- The examinee should be discouraged from erasing, but can cross-out the word and try again
- There is no time limit (within reason) for spelling of each word

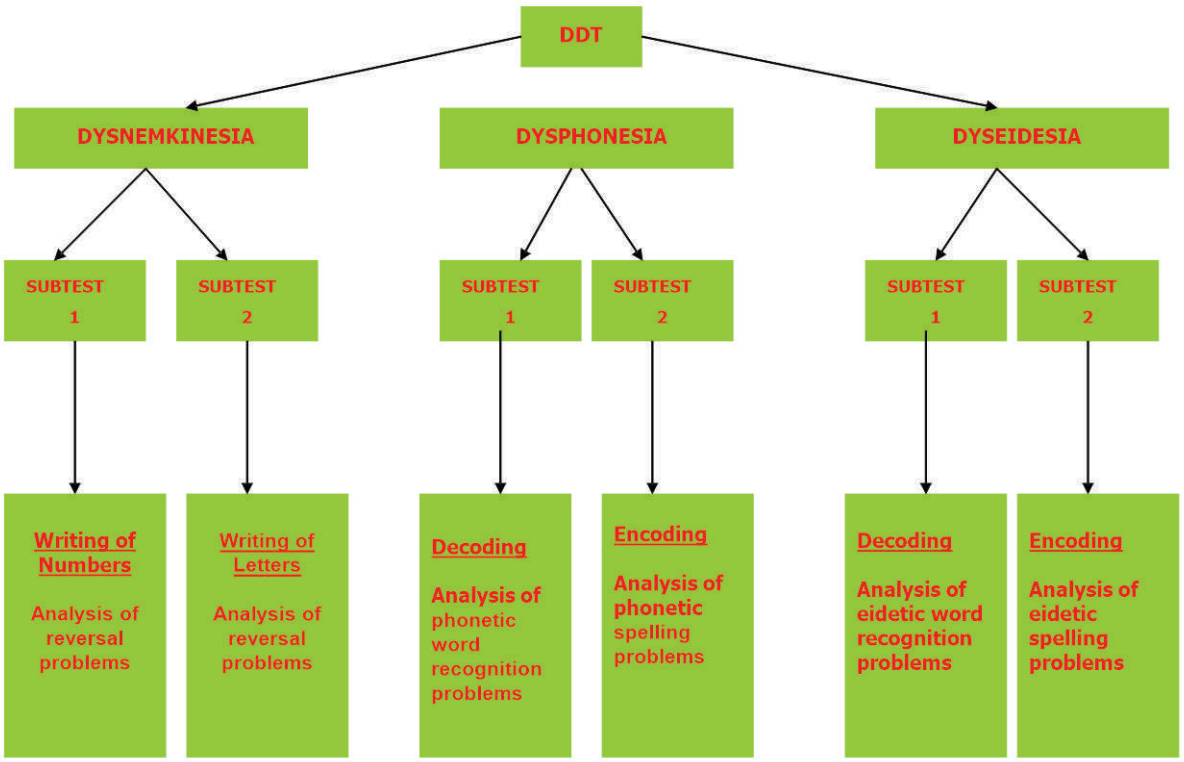
- Next, dictate words from the U column
- These unknown words may be either *phonetically regular* or *phonetically irregular*
- Therefore, either odd- or even-numbered words can be dictated from column U.
- Begin with 'U' words at the Decoding grade level of the examinee

- Instruct the examinee to spell each word exactly as it sounds (phonetically).
- Refer to the discussion on Phonetic Equivalents during the DST examination.
- Give an example, or two again, if necessary (show example sheets).

- There is no time limit (within reason) for spelling of each word.
- Proceed to each higher grade level until at least 10 words have been dictated with the examinee's attempt to write each one.

- The spelling of the 'E' words is for the evaluation of dyseidesia.
- Spelling of the 'U' words is for the evaluation of dysphonesia.
- Record meaningful comments on the Recording Form.

TABLE: OVERVIEW OF THE DYSLEXIA DETERMINATION TEST (DDT)



_12_

SUMMARY OF DDT TESTING PROCEDURES

(I) GRADE REPLACEMENT LEVEL:

1. The chronological age of the examinee indicates in which grade he/she is supposed to be; e.g. when an assessment is done in September on a boy that has turned 10 years in March of that year, should be in grade 4.

2. If this same boy is in grade 3 because he failed grade 1 or 2, he is assessed as a 4th grader.

3. If this same boy is in grade 3 because he was kept behind in grade R, he should be assessed as a 3rd grader.

(II) GRAPHEME-NEMKINESIA TESTING:

1. The examinee must use a **2B pencil**.

2. Examinee writes on the Grapheme-Nemkinesia Recording Form. (Use additional blank paper if more space is required or draw additional lines on the reverse of the Grapheme-Nemkinesia Form).

3. Examinee executes the following:

   a) Writes numbers from 1 to 10
   b) Prints (not cursive) alphabet from A to Z (upper case).
   c) Prints alphabet from a to z (lower case).
   d) Optional: Prints name and address.
   e) If examinee struggles with alphabet, examiner may assist by dictating the alphabet without guiding them how to shape the letters.
   f) Examiner records comments on the Professional Reporting Form (PRF).

   Examples follow:

   - Hand used in writing (right or left)
   - Total reversed numbers and letters (1-10 plus either A-Z or a-z)
   - Total omissions of numbers or letters
   - Pencil grip irregularities
   - Posture problems
   - Other pertinent observations

4. Evaluation:

   - First grade, 5 reversals allowed
   - Second grade, 3 reversals allowed
   - Third grade, 1 reversal allowed
   - Fourth grade, no reversals allowed
   - One grade level below = mild dysnemkinesia
   - Two grades below = moderate dysnemkinesia
   - Three grades below = marked dysnemkinesia

(III) DECODING TESTING

a) Use the booklet of Decoding Words for word recognition

1. DDT form A/B is SOLELY for the examiner's use.

2. Start at DDT grade R level.

3. Form A is recommended for initial testing and Form B for subsequent testing.

b) Decoding

1. In 2 seconds or less, have examinee read aloud each word from the appropriate page of the booklet of Decoding Words.

2. If a word is not correctly identified within the 2-second time frame, have the examinee skip it and attempt the next word.

3. A mark (check, dot, or dash) is recorded on the Checklist Sheet of the examiner in Column E for each correct response (within 2 seconds).

4. Column E represents eidetic (flash-known) words that are "timed" as to 2 seconds.

5. On the same page of the booklet of Decoding Words, ask the examinee to return to each word (e.g. 'number 3') that was either skipped or not read correctly. Allow up to 10 seconds for decoding y any or all of the following:

   - Phonics
   - Syllabication
   - Structural analysis

6. If the word can then be decoded correctly, a mark is made (on the Checklist Sheet) in column P which represents phonetic ('untimed-known') words, allowing up to 10 seconds.

7. Words not marked as flash-known (column E) or untimed-known (column P), are therefore unknown words. These are marked (on the Checklist Sheet) in column U.

8. Continue to test at each higher level in the booklet of Decoding Words until the examinee consistently fails to read 50% of the words on particular pages.

9. Where the examinee could read 50% or more of the words, that is their highest DDT decoding level.

10. If the examinee fails and then passes a grade, the grade before the fail is their highest decoding level.

11. **The DDT Decoding level:**

- 50% or better is the criterion for the highest DDT grade level of sight-word recognition.
- Circle the decoding level.
- Total number of 'E' and 'P' words:
  - Start counting from the decoding level.
  - Continue until the ceiling level (level where the 10th "U" word lies).

12. **The Mode of Decoding:**

- Start counting from the decoding level.
- Continue until ceiling level.
- Count and record the number of 'E' words.
- Count and record the number of 'P' words.
- Analyze the totals of the E- and P-columns. If the difference is 4 or more, the greater total is the preferred mode of decoding / reading.
- Mark the appropriate box. This indicates whether the decoding mode is relatively more phonetic, more eidetic, or equal.

13. Record comments on the PRF.

(IV) ENCODING TESTING

a. Eidetic Encoding

1. Use the Encoding Recording Form. The examinee writes words that are dictated by the examiner. This is the spelling test.

2. Begin at the DDT grade level.

- First, only dictate odd-numbered 'E' words from Form A.
- Proceed to lower grade levels.
- The examinee is not allowed to erase, but can cross-out the word and try again.
- There is no time limit (within reason) for spelling of each word.

b. Phonetic Encoding

1. Revise phonetic instructions that the examinee struggled with in DST. Instruct examinee to "write down only what you hear".

2. Next, dictate words from the U column. These unknown words may be either phonetically regular or phonetically irregular. Therefore, either odd- or even-numbered words can be dictated from column U.

3. Begin with 'U' words at the DDT grade level of the examinee. Instruct the examinee to spell each word just as it sounds (phonetically). Give an example or two, if necessary.

4. There is no time limit (within reason) for spelling of each word. Proceed to higher grade levels until at least 10 words have been dictated with the examinee's attempt to write each one. No erasing is allowed, but the examinee is allowed to cross-out the word and try again.

5. Evaluate the spelling of 'E' words and the 'U' words. The 'E' words are judged as to their orthographic correctness of spelling (i.e. dictionary).

6. The 'U' words, however, are judged as to the correctness of the phonetic equivalent correctness of the phonetic equivalent spelling of each word, e.g. 'laaf' for 'laugh'.

7. The spelling of the 'E' words is for the evaluation of dyseidesia.

8. Spelling of the 'U' words is for the evaluation of dysphoneisia.

9. Record meaningful comments on the PRF.

(V) Submission of Documents to SGDA

1. Scan and email the following documents to:

   - reports@sgda.co.za **or**
   - psychometrists@sgda.co.za

   i) PRF
   ii) DST summary form
   iii) DST encoding form
   iv) DDT (DBT) form A and/or B recording page
   v) Grapheme-Nemkinesia testing form
   vi) Consent form

2. Scans of each page should reflect the SAME reference number at the bottom of each page.

3. The documentation must be submitted as a single PDF file and pages not to be rotated.

4. The subject line should read:

   Report: your name – candidate name
   Example: Jessie Jordan – Peter

CASE STUDIES

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE Date: 12. 12. 2001

Examinee's Name: JOHN DOE Date of Birth: 12. 08. 1989

Age: 12 y 4 m Grade Placement: 6

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

Grade R	E	P	U
1 is	✓		
2 an	✓		
3 go	✓		
4 in	✓		
5 no	✓		
6 to	✓		
7 was	✓		
8 stop	✓		
9 his	✓		
10 and	✓		
	10	0	0

Grade 1	E	P	U
1 are	✓		
2 yes	✓		
3 ready	✓		
4 did	✓		
5 lock	✓		
6 up	✓		
7 said	✓		
8 on	✓		
9 who	✓		
10 it	✓		
	10	0	0

Grade 2	E	P	U
1 money	✓		
2 him		✓	
3 other	✓		
4 if	✓		
5 guess	✓		
6 fast		✓	
7 funny	✓		
8 we	✓		
9 here	✓		
10 with	✓		
	8	2	0

Grade 3	E	P	U
1 does	✓		
2 ask		✓	
3 listen			✓
4 just		✓	
5 uncle	✓		
6 sled		✓	
7 people	✓		
8 step	✓		
9 rolled	✓		
10 wet	✓		
	6	3	1

Grade 4	E	P	U
1 business			✓
2 lamp	✓		
3 believe		✓	
4 jump		✓	
5 heavy		✓	
6 path		✓	
7 laugh			✓
8 drink		✓	
9 should			✓
10 dish		✓	
	1	6	3

Grade 5	E	P	U
1 delight		✓	
2 human		✓	
3 familiar			✓
4 pupils			✓
5 soared		✓	
6 trunk		✓	
7 rough			✓
8 whisk		✓	
9 glisten			✓
10 person		✓	
	0	6	4

Grade 6	E	P	U
1 height			✓
2 invent		✓	
3 doubt			✓
4 planted			✓
5 position			✓
6 grand		✓	
7 contagious			✓
8 handed			✓
9 vowed			✓
10 ambush		✓	
	0	3	7

Grade 7	E	P	U
1 badge			
2 abandon			
3 conceited			
4 melting			
5 foreign			
6 album			
7 knapsack			
8 varnish			
9 decisions			
10 shifted			

Grade 8	E	P	U
1 possession			
2 edit			
3 graciously			
4 blunt			
5 tomorrow			
6 abhor			
7 trudge			
8 devoted			
9 aeronautic			
10 abolish			

Grade 9-10	E	P	U
1 heinous			
2 minus			
3 unique			
4 detested			
5 pollute			
6 digit			
7 yacht			
8 prevalent			
9 exonerate			
10 bonus			

Grade 11-12	E	P	U
1 homologous			
2 emigrant			
3 homeopathy			
4 subabdominal			
5 rheostat			
6 admonish			
7 demagogue			
8 memorandum			
9 euphony			
10 minuet			

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 3rd

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 6

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 7 (From Decoding Level to Ceiling Level)

TOTAL "P" WORDS = 15 (From Decoding Level to Ceiling Level)

DECODING MODE

RELATIVE MORE PHONETIC ☒ RELATIVELY MORE EIDETIC ☐ RELATIVELY EQUAL ☐

Comments: _____

Examiner: [signature] Date: 12. 12. 2001

SGDA Registration Number: SGDA 2010/001

STARK 01/10/2023 (A)

Grapheme - Nemkinesia Testing
(Writing Numbers and Letters by Examinee)

1 2 3 4 5 6 (r) 8 9 10

A B C D E F G H I (T) K L M N O

P Q R S T U V W X y Z

a b c D e f g h i (i) k l m n o q Q r s

t u v w x y z

Encoding (Spelling by Examinee)

Flash-Known Words - Phonetically Irregular (odd-numbered) words only	Unknown Words- Either Regular (even-numbered) or Irregular (odd-numbered) words
Rold x (rolled)	lisen ✓
pepul x (people)	bisni(z) ✓
unkal x (uncle)	laf ✓
Duse x (does)	shuD ✓
here ✓	famileyer ✓
fune x (funny)	pewpuls ✓
gez x (guess)	ruf ✓
uther x (other)	gli(z)en ✓
mune x (money)	hiit ✓
who ✓	dowt ✓
= 20 %	= 100 %

STARK 0140/2023 (C)

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 14 · 03 · 2006

Examinee's Name: ANNE ROE **Date of Birth:** 13 · 02 · 1995

Age: 11 y 1 m **Grade Placement:** 5

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

Grade R	E	P	U
1 is	✓		
2 an	✓		
3 go	✓		
4 in	✓		
5 no	✓		
6 to	✓		
7 was	✓		
8 stop	✓		
9 his	✓		
10 and	✓		
	10	0	0

Grade 1	E	P	U
1 are	✓		
2 yes	✓		
3 ready	✓		
4 did	✓		
5 lock	✓		
6 up	✓		
7 said	✓		
8 on	✓		
9 who	✓		
10 it	✓		
	10	0	0

Grade 2	E	P	U
1 money	✓		
2 him			✓
3 other	✓		
4 if	✓		
5 guess	✓		
6 fast	✓		
7 funny	✓		
8 we	✓		
9 here		✓	
10 with			✓
	7	1	2

Grade 3	E	P	U
1 does	✓		
2 ask	✓		
3 listen	✓		
4 just			✓
5 uncle			✓
6 sled		✓	
7 people			✓
8 step	✓		
9 rolled	✓		
10 wet	✓		
	6	1	3

Grade 4	E	P	U
1 business			✓
2 lamp	✓		
3 believe	✓		
4 jump			✓
5 heavy			✓
6 path			✓
7 laugh	✓		
8 drink			✓
9 should	✓		
10 dish	✓		
	5	0	5

Grade 5	E	P	U
1 delight			✓
2 human	✓		
3 familiar			✓
4 pupils			✓
5 soared			✓
6 trunk			✓
7 rough	✓		
8 whisk			✓
9 glisten			✓
10 person			✓
	2	0	8

Grade 6	E	P	U
1 height			
2 invent			
3 doubt			
4 planted			
5 position			
6 grand			
7 contagious			
8 handed			
9 vowed			
10 ambush			

Grade 7	E	P	U
1 badge			
2 abandon			
3 conceited			
4 melting			
5 foreign			
6 album			
7 knapsack			
8 varnish			
9 decisions			
10 shifted			

Grade 8	E	P	U
1 possession			
2 edit			
3 graciously			
4 blunt			
5 tomorrow			
6 abhor			
7 trudge			
8 devoted			
9 aeronautic			
10 abolish			

Grade 9-10	E	P	U
1 heinous			
2 minus			
3 unique			
4 detested			
5 pollute			
6 digit			
7 yacht			
8 prevalent			
9 exonerate			
10 bonus			

Grade 11-12	E	P	U
1 homologous			
2 emigrant			
3 homeopathy			
4 subabdominal			
5 rheostat			
6 admonish			
7 demagogue			
8 memorandum			
9 euphony			
10 minuet			

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 4

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 5

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 7 (From Decoding Level to Ceiling Level)

TOTAL "P" WORDS = 0 (From Decoding Level to Ceiling Level)

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☒ RELATIVELY EQUAL ☐

Comments: _____

Examiner: S. Stark Date: 14 · 03 · 2006

SGDA Registration Number: SGDA 2010/001

Grapheme - Nemkinesia Testing
(Writing Numbers and Letters by Examinee)

1 2 3 4 5 6 7 8 9 10

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Encoding (Spelling by Examinee)

Flash-Known Words - Phonetically Irregular (odd-numbered) words only	Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words
pebul X (people)	lisen ✓
close X (does)	biznis ✓
har X (here)	blev X (believe)
funny ✓	pat X (path)
siad X (said)	laf ✓
are ✓	solud X (should)
ball ✓	dis X (dish)
wus X (was)	dlit X (delight)
maturx (mother)	famel X (familiar)
luk X (look)	peples X (pupils)
= 30 %	= 30 %

STARK 0140/2023 (C)

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DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 16.08.2005

Examinee's Name: Billy Jones **Date of Birth:** 12.08.1993

Age: 12 y 0 m **Grade Placement:** 6

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

Grade R	E	P	U
1 is	✓		
2 an	✓		
3 go	✓		
4 in	✓		
5 no	✓		
6 to	✓		
7 was	✓		
8 stop	✓		
9 his	✓		
10 and	✓		
	10	0	0

Grade 1	E	P	U
1 are	✓		
2 yes	✓		
3 ready			✓
4 did	✓		
5 lock		✓	
6 up	✓		
7 said	✓		
8 on	✓		
9 who		✓	
10 it	✓		
	7	2	1

Grade 2	E	P	U
1 money		✓	
2 him	✓		
3 other			✓
4 if	✓		
5 guess			✓
6 fast	✓		
7 funny	✓		
8 we	✓		
9 here	✓		
10 with		✓	
	6	2	2

Grade 3	E	P	U
1 does	✓		
2 ask	✓		
3 listen			✓
4 just		✓	
5 uncle		✓	
6 sled	✓		
7 people	✓		
8 step	✓		
9 rolled		✓	
10 wet	✓		
	6	3	1

Grade 4	E	P	U
1 business			✓
2 lamp		✓	
3 believe			✓
4 jump		✓	
5 heavy		✓	
6 path			✓
7 laugh			✓
8 drink	✓		
9 should			✓
10 dish			✓
	1	3	6

Grade 5	E	P	U
1 delight			✓
2 human		✓	
3 familiar			✓
4 pupils			✓
5 soared			✓
6 trunk			✓
7 rough			✓
8 whisk			✓
9 glisten			✓
10 person		✓	
	0	2	8

Grade 6	E	P	U
1 height			
2 invent			
3 doubt			
4 planted			
5 position			
6 grand			
7 contagious			
8 handed			
9 vowed			
10 ambush			

Grade 7	E	P	U
1 badge			
2 abandon			
3 conceited			
4 melting			
5 foreign			
6 album			
7 knapsack			
8 varnish			
9 decisions			
10 shifted			

Grade 8	E	P	U
1 possession			
2 edit			
3 graciously			
4 blunt			
5 tomorrow			
6 abhor			
7 trudge			
8 devoted			
9 aeronautic			
10 abolish			

Grade 9-10	E	P	U
1 heinous			
2 minus			
3 unique			
4 detested			
5 pollute			
6 digit			
7 yacht			
8 prevalent			
9 exonerate			
10 bonus			

Grade 11-12	E	P	U
1 homologous			
2 emigrant			
3 homeopathy			
4 subabdominal			
5 rheostat			
6 admonish			
7 demagogue			
8 memorandum			
9 euphony			
10 minuet			

RESULTS OF DECODING -- FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 3

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 6

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 7 (From Decoding Level to Ceiling Level)

TOTAL "P" WORDS = 8 (From Decoding Level to Ceiling Level)

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☐ RELATIVELY EQUAL ☒

Comments: _____

Examiner: S. Stark Date: 16.08.2005

SGDA Registration Number: SGDA 2010/001

Grapheme - Nemkinesia Testing
(Writing Numbers and Letters by Examinee)

1 2 3 4 5 6 7 8 9 10

A B C D E F G H I J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k lm n o p q r s t u v

w x y z

Encoding (Spelling by Examinee)

Flash-Known Words - Phonetically Irregular (odd-numbered) words only	Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words
should ✓	buisn x
laguh x (laugh)	Jump ✓
believe ✓	hayev x
rolled ✓	pit x
listen ✓	dink x
dose x (does)	dlet x
funny ✓	fmler x
guess ✓	pirles x
other ✓	sroad x
money ✓	trungk ✓
= 80 %	= 20 %

STARK 0140/2023 (C)

_14_

ASSIGNMENTS:

DYSLEXIA DIAGNOSTICIANS

1. **DST Theory Assignment**

2. **DDT Theory Assignment**

3. **CASE STUDIES:**

    1) Neil Notnagel
    2) Betty Bosch
    3) Rikus Rabie
    4) Thabang Tsonga
    5) Simon Saxton
    6) Andrew Anderson
    7) Gregory Grant
    8) Mia Morkel

DST (Dyslexia Screening Test)
Theory Assignment

Please consider all answers carefully before making your choice. Indicate your choice by circling the letter.

1. **You are allowed to skip the DST section of the assessment if you do not have enough time for it.**
   a) True
   b) False
   c) Depends on the age of the child

2. **When you determine the decoding level, it is the grade where the child had**
   a) 4 or more words in the yes column
   b) 3 or more words in the yes column
   c) 2 words in the yes column
   d) 3 words in the no column

3. **Mary is currently in grade 4. She repeated grade R. If her decoding level is grade 2, she should be marked as**
   a) 1 year below
   b) 2 years below
   c) 3 years below
   d) 4 years below

4. **James is currently in grade 8. He repeated grade 4. If his decoding level is grade 4, he should be marked as**
   a) 5 years below
   b) 4 years below
   c) 3 years below
   d) 2 years below

5. **It is not important if the child cannot write his/her surname.**
   a) True
   b) False
   c) Depending on the age of the child
   d) Depending on the gender of the child

6. Sue-Ann makes a number of reversal errors during Eidetic and Phonetic Encoding in the DST.

a) Reversals are seen as errors
b) Reversals are not seen as errors
c) Reversals are errors when it appears in eidetic encoding
d) Reversals are errors when it appears in phonetic encoding

7. When you consider eidetic encoding

a) Only the dictionary spelling is marked correct
b) The regular spelling with letter reversals is marked correct
c) Any spelling is marked correct as long as it sounds right when you say it out loud
d) Any spelling of the word is marked correct

8. The same words can be used for eidetic and phonetic encoding assessment.

a) Sometimes
b) Always
c) If the child is very young
d) Never

9. When you decide on the words to use for eidetic encoding

a) You start at the decoding level and work your way backwards using any words from the E column.
b) You start at the decoding level and work your way forward using words from the E column.
c) You start at the decoding level and work your way backwards using odd numbered words from the E column.
d) You start at the decoding level and work your way backwards using even numbered words from the E column.

10. When you decide on the words to use for phonetic encoding

a) You start at the decoding level and work your way backwords using words from the U column.
b) You start at the decoding level andwork your way forward using words from the U column.
c) You start one level above the decoding level and work your way forward using words from the U column.
d) You start one level above the decoding level and work your way forward using odd numbered words from the U column.

DDT (Dyslexia Determination Test)
Theory Assignment

Please consider all answers carefully before making your choice. Indicate your choice by circling the letter.

1. **You are allowed to skip the DST section of the assessment if you do not have enough time for it.**
   a) True
   b) False
   c) Depends on the age of the child
   d) Depends on the results of the DST

2. **The DDT decoding level is the last level at which the child had a minimum of:**
   a) 7 words in the E column
   b) 5 words in the E column
   c) 3 words in the P column
   d) 5 words in the U column

3. **Jennifer is currently in grade 4. She repeated grade R. If her decoding level is grade 3, she should be marked as**
   a) 1 year below
   b) 2 years below
   c) 3 years below
   d) 4 years below

4. **Peter is currently repeating grade 11. If his decoding level is grade 7, he should be marked as**
   a) 5 years below
   b) 4 years below
   c) 3 years below
   d) 2 years below

5. **The severity of dysnemkinesia is determined by**
   a) The age of the child
   b) The type of reversals that occur
   c) The number of reversals that occurred
   d) The grade of the child and the number of reversals that occurred

6. **Lisa makes a number of reversal errors during Eidetic and Phonetic Encoding after Grapheme-Phoneme testing in the DDT.**
   a) Reversals are seen as errors
   b) Reversals are not seen as errors
   c) Reversals are errors when it appears in eidetic encoding
   d) Reversals are errors when it appears in phonetic encoding

7. **When you consider eidetic encoding**
   a) Only the dictionary spelling is marked correct
   b) The regular spelling with letter reversals is marked correct
   c) Any spelling is marked correct as long as it sounds right when you say it out loud
   d) Any spelling of the word is marked correct

8. **The same words can be used for eidetic and phonetic encoding assessment.**
   a) Sometimes
   b) Always
   c) If the child is very young
   d) Never

9. **When you decide on the words to use for eidetic encoding**
   a) You start at the decoding level and work your way backwards using any words from the E column.
   b) You start at the decoding level and work your way forward using words from the E column.
   c) You start at the decoding level and work your way backwards using odd numbered words from the E column.
   d) You start at the decoding level and work your way backwards using even numbered words from the E column.

10. **When you decide on the words to use for phonetic encoding**
   a) You start at the decoding level and work your way backwords using words from the U column.
   b) You start at the decoding level andwork your way forward using words from the U column.
   c) You start one level above the decoding level and work your way forward using words from the U column.
   d) You start one level above the decoding level and work your way forward using odd numbered words from the U column.

11. **Phonetic encoding means**
   a) Writing the word using phonetic characters
   b) Writing the word using capital letters
   c) Writing the word the way it sounds
   d) Writing the word like it should be written according to the dictionary.

12. **When determining the severity level of the dyslexia the most important type to consider when there is a combined type of dyslexia, is**
    a) Dysnemkinesia
    b) Dysphonesia
    c) Dyseidesia
    d) The combination of dyseidesia and dysphonesia.

13. **To determine which accommodations should be recommended you need to consider**
    a) The type of dyslexia
    b) The severity level of the dyslexia
    c) The intellectual ability of the child
    d) The type and severity level of the dyslexia.

14. **When you recommend therapy based on a diagnosis**
    a) You always start with dysnemkinesia therapy
    b) You always start with dysphonesia therapy
    c) You always start with dyseidesia therapy
    d) You always start with dysphoneidesia therapy.

Please indicate which of the following statements are true or false

15. **When the child completes the grapheme-phoneme part of the DDT answer form they should attempt to write print letters rather than write cursive.**

    TRUE/FALSE

16. **A child may make as many corrections as they want by erasing their mistake and writing the correct answer.**

    TRUE/FALSE

17. **A child may not be offered verbal assistance if they do not know the alphabet for the grapheme-phoneme section of the DDT.**

    TRUE/FALSE

18. **You must indicate at all times whether what the child is doing is correct or incorrect in order to guide them to do their best.**

    TRUE/FALSE

19. **The child must be encouraged to use cursive when completing the DDT.**

    TRUE/FALSE

20. **When a word is written in syllables for phonetic encoding it is seen as an error.**

    TRUE/FALSE

CASE STUDIES

Case Study Assignment

This is the assignment you need to complete before attempting the DST (Dyslexia Screening Test and Phonetics) and DDT (Dyslexia Determination Test) quiz online. The answers from these case studies will enable you to choose the correct answer in the online quiz.

Diagnostician Training – Case Studies

Number / Nommer	Candidate / Kandidate ALIAS USED	Age / Ouderdom	Language / Taal
1	Neil Notnagel	17y 6m	E
2	Betty Bosch	9yr 0m	E
3	Rikus Rabie	9j 5m	A
4	Thabang Tsonga	13yr 4m	E
5	Simon Saxton	16yr 5m	E
6	Andrew Anderson	16yr 1m	E
7	Gregory Grant	10j 5m	A
8	Mia Morkel	9j 9m	A

For each of the case studies you need to do the following:

Dyslexia Screening Test

1. *Determine the decoding level.*
2. *Determine the years below/above grade placement.*
3. *Indicate which 5 words will be dictated for eidetic encoding.*
4. *Indicate which 5 words will be dictated for phonetic encoding.*
5. *Write down any comments that is important from the case study.*

Dyslexia Determination Test

6. *Determine the decoding level.*
7. *Determine the years below/above grade placement and write it next to decoding level.*
8. *Write down the number of flash known words at the decoding level.*
9. *Calculate total number of "E" and "P" words.*
10. *Determine the decoding mode.*
11. *Indicate which 10 words you would dictate for eidetic encoding?*
12. *Indicate which 10 words you would dictate for phonetic encoding?*

Case Study 1

Neil Notnagel (17yr 6m)

Neil lives with his parents and a younger sister age 13. He received speech therapy before primary school and takes Concerta to compensate his hyperactivity. Neil was injured in a paintball accident and has a prosthetic iris but luckily it has not affected his vision adversely. He is currently repeating grade 11.

His mother became aware of his difficulties during his grade 3 year and it was confirmed by the school.

A family history of reading difficulties is indicated.

Neil has received speech therapy, occupational therapy and is being treated by a neurologist.

He is a practical learner and very good with his hands. Neil is good at problem solving, multitasking, cooking and gaming and is eager to please.

Reading causes much frustration and he is emotionally immature for his age.

Neil uses an irregular 4-point pencil grip.

He is eager to decode but frequently guess work endings. Sounds out words but cannot successfully blend.

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 8 January 2019

Examinee's Name: Neil Notnagel **Birth Date:** 11 Junie 2001

Age: 17 y 6 m **Grade Placement:** 11 (12)

Education History: _____

_____

Decoding Results:

Grade R	Yes	No
on	✔	
up	✔	
and	✔	
in	✔	
is	✔	

Grade 1	Yes	No
see	✔	
little	✔	
house	✔	
ride	✔	
to	✔	

Grade 2	Yes	No
come	✔	
you	✔	
work	✔	
store	✔	
like	✔	

Grade 3	Yes	No
father	✔	
could	✔	
know	✔	
snow	✔	
there	✔	

Grade 4	Yes	No
animal	✔	
light	✔	
grow	✔	
would	✔	
buy	✔	

Grade 5	Yes	No
calf	✔	
enough	✔	
pigeon	✔	
meadow		✔
coat		✔

Grade 6	Yes	No
decorate		✔
goggles		✔
spectacles		✔
league		✔
pain		✔

Grade 7	Yes	No
boulder		
cautious		
ancient		
toughen		
opposite		

Grade 8	Yes	No
allegiance		
deceive		
leisure		
elementary		
deny		

Grade 9	Yes	No
intrigue		
dominion		
bridge		
wrest		
poorly		

Grade 10	Yes	No
risible		
ritual		
regime		
islet		
endeavour		

Grade 11	Yes	No
draughtsman		
fruitarian		
hectograph		
commission		
oscillation		

Grade 12	Yes	No
geomorphology		
insolubility		
virtuosity		
solemnity		
remuneration		

Summary check-list based on encoding results 7 grades below

Dyseidesia _____	Dysphonesia _____
_____ Above Normal	_____ Above Normal
_____ Normal	_____ Normal
_____ Borderline – Normal	_____ Borderline – Normal
_____ Mildly Below Normal	_____ Mildly Below Normal
_____ Moderately Below Normal	_____ Moderately Below Normal
_____ Markedly Below Normal	_____ Markedly Below Normal

Note: If screening results for dyseidesia or dysphonesia are either borderline –normal or below normal, referral for a complete DDT evaluation is indicated.

Conclusions and Recommendations:

_____

_____

_____

Examiner: _____ Date: _____

ROOI APPEL Registration Number: _____

Prestiga 120588 (F)

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 8 January 2019

Examinee's Name: Neil Notnagel **Date of Birth:** 11 June 2001

Age: 17 y 6 m **Grade Placement:** 11 (12)

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

	Grade R	E	P	U
1	is	✓		
2	an			✓
3	go	✓		
4	in	✓		
5	no	✓		
6	to	✓		
7	was	✓		
8	stop	✓		
9	his	✓		
10	and	✓		

	Grade 1	E	P	U
1	are	✓		
2	yes	✓		
3	ready	✓		
4	did	✓		
5	lock	✓		
6	up	✓		
7	said	✓		
8	on	✓		
9	who	✓		
10	it	✓		

	Grade 2	E	P	U
1	money	✓		
2	him			✓
3	other	✓		
4	if	✓		
5	guess	✓		
6	fast	✓		
7	funny			✓
8	we	✓		
9	here			✓
10	with	✓		

	Grade 3	E	P	U
1	does	✓		
2	ask	✓		
3	listen	✓		
4	just	✓		
5	uncle	✓		
6	sled		✓	
7	people	✓		
8	step	✓		
9	rolled	✓		
10	wet	✓		

	Grade 4	E	P	U
1	business	✓		
2	lamp	✓		
3	believe	✓		
4	jump	✓		
5	heavy	✓		
6	path	✓		
7	laugh	✓		
8	drink	✓		
9	should	✓		
10	dish		✓	
		9	1	0

	Grade 5	E	P	U
1	delight	✓		
2	human	✓		
3	familiar		✓	
4	pupils			✓
5	soared			✓
6	trunk			✓
7	rough			✓
8	whisk		✓	
9	glisten			✓
10	person			✓
		2	2	6

	Grade 6	E	P	U
1	height			✓
2	invent			✓
3	doubt	✓		
4	planted	✓		
5	position			✓
6	grand			✓
7	contagious			✓
8	handed	✓		
9	vowed			✓
10	ambush			✓
		3	0	7

	Grade 7	E	P	U
1	badge			
2	abandon			
3	conceited			
4	melting			
5	foreign			
6	album			
7	knapsack			
8	varnish			
9	decisions			
10	shifted			

	Grade 8	E	P	U
1	possession			
2	edit			
3	graciously			
4	blunt			
5	tomorrow			
6	abhor			
7	trudge			
8	devoted			
9	aeronautic			
10	abolish			

	Grade 9-10	E	P	U
1	heinous			
2	minus			
3	unique			
4	detested			
5	pollute			
6	digit			
7	yacht			
8	prevalent			
9	exonerate			
10	bonus			

	Grade 11-12	E	P	U
1	homologous			
2	emigrant			
3	homeopathy			
4	subabdominal			
5	rheostat			
6	admonish			
7	demagogue			
8	memorandum			
9	euphony			
10	minuet			

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 4 (8 years below)

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 9

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 27 TOTAL "P" WORDS = 7

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☑ RELATIVELY EQUAL ☐

Comments: _____

_____

Examiner: _____ Date: _____

ROOI APPEL Registration Number: _____

Prestiga 120588 (A)

Examinee's Name: Neil Notnagel

Age: 17 years 6 months

Grade Placement: 11

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 5 Levels above / below grade placement: 7

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. pigeon ✓	1. decorate ✓
2. enough ✓	2. goggles ✓
3. calf ✓	3. spectacles ✓
4. buy ✓	4. league ✓
5. would ✓	5. pain ✓

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 4 Levels above / below grade placement: 8

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. should	1. pupils
2. laugh	2. soared
3. heavy	3. trunk
4. believe	4. rough
5. business	5. glisten
6. rolled	6. person
7. people	7. height
8. uncle	8. invent
9. listen	9. position
10. does	10. grand

Case Study 2

Betty Bosch (9yr 0m)

Betty is an only child and since her father passed away before her birth there is no paternal family history available. No maternal family history of dyslexia is indicated.

She repeated grade 1 but reading and writing difficulties have become particularly noticeable since grade 2 when the school also made contact with her mother and voiced their concerns.

Betty did receive occupational therapy in Grade R to help her with developing her midline crossing skills.

During the early years of schooling Concerta was used to help with her concentration but it is not currently prescribed.

Betty's mother describes her as an imaginative child that loves the outdoors and has a good memory. She is very negative about homework and becomes frustrated and angry when required to work on it.

Abnormal pencil grip and slow writing speed.

Concerta was stopped since it had a negative impact on Betty's personality.

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 18 September 2017

Examinee's Name: Betty Bosch **Birth Date:** 22 September 2008

Age: 9 y 0 m **Grade Placement:** 2 term 3 (3)

Education History: _____

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride	✓	
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store		✓
like	✓	

Grade 3	Yes	No
father	✓	
could		✓
know	✓	
snow	✓	
there	✓	

Grade 4	Yes	No
animal	✓	
light	✓	
grow	✓	
would		✓
buy	✓	

Grade 5	Yes	No
calf	✓	
enough		✓
pigeon		✓
meadow		✓
coat		✓

Grade 6	Yes	No
decorate		✓
goggles		—
spectacles		—
league		—
pain		—

Grade 7	Yes	No
boulder		
cautious		
ancient		
toughen		
opposite		

Too anxious to continue and finish the grade

Grade 8	Yes	No
allegiance		
deceive		
leisure		
elementary		
deny		

Grade 9	Yes	No
intrigue		
dominion		
bridge		
wrest		
poorly		

Grade 10	Yes	No
risible		
ritual		
regime		
islet		
endeavour		

Grade 11	Yes	No
draughtsman		
fruitarian		
hectograph		
commission		
oscillation		

Grade 12	Yes	No
geomorphology		
insolubility		
virtuosity		
solemnity		
remuneration		

Summary check-list based on encoding results 1 above

Dyseidesia _____

_____ Above Normal

_____ Normal

_____ Borderline – Normal

_____ Mildly Below Normal

_____ Moderately Below Normal

_____ Markedly Below Normal

Dysphonesia _____

_____ Above Normal

_____ Normal

_____ Borderline – Normal

_____ Mildly Below Normal

_____ Moderately Below Normal

_____ Markedly Below Normal

Note: If screening results for dyseidesia or dysphonesia are either borderline –normal or below normal, referral for a complete DDT evaluation is indicated.

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 19 September 2017

Examinee's Name: Betty Bosch **Date of Birth:** 22 September 2008

Age: 9 y 0 m **Grade Placement:** 2 (3)

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

	Grade R	E	P	U
1	is	✓		
2	an	✓		
3	go	✓		
4	in	✓		
5	no	✓		
6	to	✓		
7	was	✓		
8	stop	✓		
9	his	✓		
10	and	✓		

	Grade 1	E	P	U
1	are	✓		
2	yes	✓		
3	ready	✓		
4	did	✓		
5	lock	✓		
6	up	✓		
7	said		✓	
8	on	✓		
9	who	✓		
10	it	✓		

	Grade 2	E	P	U
1	money	✓		
2	him	✓		
3	other	✓		
4	if	✓		
5	guess			✓
6	fast		✓	
7	funny	✓		
8	we	✓		
9	here	✓		
10	with	✓		

	Grade 3	E	P	U
1	does	✓		
2	ask	✓		
3	listen	✓		
4	just	✓		
5	uncle			✓
6	sled			✓
7	people	✓		
8	step	✓		
9	rolled		✓	
10	wet	✓		

	Grade 4	E	P	U
1	business			✓
2	lamp	✓		
3	believe			✓
4	jump	✓		
5	heavy		✓	
6	path			✓
7	laugh			✓
8	drink	✓		
9	should			✓
10	dish		✓	

	Grade 5	E	P	U
1	delight			✓
2	human	✓		
3	familiar			✓
4	pupils			✓
5	soared			✓
6	trunk			✓
7	rough			✓
8	whisk			✓
9	glisten			✓
10	person			✓

	Grade 6	E	P	U
1	height			
2	invent			
3	doubt			
4	planted			
5	position			
6	grand			
7	contagious			
8	handed			
9	vowed			
10	ambush			

	Grade 7	E	P	U
1	badge			
2	abandon			
3	conceited			
4	melting			
5	foreign			
6	album			
7	knapsack			
8	varnish			
9	decisions			
10	shifted			

	Grade 8	E	P	U
1	possession			
2	edit			
3	graciously			
4	blunt			
5	tomorrow			
6	abhor			
7	trudge			
8	devoted			
9	aeronautic			
10	abolish			

	Grade 9-10	E	P	U
1	heinous			
2	minus			
3	unique			
4	detested			
5	pollute			
6	digit			
7	yacht			
8	prevalent			
9	exonerate			
10	bonus			

	Grade 11-12	E	P	U
1	homologous			
2	emigrant			
3	homeopathy			
4	subabdominal			
5	rheostat			
6	admonish			
7	demagogue			
8	memorandum			
9	euphony			
10	minuet			

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 3 (on grade)

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 7

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 11 TOTAL "P" WORDS = 3

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☒ RELATIVELY EQUAL ☐

Examinee's Name: Betty Bosch

Age: 9 years 0 months

Grade Placement: 2 (3)

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 4 Levels (above) / below grade placement: 1 above

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. buy	1. enough
2. grow	2. pigeon
3. light	3. meadow
4. animal	4. coat
5. there	5. decorate

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 3 Levels above / below grade placement: on grade

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. people	1. uncle
2. listen	2. sled
3. does	3. business
4. here	4. believe
5. funny	5. path
6. other	6. laugh
7. money	7. should
8. who	8. rough
9. lock	9. whisk
10. ready	10. glisten

Gevallestudie 3

Rikus Rabie (9j 5m)

Rikus het 'n jonger sussie en woon saam met sy ma en pa.

Hy het herhaaldelik middeloorontsteking gehad en het op 4 geleenthede oorbuisies (gromits) gekry. Sy taalontwikkeling was baie stadig en hy het tot op ouderdom drie slegs met woorde gekommunikeer.

Hy is graad R ouditief geëvalueer en Dr. D.M. het aangedui dat hy nywerheidsdoof is. S.S. het vir hom in Graad 1 vir hom 'n bril voorgeskryf (wat hy nie by hom gehad het ten tye van die toetsing nie).

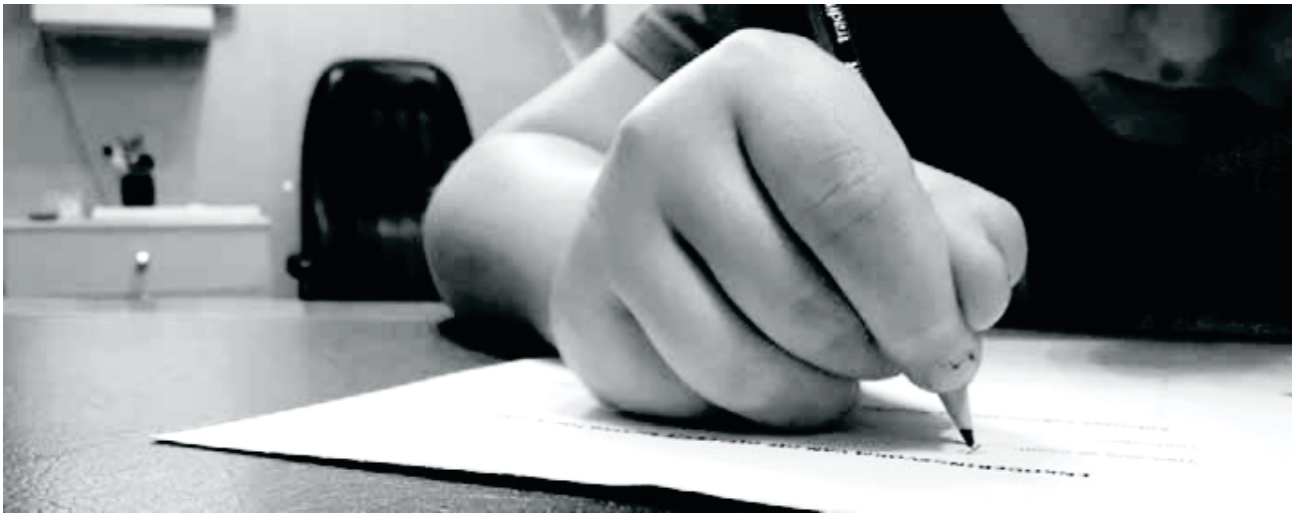
Alhoewel hy vroetelrig is en nie lank kan konsentreer nie is geen medikasie vir hom voorgeskryf nie.

Rikus is erg geboelie tydens graad R en sy ouers het hom aan die einde van die jaar na 'n ander skool geskuif waar hy graad R herhaal het.

Die mamma dui aan dat sy self gesukkel het om te begryp wat sy lees.

Rikus het formele spraakterapie en arbeidsterapie ontvang. Intervensie vind ook by die skool plaas.

Sy syfervaardighede is goed ontwikkel en hy hou van die buitelewe. Hy neem deel aan afstandbeheer karretjie kompetisies.



DIE DISLEKSIE SIFTING TOETS (DST) OPSOMMINGSVORM

VERKORTE WEERGAWE VAN DIE DISLEKSIE BESLISSING TOETS (DBT)

Datum: 25 September 2018

Naam van Toetsling: Rikus Rabie **Geboortedatum:** 23 April 2009

Ouderdom: 9 j 5 m **Graadplasing:** 3

Opvoedkundige Geskiedenis: _____

_____

Resultate van Dekodering: Ceiling level

Graad R	Ja	Nee
op	✓	
is	✓	
af	✓	
die	✓	
ons	✓	

Graad 1	Ja	Nee
ry	✓	
bok	✓	
dun		✓
gaap		✓
bad		✓

Graad 2	Ja	Nee
yskas	✓	
kaggel		✓
blaar		✓
later		✓
stout		✓

Graad 3	Ja	Nee
druppel		
lepeltjie		
moeilike		
treurige		
terrein		

Graad 4	Ja	Nee
akkedisse		
blêr		
krulletjie		
volstruis		
baardjie		

Graad 5	Ja	Nee
spelende		
papegaai		
muisneste		
woninkie		
olifant		

Graad 6	Ja	Nee
deurtjie		
verassing		
koeël		
jakkalsstreke		
stowwerige		

Graad 7	Ja	Nee
interessant		
prieel		
feesviering		
onmiddellik		
Suid-Vrystaat		

Graad 8	Ja	Nee
mediasentrum		
posseëlversameling		
aktiwiteite		
fotosintese		
sonsverduistering		

Graad 9	Ja	Nee
stimulering		
assosiasie		
elektrisiteit		
kommunikasie		
pêrelkleurig		

Graad 10	Ja	Nee
inflasie		
selfbewustheid		
hoëhakskoen		
kampioenskappe		
chirurgie		

Graad 11	Ja	Nee
diskriminasie		
weerspieëling		
fonetiek		
verkiesingskomitee		
hoofkommissaris		

Graad 12	Ja	Nee
intelligensiekwosiënt		
psigiater		
aktualiteit		
tatoeëermerkie		
universiteitstoelating		

Oorsiglys van Enkoderingsresultate 3 grade onder graadplasing

Diseidese _____	Disfonese _____
_____ Bo normaal	_____ Bo normaal
_____ Normaal	_____ Normaal
_____ Grenslyn – Normaal	_____ Grenslyn – Normaal
_____ Gering onder Normaal	_____ Gering onder Normaal
_____ Matig onder Normaal	_____ Matig onder Normaal
_____ Ernstig onder Normaal	_____ Ernstig onder Normaal

Nota: Wanneer siftingsresultate vir diseidese of disfonese 'grenslyn-normaal' of 'onder normaal' aandui word 'n volledige DBT aanbeveel.

DBT-DEKODERINGSPATRONE: VORM A

NOTEERBLAD **Datum:** 25 September 2018

Naam van Toetsling: Rikus Rabie **Geboortedatum:** 23 April 2009

Ouderdom: 9 j 5 m **Graadplasing:** 3

Onewe genommerde woorde → Foneties Onreëlmatige woorde
Ewe genommerde woorde → Foneties Reëlmatige woorde

Decoding level

	Graad R	E	F	O
1	is	✓		
2	en	✓		
3	hy	✓		
4	man	✓		
5	ook	✓		
6	sy	✓		
7	kop	✓		
8	te	✓		
9	vis	✓		
10	dam	✓		

Ceiling level

	Graad 1	E	F	O
1	toe	✓		
2	ek	✓		
3	die	✓		
4	in	✓		
5	se	✓		
6	op	✓		
7	vir	✓		
8	af	✓		
9	net	✓		
10	ons	✓		

	Graad 2	E	F	O
1	wie		✓	
2	draf	✓		
3	brief			✓
4	nag	✓		
5	uit	✓		
6	vra	✓		
7	skryf	✓		
8	skrik		✓	
9	draai		✓	
10	wys		✓	

5 4 1

	Graad 3	E	F	O
1	nooit	✓		
2	mense			✓
3	kuier			✓
4	nuwe		✓	
5	baie		✓	
6	gestel		✓	
7	eier			✓
8	veral			✓
9	mevrou		✓	
10	gesels		✓	

1 5 4

	Graad 4	E	F	O
1	liddoring			✓
2	diaken			✓
3	aanraking		✓	
4	lewende			✓
5	eenvoudige			✓
6	skildery			✓
7	beoog			✓
8	menigte			✓
9	beduie			✓
10	hemele			✓

0 1 9

	Graad 5	E	F	O
1	begroting			
2	sowel			
3	persentasie			
4	nederige			
5	tariewe			
6	wetsontwerp			
7	poging			
8	hopelik			
9	geledere			
10	sekere			

	Graad 6	E	F	O
1	oorsese			
2	wemelende			
3	pastorie			
4	onredelike			
5	oorweging			
6	begerige			
7	prokureur			
8	omgewing			
9	leningsrekening			
10	skuldig			

	Graad 7	E	F	O
1	wesentjies			
2	sedert			
3	aarselende			
4	mymerende			
5	natuurlik			
6	misrabel			
7	kwoteer			
8	argivaris			
9	vereistes			
10	turksvy			

	Graad 8	E	F	O
1	munisipaliteit			
2	verordeninge			
3	parodie			
4	formule			
5	meerderes			
6	departementele			
7	nomineer			
8	verveling			
9	Natuur- en Skeikunde			
10	tjank			

	Graad 9	E	F	O
1	karikatuur			
2	netelige			
3	chaoties			
4	vergesel			
5	ideëel			
6	kastrol			
7	suspisieus			
8	amendement			
9	harmonium			
10	eksegese			

	Graad 10	E	P	O
1	ongeëwenaard			
2	beëdigde			
3	anoniem			
4	boulevard			
5	naïwiteit			
6	litteken			
7	gedifferensieer			
8	wysgerige			
9	individueel			
10	winsgewend			

	Graad 11/12	E	F	O
1	isometries			
2	isolasionisme			
3	koëffisiënt			
4	paleobonatikus			
5	genealogie			
6	psalmis			
7	chauvinisme			
8	narkotikum			
9	psigoanalis			
10	manipulerend			

KOLOM BENAMINGS: "E" = Flits-Bekend (Eideties) • "F" = Tydloos Bekend (Foneties) • "O" = Onbekende woorde

TOTAAL "E" WOORDE = 6 TOTAAL "F" WOORDE = 10

RESULTATE VAN DEKODERING VORM A

HOOGSTE GRAADVLAK VAN SIGWOORD-HERKENNING (50% FLITS-BEKEND) 2 (1 graad onder graadplasing)

AANTAL FLITS-BEKENDE WOORDE OP DIE DBT-GRAADVLAK 5

DEKODERINGSMETODE

RELATIEF MEER FONETIES ☒ RELATIEF MEER EIDETIES ☐ RELATIEF GELYK ☐

Examinee's Name: Rikus Rabie

Age: 9 years 5 months

Grade Placement: 3

Dyslexia Screening Test Encoding Form (DST)

Decoding level: Gr. R Levels above / below grade placement: 3 onder

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. op	1. dun
2. is	2. gaap
3. af	3. kaggel
4. die	4. blaar
5. ons	5. later

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 2 Levels above / below grade placement: 1 graad onder

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. skryf	1. brief
2. uit	2. mense
3. net	3. kuier
4. vir	4. eier
5. se	5. veral
6. die	6. liddoring
7. vis	7. diaken
8. toe	8. lewende
9. kop	9. eenvoudige
10. ook	10. menigte

Case Study 4

Thabang Tsonga (13yr 4m)

Thabang Tsonga is the younger of two children raised by a single mother, father is deceased. He was referred by his school as they are concerned about his progress in terms of reading and writing ability. He is the younger of two children.

Thabang developed speech late. He also has poor concentration but is not medicated.

No family history of learning difficulties was indicated.

His mother did not note the difficulties he is experiencing until she was made aware of them by the school.

Thabang enjoys soccer and comic books. His mother was unable to indicate any weak attributes.

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 2 October 2018

Examinee's Name: Thabang Tsonga **Birth Date:** 10 June 2005

Age: 13 y 4 m **Grade Placement:** 7

Education History: _____

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride		✓
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store	✓	
like	✓	

Grade 3	Yes	No
father	✓	
could	✓	
know	✓	
snow		✓
there	✓	

Decoding Ceiling level

Grade 4	Yes	No
animal	✓	
light	✓	
grow	✓	
would		✓
buy	✓	

Grade 5	Yes	No
calf		✓
enough		✓
pigeon		✓
meadow		✓
coat		✓

Grade 6	Yes	No
decorate		✓
goggles		✓
spectacles		✓
league	✓	
pain		✓

Grade 7	Yes	No
boulder		
cautious		
ancient		
toughen		
opposite		

Grade 8	Yes	No
allegiance		
deceive		
leisure		
elementary		
deny		

Grade 9	Yes	No
intrigue		
dominion		
bridge		
wrest		
poorly		

Grade 10	Yes	No
risible		
ritual		
regime		
islet		
endeavour		

Grade 11	Yes	No
draughtsman		
fruitarian		
hectograph		
commission		
oscillation		

Grade 12	Yes	No
geomorphology		
insolubility		
virtuosity		
solemnity		
remuneration		

Summary check-list based on encoding results 3 grades below g.p.

Dyseidesia	Dysphonesia
_____ Above Normal	_____ Above Normal
_____ Normal	_____ Normal
_____ Borderline – Normal	_____ Borderline – Normal
_____ Mildly Below Normal	_____ Mildly Below Normal
_____ Moderately Below Normal	_____ Moderately Below Normal
_____ Markedly Below Normal	_____ Markedly Below Normal

Note: If screening results for dyseidesia or dysphonesia are either borderline –normal or below normal, referral for a complete DDT evaluation is indicated.

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 2 October 2018

Examinee's Name: Thabang Tsonga **Date of Birth:** 10 June 2005

Age: 13 y 4 m **Grade Placement:** 7

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

	Grade R	E	P	U
1	is	✓		
2	an	✓		
3	go	✓		
4	in	✓		
5	no	✓		
6	to	✓		
7	was	✓		
8	stop	✓		
9	his	✓		
10	and	✓		

	Grade 1	E	P	U
1	are	✓		
2	yes	✓		
3	ready	✓		
4	did	✓		
5	lock	✓		
6	up	✓		
7	said	✓		
8	on	✓		
9	who	✓		
10	it	✓		

	Grade 2	E	P	U
1	money	✓		
2	him	✓		
3	other	✓		
4	if	✓		
5	guess			✓
6	fast	✓		
7	funny	✓		
8	we			✓
9	here	✓		
10	with	✓		

	Grade 3	E	P	U
1	does			✓
2	ask	✓		
3	listen	✓		
4	just	✓		
5	uncle	✓		
6	sled			✓
7	people	✓		
8	step			✓
9	rolled	✓		
10	wet	✓		

Decoding level

	Grade 4	E	P	U
1	business	✓		
2	lamp	✓		
3	believe			✓
4	jump	✓		
5	heavy	✓		
6	path			✓
7	laugh	✓		
8	drink	✓		
9	should	✓		
10	dish	✓		
		8	0	2

	Grade 5	E	P	U
1	delight	✓		
2	human	✓		
3	familiar			✓
4	pupils			✓
5	soared			✓
6	trunk			✓
7	rough			✓
8	whisk			✓
9	glisten			✓
10	person	✓		
		3	0	7

Ceiling level

	Grade 6	E	P	U
1	height			✓
2	invent			✓
3	doubt			✓
4	planted		✓	
5	position			✓
6	grand			✓
7	contagious			✓
8	handed			✓
9	vowed	✓		
10	ambush			✓
		1	1	8

	Grade 7	E	P	U
1	badge			
2	abandon			
3	conceited			
4	melting			
5	foreign			
6	album			
7	knapsack			
8	varnish			
9	decisions			
10	shifted			

	Grade 8	E	P	U
1	possession			
2	edit			
3	graciously			
4	blunt			
5	tomorrow			
6	abhor			
7	trudge			
8	devoted			
9	aeronautic			
10	abolish			

	Grade 9-10	E	P	U
1	heinous			
2	minus			
3	unique			
4	detested			
5	pollute			
6	digit			
7	yacht			
8	prevalent			
9	exonerate			
10	bonus			

	Grade 11-12	E	P	U
1	homologous			
2	emigrant			
3	homeopathy			
4	subabdominal			
5	rheostat			
6	admonish			
7	demagogue			
8	memorandum			
9	euphony			
10	minuet			

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 4 (3 grades below g.p.)

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 8

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 12 TOTAL "P" WORDS = 1

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☒ RELATIVELY EQUAL ☐

Examinee's Name: Thabang Tsonga

Age: 13 years 4 months

Grade Placement: 7

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 4 Levels above / (below) grade placement: 3 below g.p.

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. buy	1. enough
2. grow	2. pigeon
3. light	3. meadow
4. animal	4. coat
5. there	5. decorate

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 4 Levels above / below grade placement: 3 below

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. should	1. believe
2. heavy	2. path
3. business	3. familiar
4. rolled	4. pupils
5. people	5. soared
6. uncle	6. trunk
7. listen	7. rough
8. here	8. whisk
9. funny	9. glisten
10. other	10. invent

Case Study 5

Simon Saxton (16yr 5m)

Simon is the youngest of three children. His older sister has dyslexia and a paternal family history of learning difficulties is indicated, maternal family history suspected.

Simon repeated grade 00 as his parents thought it would be beneficial for him since he has a late birth date (November). He uses Concerta for concentration and a Foxair asthma pump. Simon wears glasses. He presents with a comfortable 3-point pencil grip.

He received occupational therapy in the past and was offered extra lessons.

Simon loves sport and gym, spending time playing PlayStation and is also an avid baker.

His spelling and reading are worrisome and he experiences difficulties with homework.

He maintains a poor posture. Unusual letter formation is used.

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 24 April 2018

Examinee's Name: Simon Saxton **Birth Date:** 18 November 2001

Age: 16 y 5 m **Grade Placement:** 10

Education History:

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride	✓	
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store	✓	
like	✓	

Grade 3	Yes	No
father	✓	
could	✓	
know	✓	
snow	✓	
there	✓	

Grade 4	Yes	No
animal	✓	
light		✓
grow	✓	
would	✓	
buy	✓	

Grade 5	Yes	No
calf	✓	
enough	✓	
pigeon	✓	
meadow	✓	
coat	✓	

Grade 6	Yes	No
decorate	✓	
goggles	✓	
spectacles		✓
league	✓	
pain	✓	

Grade 7	Yes	No
boulder	✓	
cautious	✓	
ancient	✓	
toughen	✓	
opposite	✓	

Decoding level

Ceiling level

Grade 8	Yes	No
allegiance		✓
deceive	✓	
leisure	✓	
elementary	✓	
deny		✓

Grade 9	Yes	No
intrigue	✓	
dominion		✓
bridge	✓	
wrest		✓
poorly	✓	

Grade 10	Yes	No
risible *		✓
ritual	✓	
regime		✓
islet	✓	
endeavour		✓

Grade 11	Yes	No
draughtsman		✓
fruitarian		✓
hectograph	✓	
commission	✓	
oscillation		✓

Grade 12	Yes	No
geomorphology		
insolubility		
virtuosity		
solemnity		
remuneration		

* "resible" wasn't used for phonetic encoding, examiner uncertain of pronunciation.

Summary check-list based on encoding results 1 grade under g.p.

Dyseidesia	Dysphonesia
_____ Above Normal	_____ Above Normal
_____ Normal	_____ Normal
_____ Borderline – Normal	_____ Borderline – Normal
_____ Mildly Below Normal	_____ Mildly Below Normal
_____ Moderately Below Normal	_____ Moderately Below Normal
_____ Markedly Below Normal	_____ Markedly Below Normal

Note: If screening results for dyseidesia or dysphonesia are either borderline –normal or below normal, referral for a complete DDT evaluation is indicated.

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 24 April 2018

Examinee's Name: Simon Saxton **Date of Birth:** 18 November 2001

Age: 16 y 5 m **Grade Placement:** 10

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

	Grade R	E	P	U
1	is	✓		
2	an	✓		
3	go	✓		
4	in	✓		
5	no	✓		
6	to	✓		
7	was	✓		
8	stop	✓		
9	his	✓		
10	and	✓		

	Grade 1	E	P	U
1	are	✓		
2	yes	✓		
3	ready	✓		
4	did	✓		
5	lock	✓		
6	up	✓		
7	said	✓		
8	on	✓		
9	who	✓		
10	it	✓		

	Grade 2	E	P	U
1	money	✓		
2	him	✓		
3	other	✓		
4	if	✓		
5	guess	✓		
6	fast	✓		
7	funny	✓		
8	we	✓		
9	here	✓		
10	with	✓		

	Grade 3	E	P	U
1	does	✓		
2	ask	✓		
3	listen	✓		
4	just	✓		
5	uncle	✓		
6	sled	✓		
7	people	✓		
8	step	✓		
9	rolled	✓		
10	wet	✓		

	Grade 4	E	P	U
1	business	✓		
2	lamp	✓		
3	believe	✓		
4	jump	✓		
5	heavy	✓		
6	path	✓		
7	laugh	✓		
8	drink	✓		
9	should	✓		
10	dish	✓		

	Grade 5	E	P	U
1	delight			✓
2	human	✓		
3	familiar	✓		
4	pupils		✓	
5	soared	✓		
6	trunk	✓		
7	rough	✓		
8	whisk	✓		
9	glisten	✓		
10	person	✓		

Decoding level

	Grade 6	E	P	U
1	height	✓		
2	invent	✓		
3	doubt	✓		
4	planted	✓		
5	position	✓		
6	grand	✓		
7	contagious			✓
8	handed	✓		
9	vowed		✓	
10	ambush	✓		

Ceiling level

	Grade 7	E	P	U
1	badge	✓		
2	abandon			✓
3	conceited			✓
4	melting	✓		
5	foreign	✓		
6	album	✓		
7	knapsack			✓
8	varnish	✓		
9	decisions			✓
10	shifted	✓		

	Grade 8	E	P	U
1	possession			✓
2	edit	✓		
3	graciously	✓		
4	blunt	✓		
5	tomorrow	✓		
6	abhor			✓
7	trudge		✓	
8	devoted	✓		
9	aeronautic		✓	
10	abolish			✓

	Grade 9-10	E	P	U
1	heinous			✓
2	minus			✓
3	unique	✓		
4	detested		✓	
5	pollute	✓		
6	digit	✓		
7	yacht	✓		
8	prevalent			✓
9	exonerate		✓	
10	bonus	✓		
		5	2	3

	Grade 11-12	E	P	U
1	homologous			✓
2	emigrant			✓
3	homeopathy			✓
4	subabdominal		✓	
5	rheostat		✓	
6	admonish		✓	
7	demagogue			✓
8	memorandum			✓
9	euphony			✓
10	minuet			✓
		0	3	7

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 9-10 (1 grade below g.p.)

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 5

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 5 TOTAL "P" WORDS = 5

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☐ RELATIVELY EQUAL ☒

Examinee's Name: Simon Saxton

Age: 16 years 5 months

Grade Placement: 10

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 9 Levels above / below grade placement: 1 below

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. poorly	1. regime
2. bridge	2. endeavour (Eng.) / endeavor (USA)
3. intrigue	3. draughtsman
4. elementary	4. fruitarian
5. leisure	5. oscillation

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 9-10 Levels above / below grade placement: 1 below

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. yacht	1. heinous
2. pollute	2. minus
3. unique	3. prevalent
4. tomorrow	4. homologous
5. graciously	5. emigrant
6. foreign	6. homeopathy
7. badge	7. demagogue
8. position	8. memorandum
9. doubt	9. euphony
10. height	10. minuet

Case Study 6

Andrew Anderson (16yr 1m)

Andrew is the older of two boys. A maternal family history of Dyslexia was indicated. Language developed late and for that reason he attended speech therapy sessions with A.G. He repeated grade 7 and was held back in grade R.

Andrew is hyperactive and experiences difficulties with concentration for which a combination of Ritalin and Concerta was prescribed. Due to the side effects experienced all medication was stopped.

The school first indicated the possibility of learning disability since it became particularly noticeable in grade 5. Andrew is left handed and wears glasses.

Andrew has a good general knowledge and loves music; his dream is to be a professional DJ. He also enjoys watching MMA.

No weaker abilities were indicated.

DYSLEXIA SCREENING TEST (DST) SUMMARY FORM

Modified Short Version of the Dyslexia Determination Test (DDT)

Date: 17 April 2018

Examinee's Name: Andrew Anderson **Birth Date:** 6 March 2002

Age: 16 y 1 m **Grade Placement:** 8 (9)

Education History: _____

_____

Decoding Results:

Grade R	Yes	No
on	✓	
up	✓	
and	✓	
in	✓	
is	✓	

Grade 1	Yes	No
see	✓	
little	✓	
house	✓	
ride	✓	
to	✓	

Grade 2	Yes	No
come	✓	
you	✓	
work	✓	
store	✓	
like	✓	

Grade 3	Yes	No
father	✓	
could	✓	
know	✓	
snow	✓	
there	✓	

Grade 4	Yes	No
animal	✓	
light	✓	
grow	✓	
would	✓	
buy	✓	

Grade 5	Yes	No
calf	✓	
enough	✓	
pigeon	✓	
meadow	✓	
coat	✓	

Grade 6	Yes	No
decorate	✓	
goggles	✓	
spectacles		✓
league	✓	
pain	✓	

Grade 7	Yes	No
boulder	✓	
cautious	✓	
ancient	✓	
toughen	✓	
opposite		✓

Grade 8	Yes	No
allegiance	✓	
deceive	✓	
leisure	✓	
elementary	✓	
deny		✓

Grade 9	Yes	No
intrigue	✓	
dominion		✓
bridge	✓	
wrest	✓	
poorly	✓	

Grade 10	Yes	No
risible	✓	
ritual	✓	
regime	✓	
islet	✓	
endeavour		✓

Grade 11	Yes	No
draughtsman		✓
fruitarian		✓
hectograph	✓	
commission	✓	
oscillation		✓

Grade 12	Yes	No
geomorphology		✓
insolubility		✓
virtuosity		✓
solemnity		✓
remuneration		✓

Summary check-list based on encoding results 1 grade above g.p.

Dyseidesia _____

_____ Above Normal

_____ Normal

_____ Borderline – Normal

_____ Mildly Below Normal

_____ Moderately Below Normal

_____ Markedly Below Normal

Dysphonesia _____

_____ Above Normal

_____ Normal

_____ Borderline – Normal

_____ Mildly Below Normal

_____ Moderately Below Normal

_____ Markedly Below Normal

Note: If screening results for dyseidesia or dysphonesia are either borderline –normal or below normal, referral for a complete DDT evaluation is indicated.

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE **Date:** 17 April 2018

Examinee's Name: Andrew Anderson **Date of Birth:** 6 March 2002

Age: 16 y 1 m **Grade Placement:** 8 (9)

Odd Numbered Words → Irregular Phonetic Words
Even Numbered Words → Regular Phonetic Words

	Grade R	E	P	U
1	is	✓		
2	an	✓		
3	go	✓		
4	in	✓		
5	no	✓		
6	to	✓		
7	was	✓		
8	stop	✓		
9	his	✓		
10	and	✓		

	Grade 1	E	P	U
1	are	✓		
2	yes	✓		
3	ready	✓		
4	did	✓		
5	lock	✓		
6	up	✓		
7	said	✓		
8	on	✓		
9	who	✓		
10	it	✓		

	Grade 2	E	P	U
1	money	✓		
2	him	✓		
3	other	✓		
4	if	✓		
5	guess	✓		
6	fast	✓		
7	funny	✓		
8	we	✓		
9	here	✓		
10	with	✓		

	Grade 3	E	P	U
1	does	✓		
2	ask	✓		
3	listen	✓		
4	just	✓		
5	uncle	✓		
6	sled	✓		
7	people	✓		
8	step	✓		
9	rolled	✓		
10	wet	✓		

	Grade 4	E	P	U
1	business	✓		
2	lamp	✓		
3	believe	✓		
4	jump	✓		
5	heavy	✓		
6	path	✓		
7	laugh	✓		
8	drink	✓		
9	should	✓		
10	dish	✓		

	Grade 5	E	P	U
1	delight	✓		
2	human	✓		
3	familiar	✓		
4	pupils	✓		
5	soared	✓		
6	trunk	✓		
7	rough	✓		
8	whisk	✓		
9	glisten	✓		
10	person	✓		

	Grade 6	E	P	U
1	height	✓		
2	invent	✓		
3	doubt	✓		
4	planted	✓		
5	position	✓		
6	grand	✓		
7	contagious	✓		
8	handed	✓		
9	vowed	✓		
10	ambush	✓		

	Grade 7	E	P	U
1	badge	✓		
2	abandon			✓
3	conceited	✓		
4	melting	✓		
5	foreign	✓		
6	album	✓		
7	knapsack			✓
8	varnish			✓
9	decisions	✓		
10	shifted			✓

	Grade 8	E	P	U
1	possession	✓		
2	edit	✓		
3	graciously			✓
4	blunt	✓		
5	tomorrow	✓		
6	abhor			✓
7	trudge	✓		
8	devoted	✓		
9	aeronautic			✓
10	abolish	✓		

	Grade 9-10	E	P	U
1	heinous			✓
2	minus	✓		
3	unique	✓		
4	detested	✓		
5	pollute	✓		
6	digit	✓		
7	yacht			✓
8	prevalent			✓
9	exonerate			✓
10	bonus	✓		

	Grade 11-12	E	P	U
1	homologous			✓
2	emigrant			✓
3	homeopathy	✓		
4	subabdominal			✓
5	rheostat			✓
6	admonish	✓		
7	demagogue			✓
8	memorandum			✓
9	euphony			✓
10	minuet			✓

6 0 4

RESULTS OF DECODING – FORM A

HIGHEST GRADE LEVEL OF SIGHT WORD RECOGNITION (50% FLASH KNOWN) 9-10 (on grade placement)

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL 6

COLUMN DESIGNATIONS: "E" = Flash Known (Eidetic) • "P" = Untimed Known (Phonetic) • "U" = Unknown Words

TOTAL "E" WORDS = 8 TOTAL "P" WORDS = 0

DECODING MODE

RELATIVE MORE PHONETIC ☐ RELATIVELY MORE EIDETIC ☒ RELATIVELY EQUAL ☐

Examinee's Name: Andrew Anderson

Age: 16 years 5 months

Grade Placement: 10

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 10 Levels above / below grade placement: 1 above

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. islet	1. draughtsman
2. regime	2. fruitarian
3. ritual	3. oscillation
4. risible	4. geomorphology
5. bridge	5. insolubility

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 9-10 Levels above / below grade placement: on g.p.

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. pollute	1. heinous
2. unique	2. yacht
3. trudge	3. prevalent
4. tomorrow	4. exonerate
5. possession	5. emigrant
6. decisions	6. subabdominal
7. foreign	7. rheostat
8. conceited	8. memorandum
9. badge	9. euphony
10. vowed	10. minuet

Gevallestudie 7

Gregory Grant (10j 5m)

Gregory het 'n jonger halfsuster en woon by sy ma en stiefpa. Die tipiese simptome soos letter omkerings, swak leesspoed en swak resultate in geskrewe assesserings ten spyte daarvan dat hy die werk ken wanneer hy mondeling getoets word, kom by Gregory voor. Alhoewel sy ma reeds in graad 1 besorg was, het evaluering op daardie stadium nie probleme aangedui nie.

Sy biologiese pa was in 'n spesiale klas. Sy ma ly aan AGHS (ADHD) en het ook aangedui dat haar eie pa skool verlaat het sonder om sy matriek te behaal.

Gregory het gereeld tonsilitis gehad. Sy spraak het laat ontwikkel en hy het begin hakkel na 'n traumatiese huisbraak toe hy 3 jaar oud was. Neucon 24mg is voorgeskryf vir sy AGHS, aandag gebrek hiperaktiwiteits sindroom (ADHD).

Gregory se ma gee self vir hom twee ure ekstra hulp op 'n Saterdag waartydens sy leerwerk op 'n praktiese en prettige manier probeer vaslê.

Hy is lief vir teken en bou graag konstruksies met Lego. Gregory hou ook van sport. Hy geniet Wiskunde soveel dat hy vermenigvuldigingsomme vir die pret doen.

Gregory verloor baie gou sy humeur en luister nie ordentlik voordat hy begin om instruksies uit te voer nie.

DIE DISLEKSIE SIFTING TOETS (DST) OPSOMMINGSVORM

VERKORTE WEERGAWE VAN DIE DISLEKSIE BESLISSING TOETS (DBT)

Datum: 4 September 2018

Naam van Toetsling: Gregory Grant **Geboortedatum:** 17 April 2008

Ouderdom: 10 j 5 m **Graadplasing:** 4

Opvoedkundige Geskiedenis: _____

_____

Resultate van Dekodering:

Dekoderingsvlak Plafonvlak

Graad R	Ja	Nee
op	✓	
is	✓	
af	✓	
die	✓	
ons	✓	

Graad 1	Ja	Nee
ry	✓	
bok	✓	
dun		✓
gaap		✓
bad	✓	

Graad 2	Ja	Nee
yskas	✓	
kaggel		✓
blaar		✓
later	✓	
stout	✓	

Graad 3	Ja	Nee
druppel		✓
lepeltjie		✓
moeilike		✓
treurige		✓
terrein		✓

Graad 4	Ja	Nee
akkedisse		
blêr		
krulletjie		
volstruis		
baardjie		

Graad 5	Ja	Nee
spelende		
papegaai		
muisneste		
woninkie		
olifant		

Graad 6	Ja	Nee
deurtjie		
verassing		
koeël		
jakkalsstreke		
stowwerige		

Graad 7	Ja	Nee
interessant		
prieel		
feesviering		
onmiddellik		
Suid-Vrystaat		

Graad 8	Ja	Nee
mediasentrum		
posseëlversameling		
aktiwiteite		
fotosintese		
sonsverduistering		

Graad 9	Ja	Nee
stimulering		
assosiasie		
elektrisiteit		
kommunikasie		
pêrelkleurig		

Graad 10	Ja	Nee
inflasie		
selfbewustheid		
hoëhakskoen		
kampioenskappe		
chirurgie		

Graad 11	Ja	Nee
diskriminasie		
weerspieëling		
fonetiek		
verkiesingskomitee		
hoofkommissaris		

Graad 12	Ja	Nee
intelligensiekwosiënt		
psigiater		
aktualiteit		
tatoeëermerkie		
universiteitstoelating		

Oorsiglys van Enkoderingsresultate 2 grade onder graadplasing

Diseidese	Disfonese
_____ Bo normaal	_____ Bo normaal
_____ Normaal	_____ Normaal
_____ Grenslyn – Normaal	_____ Grenslyn – Normaal
_____ Gering onder Normaal	_____ Gering onder Normaal
_____ Matig onder Normaal	_____ Matig onder Normaal
_____ Ernstig onder Normaal	_____ Ernstig onder Normaal

Nota: Wanneer siftingsresultate vir diseidese of disfonese 'grenslyn-normaal' of 'onder normaal' aandui word 'n volledige DBT aanbeveel.

DBT-DEKODERINGSPATRONE: VORM A

NOTEERBLAD **Datum:** 4 September 2018

Naam van Toetsling: Gregory Grant **Geboortedatum:** 17 April 2008

Ouderdom: 10 j 5 m **Graadplasing:** 4

Onewe genommerde woorde → Foneties Onreëlmatige woorde
Ewe genommerde woorde → Foneties Reëlmatige woorde

Dekoderingsvlak

	Graad R	E	F	O
1	is	✓		
2	en	✓		
3	hy	✓		
4	man	✓		
5	ook	✓		
6	sy	✓		
7	kop	✓		
8	te	✓		
9	vis	✓		
10	dam	✓		

	Graad 1	E	F	O
1	toe	✓		
2	ek	✓		
3	die	✓		
4	in	✓		
5	se	✓		
6	op	✓		
7	vir	✓		
8	af		✓	
9	net	✓		
10	ons	✓		

	Graad 2	E	F	O
1	wie	✓		
2	draf		✓	
3	brief		✓	
4	nag	✓		
5	uit	✓		
6	vra	✓		
7	skryf		✓	
8	skrik		✓	
9	draai	✓		
10	wys		✓	

	Graad 3	E	F	O
1	nooit			✓
2	mense	✓		
3	kuier	✓		
4	nuwe		✓	
5	baie	✓		
6	gestel		✓	
7	eier		✓	
8	veral		✓	
9	mevrou		✓	
10	gesels		✓	

Plafonvlak

	Graad 4	E	F	O
1	liddoring			✓
2	diaken			✓
3	aanraking			✓
4	lewende		✓	
5	eenvoudige			✓
6	skildery			✓
7	beoog			✓
8	menigte			✓
9	beduie			✓
10	hemele			✓

	Graad 5	E	F	O
1	begroting			✓
2	sowel			✓
3	persentasie		✓	
4	nederige			✓
5	tariewe			✓
6	wetsontwerp			✓
7	poging			✓
8	hopelik			✓
9	geledere			✓
10	sekere			✓

	Graad 6	E	F	O
1	oorsese			
2	wemelende			
3	pastorie			
4	onredelike			
5	oorweging			
6	begerige			
7	prokureur			
8	omgewing			
9	leningsrekening			
10	skuldig			

	Graad 7	E	F	O
1	wesentjies			
2	sedert			
3	aarselende			
4	mymerende			
5	natuurlik			
6	misrabel			
7	kwoteer			
8	argivaris			
9	vereistes			
10	turksvy			

	Graad 8	E	F	O
1	munisipaliteit			
2	verordeninge			
3	parodie			
4	formule			
5	meerderes			
6	departementele			
7	nomineer			
8	verveling			
9	Natuur- en Skeikunde			
10	tjank			

	Graad 9	E	F	O
1	karikatuur			
2	netelige			
3	chaoties			
4	vergesel			
5	ideëel			
6	kastrol			
7	suspisieus			
8	amendement			
9	harmonium			
10	eksegese			

	Graad 10	E	P	O
1	ongeëwenaard			
2	beëdigde			
3	anoniem			
4	boulevard			
5	naïwiteit			
6	litteken			
7	gedifferensieer			
8	wysgerige			
9	individueel			
10	winsgewend			

	Graad 11/12	E	F	O
1	isometries			
2	isolasionisme			
3	koëffisiënt			
4	paleobonatikus			
5	genealogie			
6	psalmis			
7	chauvinisme			
8	narkotikum			
9	psigoanalis			
10	manipulerend			

KOLOM BENAMINGS: "E" = Flits-Bekend (Eideties) • "F" = Tydloos Bekend (Foneties) • "O" = Onbekende woorde

TOTAAL "E" WOORDE = 8 TOTAAL "F" WOORDE = 13

RESULTATE VAN DEKODERING VORM A

HOOGSTE GRAADVLAK VAN SIGWOORD-HERKENNING (50% FLITS-BEKEND) 2 (2 grade onder g.p.)

AANTAL FLITS-BEKENDE WOORDE OP DIE DBT-GRAADVLAK 5

DEKODERINGSMETODE

RELATIEF MEER FONETIES ☒ RELATIEF MEER EIDETIES ☐ RELATIEF GELYK ☐

Examinee's Name: Gregory Grant

Age: 10 years 5 months

Grade Placement: 4

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 2 Levels above / below grade placement: 2 onder g.p.

Which words will you dictate for eidetic encoding?		Which words will you dictate for phonetic encoding?	
1.	stout	1.	druppel
2.	later	2.	lepeltjie
3.	yskas	3.	moeilike
4.	bad	4.	treurige
5.	bok	5.	terrein

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 2 Levels above / below grade placement: 2 onder g.p.

Which words will you dictate for eidetic encoding?		Which words will you dictate for phonetic encoding?	
1.	draai	1.	nooit
2.	uit	2.	liddoring
3.	wie	3.	diaken
4.	net	4.	aanraking
5.	vir	5.	eenvoudige
6.	se	6.	skildery
7.	die	7.	beoog
8.	toe	8.	menigte
9.	hy	9.	beduie
10.	loop	10.	hemele

Gevallestudie 8

Mia Morkel (9j 9m)

Mia is vroeggebore op 32 weke. Sy het herhaaldelik gesukkel met Otitis Media as klein dogtertjie en het twee stelle gromits gehad. Haar oordrom het gebars met die gevolg dat die gehoor in haar een oor effe swakker is as in die ander. Taal het laat by haar ontwikkel en sy het eers na drie-jarige ouderdom vol sinne gebruik.

Op die ouderdom van 4 het sy ook haar eerste bril gekry.

Omdat haar ouers besorg was oor haar konsentrasie het sy in graad 1 en graad 2 konsentrasieklasse bygewoon. Sy het ook leesklasse op 'n vroeë ouderdom ontvang.

Haar ma en die leessentrum het meer as net die algemene b-d omkering tydens enkodering opgemerk.

'n Familiegeskiedenis van leesprobleme word aan vaderskant aangedui.

Mia is kreatief, sportief en het 'n geheue vir nommers. Sy leef ook haar kreatiwiteit in die kombuis uit deur kos te maak en het onlangs selfs begin om te probeer klere maak.

Mia is hardkoppig en wil haar sin kry in baie gevalle en word ook gou kwaad. Per geleentheid sal sy ook jok oor onbenullighede.

DIE DISLEKSIE SIFTING TOETS (DST) OPSOMMINGSVORM

VERKORTE WEERGAWE VAN DIE DISLEKSIE BESLISSING TOETS (DBT)

Datum: 10 Oktober 2017

Naam van Toetsling: Mia Morkel **Geboortedatum:** 1 January 2008

Ouderdom: 9 j 9 m **Graadplasing:** 3

Opvoedkundige Geskiedenis: _____

_____

Resultate van Dekodering:

Dekoderingsvlak Plafonvlak

Graad R	Ja	Nee
op	✓	
is	✓	
af	✓	
die	✓	
ons	✓	

Graad 1	Ja	Nee
ry	✓	
bok	✓	
dun		✓
gaap	✓	
bad		✓

Graad 2	Ja	Nee
yskas		✓
kaggel		✓
blaar		✓
later	✓	
stout	✓	

Graad 3	Ja	Nee
druppel		✓
lepeltjie		✓
moeilike		✓
treurige		✓
terrein		✓

Graad 4	Ja	Nee
akkedisse		
blêr		
krulletjie		
volstruis		
baardjie		

Graad 5	Ja	Nee
spelende		
papegaai		
muisneste		
woninkie		
olifant		

Graad 6	Ja	Nee
deurtjie		
verassing		
koeël		
jakkalsstreke		
stowwerige		

Graad 7	Ja	Nee
interessant		
prieel		
feesviering		
onmiddellik		
Suid-Vrystaat		

Graad 8	Ja	Nee
mediasentrum		
posseëlversameling		
aktiwiteite		
fotosintese		
sonsverduistering		

Graad 9	Ja	Nee
stimulering		
assosiasie		
elektrisiteit		
kommunikasie		
pêrelkleurig		

Graad 10	Ja	Nee
inflasie		
selfbewustheid		
hoëhakskoen		
kampioenskappe		
chirurgie		

Graad 11	Ja	Nee
diskriminasie		
weerspieëling		
fonetiek		
verkiesingskomitee		
hoofkommissaris		

Graad 12	Ja	Nee
intelligensiekwosiënt		
psigiater		
aktualiteit		
tatoeëermerkie		
universiteitstoelating		

Oorsiglys van Enkoderingsresultate 2 grade onder g.p.

Diseidese	Disfonese
_____ Bo normaal	_____ Bo normaal
_____ Normaal	_____ Normaal
_____ Grenslyn – Normaal	_____ Grenslyn – Normaal
_____ Gering onder Normaal	_____ Gering onder Normaal
_____ Matig onder Normaal	_____ Matig onder Normaal
_____ Ernstig onder Normaal	_____ Ernstig onder Normaal

Nota: Wanneer siftingsresultate vir diseidese of disfonese 'grenslyn-normaal' of 'onder normaal' aandui word 'n volledige DBT aanbeveel.

DBT-DEKODERINGSPATRONE: VORM A

NOTEERBLAD **Datum:** 10 Oktober 2017

Naam van Toetsling: Mia Morkel **Geboortedatum:** 1 January 2008

Ouderdom: 9 j 9 m **Graadplasing:** 3

Onewe genommerde woorde → Foneties Onreëlmatige woorde
Ewe genommerde woorde → Foneties Reëlmatige woorde

Dekoderingsvlak

	Graad R	E	F	O
1	is	✓		
2	en	✓		
3	hy	✓		
4	man	✓		
5	ook	✓		
6	sy	✓		
7	kop	✓		
8	te	✓		
9	vis	✓		
10	dam	✓		

	Graad 1	E	F	O
1	toe	✓		
2	ek	✓		
3	die	✓		
4	in		✓	
5	se		✓	
6	op	✓		
7	vir	✓		
8	af	✓		
9	net	✓		
10	ons	✓		

	Graad 2	E	F	O
1	wie	✓		
2	draf	✓		
3	brief		✓	
4	nag	✓		
5	uit	✓		
6	vra	✓		
7	skryf	✓		
8	skrik		✓	
9	draai	✓		
10	wys	✓		

	Graad 3	E	F	O
1	nooit	✓		
2	mense		✓	
3	kuier			✓
4	nuwe		✓	
5	baie		✓	
6	gestel			✓
7	eier	✓		
8	veral			✓
9	mevrou		✓	
10	gesels			✓

Plafonvlak

	Graad 4	E	F	O
1	liddoring		✓	
2	diaken			✓
3	aanraking		✓	
4	lewende			✓
5	eenvoudige		✓	
6	skildery			✓
7	beoog		✓	
8	menigte			✓
9	beduie			✓
10	hemele			✓

	Graad 5	E	F	O
1	begroting			
2	sowel			
3	persentasie			
4	nederige			
5	tariewe			
6	wetsontwerp			
7	poging			
8	hopelik			
9	geledere			
10	sekere			

	Graad 6	E	F	O
1	oorsese			
2	wemelende			
3	pastorie			
4	onredelike			
5	oorweging			
6	begerige			
7	prokureur			
8	omgewing			
9	leningsrekening			
10	skuldig			

	Graad 7	E	F	O
1	wesentjies			
2	sedert			
3	aarselende			
4	mymerende			
5	natuurlik			
6	misrabel			
7	kwoteer			
8	argivaris			
9	vereistes			
10	turksvy			

	Graad 8	E	F	O
1	munisipaliteit			
2	verordeninge			
3	parodie			
4	formule			
5	meerderes			
6	departementele			
7	nomineer			
8	verveling			
9	Natuur- en Skeikunde			
10	tjank			

	Graad 9	E	F	O
1	karikatuur			
2	netelige			
3	chaoties			
4	vergesel			
5	ideëel			
6	kastrol			
7	suspisieus			
8	amendement			
9	harmonium			
10	eksegese			

	Graad 10	E	P	O
1	ongeëwenaard			
2	beëdigde			
3	anoniem			
4	boulevard			
5	naiwiteit			
6	litteken			
7	gedifferensieer			
8	wysgerige			
9	individueel			
10	winsgewend			

	Graad 11/12	E	F	O
1	isometries			
2	isolasionisme			
3	koëffisiënt			
4	paleobonatikus			
5	genealogie			
6	psalmis			
7	chauvinisme			
8	narkotikum			
9	psigoanalis			
10	manipulerend			

KOLOM BENAMINGS: "E" = Flits-Bekend (Eideties) • "F" = Tydloos Bekend (Foneties) • "O" = Onbekende woorde

TOTAAL "E" WOORDE = 10 TOTAAL "F" WOORDE = 10

RESULTATE VAN DEKODERING VORM A

HOOGSTE GRAADVLAK VAN SIGWOORD-HERKENNING (50% FLITS-BEKEND) 2 (1 graad onder g.p.)

AANTAL FLITS-BEKENDE WOORDE OP DIE DBT-GRAADVLAK 8

DEKODERINGSMETODE

RELATIEF MEER FONETIES ☐ RELATIEF MEER EIDETIES ☐ RELATIEF GELYK ☒

Examinee's Name: Mia Morkel

Age: 9 years 9 months

Grade Placement: 3

Dyslexia Screening Test Encoding Form (DST)

Decoding level: 1 Levels above / (below) grade placement: 2 onder g.p.

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. gaap	1. kaggel
2. bok	2. blaar
3. ry	3. druppel
4. ons	4. lepeltjie
5. af	5. terrein

Dyslexia Determination Test Encoding Form (DDT)

Decoding level: 2 Levels above / below grade placement: 1 onder g.p.

Which words will you dictate for eidetic encoding?	Which words will you dictate for phonetic encoding?
1. draai	1. kuier
2. skryf	2. gestel
3. uit	3. veral
4. wie	4. gesels
5. net	5. diaken
6. vir	6. lewende
7. die	7. skildery
8. toe	8. menigte
9. vis	9. beduie
10. loop	10. hemele

SGDA Professional Internship Program

SGDA Professional Internship Program

Process

Professional Training
Online SGDA Dyslexia Training Course (6 Weeks)

Internship 4 months
Purchase test:
development@sgda.co.za

Complete and submit required number of assessments:
reports@sgda.co.za
psychometrists@sgda.co.za

Certification
Receive registration number and certificate from SGDA

Certification

Procedure for the marking of the Stark Griffin™ Dyslexia Assessment

General information

To allow for good quality scans, please ensure that a **2B** pencil is used by the examinee.

Please scan all the various pages as a single pdf file. Please do not scan as images since the attachment will not be transferable via email.

Documents to be submitted

- Professional reporting form – with as much detail as possible. Additional information can be added to the body of the email if you feel it is important.
- DST summary form
- DST encoding form
- DDT (DBT) form A and/or B recording page
- Grapheme nemkinesia testing form
- Consent form

How and where to submit

Please submit this scan file to

reports@sgda.co.za
psychometrists@sgda.co.za

Using the subject

Report: your name – candidate name

Example

Report: Jessie Jordan - Peter

Duration of process

You should submit your documents within **24 hours** of the assessment.

3 working days from submission of **complete** documentation, incomplete documentation will hamper the process.

Feedback to parents should take place within 10 working days, at the utmost.

The Report

A comprehensive 12 page digital report will be sent back to you in pdf format.

Please print a hard copy of this report, read through it (pages 1, 8, 9 & 12 is patient specific) and add your signature and practice stamp to the last page of the report.

Feedback

The hard copy of the report is supplied to the parents during feedback.

The report should be accompanied by the *Help, my child has been diagnosed with dyslexia* or *Help, my kind is gediagnoseer met Disleksie* book.

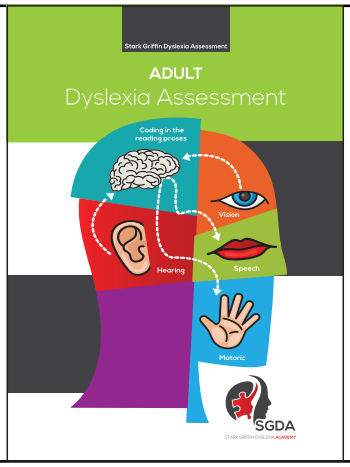
Thank you ☺

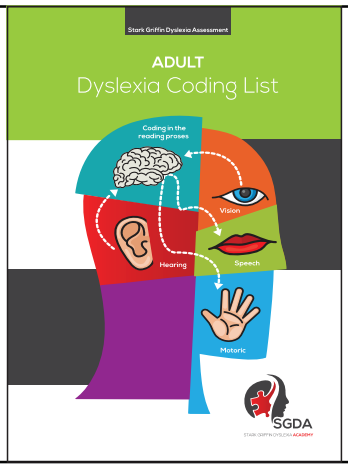
ADULT DYSLEXIA ASSESSMENT

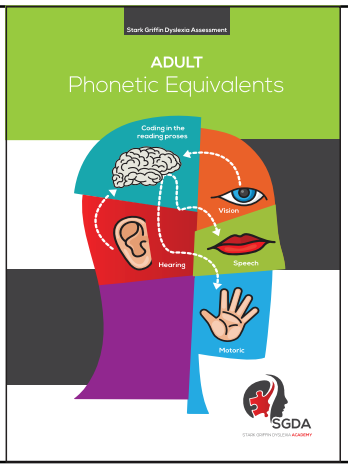
- Adults with dyslexia have often suffered from a difficult time at school, where their difficulties were not properly diagnosed
- Fear of being asked to read aloud in class may have been really disturbing, when others might laugh at their mistakes

- Compensations can be made in work places to help individuals with dyslexia function at their highest capabilities
- These individuals often have superior spatial skills, technical expertise, and other abilities which are far above average

- The first step is to foster an attitude of understanding so that individuals with dyslexia do not feel ashamed and embarrassed because of a condition over which they have had little control
- Secondly, provisions for working around the reading and writing difficulties of individuals with dyslexia would be instituted

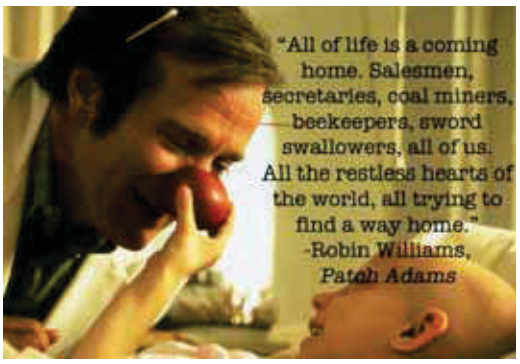




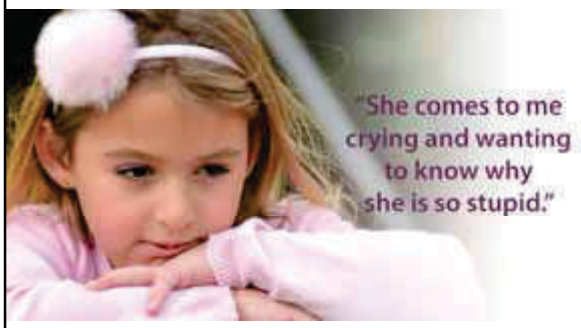


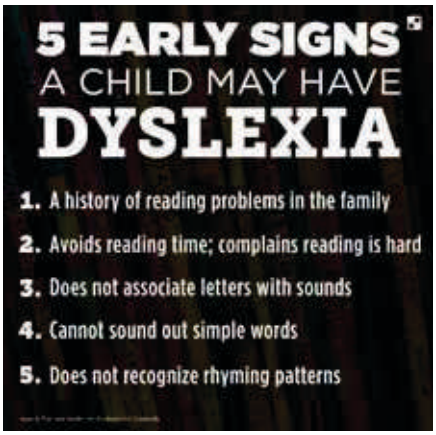
LEVEL 1-6 : Grades 1 through to grade 7	
Level 7	General High School Education (Grades 8 & 9)
Level 8	Further High School Education (Grades 10-12)
Level 8	Diploma/ Bachelor's Degree
Level 10	Honours Degree
Level 11	Masters Degree
Level 12	Doctors Degree
Level 13	Post – Doctoral Degree

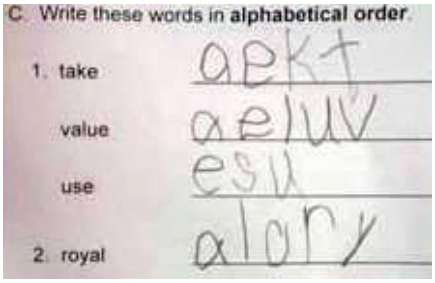
- ADA Decoding Forms
- ADA Encoding Forms
- Phonetic Equivalents



JUNIOR DYSLEXIA ASSESSMENT







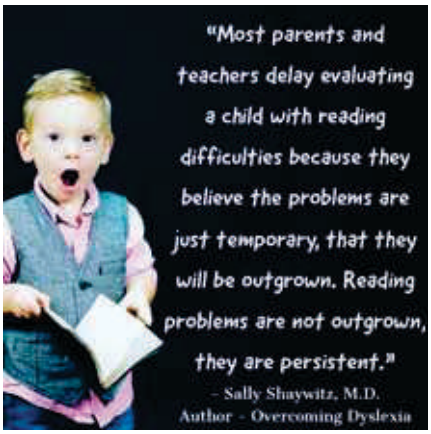
Facts about Dyslexia

- **Startling facts about dyslexia and related language-based learning disabilities:**
- **Up to 20% of the population has a reading disability.**
- **Of students with specific learning disabilities who receive special education services, 70% to 80% have deficits in reading.**
- **Dyslexia is the most common cause of reading, writing and spelling difficulties.**

- If children who are dyslexic get effective phonological training in nursery school, grade R and first grade, they will have significantly fewer problems in learning to read at grade level than do children who are not identified or helped until third grade.

- 74% of the children who were poor readers in the 3rd grade remained poor readers in the 9th grade. This means that they couldn't read well when they became adults.
- Individuals inherit the genetic links for dyslexia.

- Dyslexia affects males and females equally, and people from different ethnic and socio-economic backgrounds as well.
- Dyslexia also affects people from different ethnic and socio-economic backgrounds equally.



7 Common Myths About Dyslexia

Myth #1: Reading and writing letters backwards is the main sign of dyslexia.

- Fact: Some kids with dyslexia write letters backwards and some don't.
- So, letter reversal isn't necessarily a sign that your child has dyslexia.

Myth #2: Dyslexia doesn't show up until elementary school.

- **Fact: Signs of dyslexia can show up in preschool, or even earlier.**

Myth #3: Kids with dyslexia just need to try harder to read.

- **Fact: Research shows that the brain functions differently in kids with dyslexia. It also shows that reading can actually change the brain over time.**
- **But effort has nothing to do with it.**

Myth #4: Dyslexia goes away once kids learn to read.

- **Fact: Intervention makes a big difference in helping kids with dyslexia learn to read.**
- **But being able to read doesn't mean they're "cured."**
- **Dyslexia is a lifelong learning issue that can affect more than just basic reading skills.**

Myth #5: Dyslexia is a vision problem.

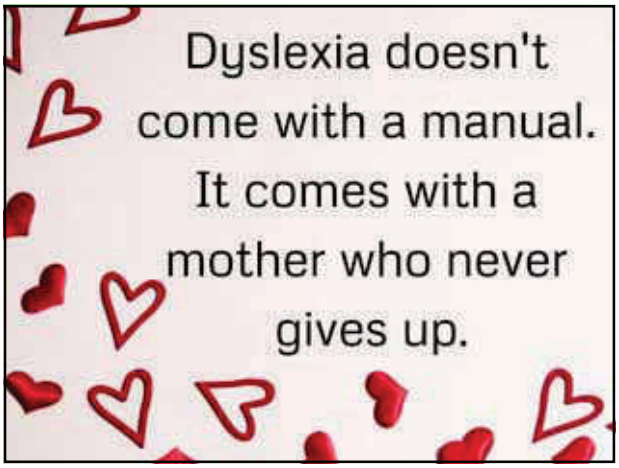
- **Fact: Vision problems do not cause dyslexia.**
- **Some may have problems with visual perception, or visual processing.**
- **That means the brain has trouble recognizing details in images and processing what the eyes are seeing.**
- **Those challenges can make reading difficult.**

Myth #6: Kids who don't speak English can't have dyslexia.

- **Fact: Dyslexia exists all over the world and in all languages.**

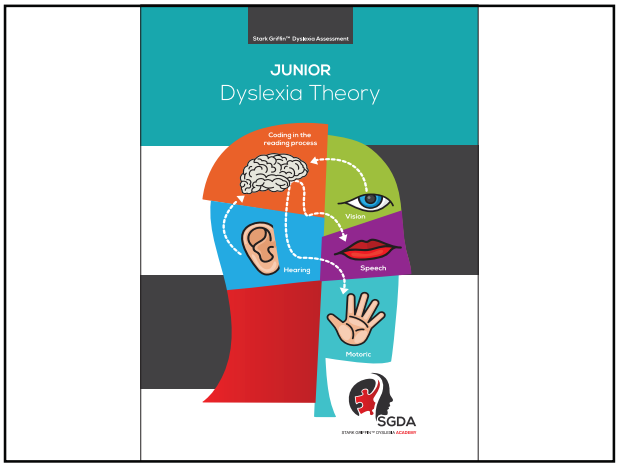
Myth #7: Dyslexia is caused by not reading enough at home.

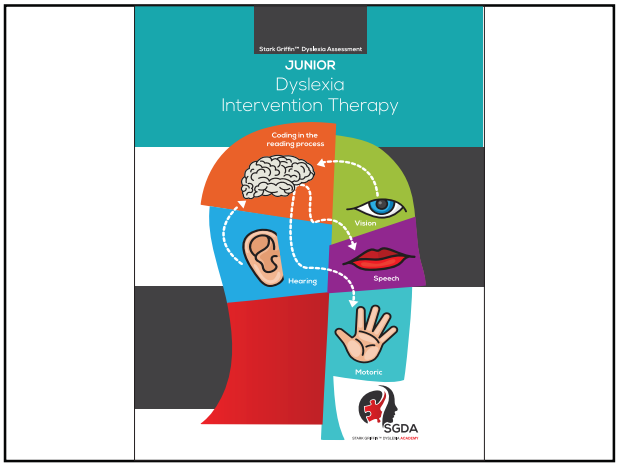
- **Fact: Reading at home and being exposed to reading is important for all kids.**
- **But dyslexia doesn't happen because of a lack of exposure.**
- **It's a neurological condition.**



OUTLAY of the SGJDA:

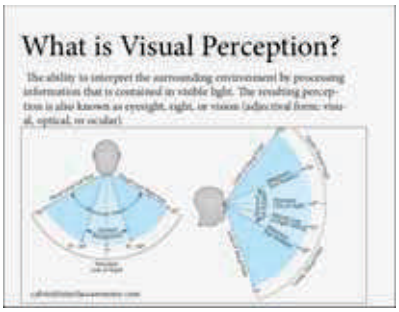
- **Theory Manual**
- **Questionnaire of 30 Q's (asked to the parent)**
- **Perceptual Exam**
- **Reversals Exam (Piaget & Left-Right Exercises)**
- **Name It – Eidetic Identification**
- **Phonological Awareness Assessment – Phonetic Skills**

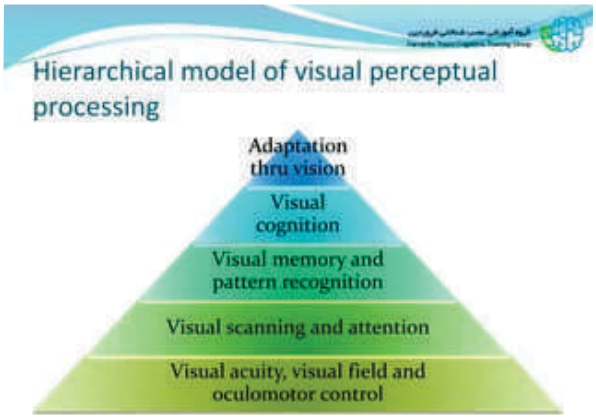




30 Questions asked to the parents

PERCEPTUAL EXAMINATION





Visual Discrimination

Visual Memory

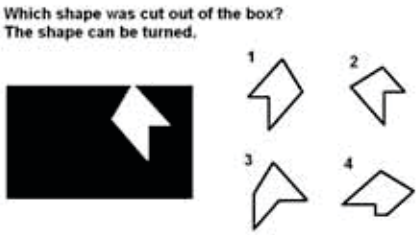
Visual Sequential Memory

Figure-Ground

Visual Closure

Visual Spatial Relations

Visual Form Constancy



Modified Piaget Right-Left Awareness Test:

A. Instructions:

- **Show me your right hand – Show me your left leg**
- **Touch your left ear – Raise you right hand**
- **Show me your right leg**
- **Show me your left hand**
- **Point to your right eye**

B. Sit opposite the child:

- **Show me my left hand**
- **Show me my right leg**
- **Show me my right hand**
- **Show me my left leg**

C. Place a coin on the table left of a pencil in relation to the child:

- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?
- Have the child go around to the opposite side of the table.
- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?

- Be aware that the examiner must be confident in determining Right from Left, especially with regards to mirror-images.

D. Sit opposite the child with a coin in your right hand and a pencil in your left hand:

- Have I got the coin in my right hand or in my left?
- And the pencil, is it in my right or my left hand?

E. Place 3 objects in front of the child:

- 1. a pencil to the left
- 2. a key in the middle
- 3. a coin to the right

- Is the pencil to the left or to the right of the key?
- Is the pencil to the left or to the right of the coin?
- Is the key to the left or to the right of the coin?
- Is the key to the left or to the right of the pencil?
- Is the coin to the left or to the right of the pencil?
- Is the coin to the left or to the right of the key?

LEFT-RIGHT QUESTIONS

Eidetic Decoding

Identification of 6 alphabetical letters:

- a (apple)
- c (cat)
- m (monkey)
- t (train)
- s (sun)
- d (donkey)

Identification of 6 x 3-letter words:

- fat
- pig
- wet
- fun
- and
- mug

Identification of 6 x frequently used words:

- are
- is
- does
- of
- for
- we

PHONOLOCICAL AWARENESS SKILLS TEST (PAST)

- Concept of Spoken Word
- Rhyme Recognition
- Rhyme Production
- Syllable Blending
- Syllable Segmentation

- Syllable Deletion
- Phoneme Isolation of Initial Sounds
- Phoneme Isolation of Final Sounds
- Phoneme Blending
- Phoneme Segmentation

- Phoneme Deletion of Initial Sounds
- Phoneme Deletion of Final Sounds
- Phoneme Deletion of Consonant Blends
- Phoneme Substitution

10 Things Every Child With Dyslexia Wants You To Know

1. I am not stupid or lazy. I need time to get things done.
2. I may be dyslexic but I can still shine in lots of ways.
3. It might take me a long time to 'get it' but when I 'get it' it sticks!
4. When you break things down into smaller steps I find it really, really helpful.
5. Sometimes I just need to work in a different way to the others in class to get the job done.
6. I try my best but do get frustrated. I need you to be patient with me.
7. My dyslexia does not only affect my literacy skills.
8. I find visual reminders helpful as I sometimes find remembering everything a bit tricky..
9. I often like to work in a quiet room as I can find noises distracting.
10. My dyslexia is just one part of my character. It does not define who I am or want to be.

Thank You!

ACCOMMODATIONS FOR THE DYSLEXIC CHILD

Accommodations for the Dyslexic child

"Dyslexia is a mechanical disability not a thinking disability.

Teachers need to communicate this, parents need to understand this, and — most of all — dyslexic students need to know this".

— Kyle Redford

WHAT SHOULD BE DONE?

- The first step is to make an accurate diagnosis
- As a dyslexic child's difficulty is not visible – compared, say to a child in a wheelchair – it often goes unrecognized by teachers
- The result can be that the child is incorrectly labeled as "lazy", "slow" etc. – at school

- Dyslexia cannot be cured.
- It is a type of mind, like any other with its own particular strengths and weaknesses
- However, through therapy the dyslexic individual may achieve his/her full potential

Specific reading disability (dyslexia) is legally regarded as a disability in:

- USA
- UK
- ITALY
- SCANDINAVIAN COUTRIES
- AUSTRALIA
- SINGAPORE
- INDIA
- IRELAND
- JAPAN
- TURKEY
- KENYA

Choosing a dyslexia-friendly school

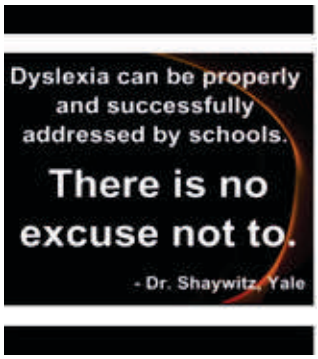
- There are a number of issues about the choice of school
- In some cases parents may not have any choice, but if there is a choice, parents should find out how the school deals with dyslexia and make a decision based on that information

- Does the school have any teachers who hold a recognized qualification for teaching children with dyslexia?
- Does the school have any special provision for dyslexic children?
- Does the school have any obvious dyslexia-friendly policies and practices?

- What is the average class size?
- This can make a difference
- Children with dyslexia may become 'lost' if classes are too large and their needs may be inadvertently ignored because they appear to be coping
- In a small class they cannot 'hide' to the same extent

A dyslexia friendly school:

- recognizes that all children learn in different ways
- helps children to utilize their own individual learning styles
- recognizes that many apparent learning difficulties can often be explained as learning differences and that these will respond to changes in methods, materials and approaches

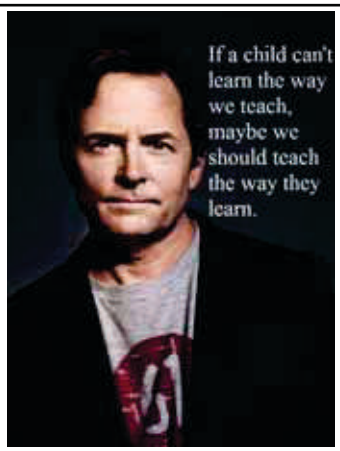


- is particularly aware of the needs of the growing numbers of non-traditional learners who do not function well in some learning environments
- encourages children to explore ideas, concepts and strategies within the framework of their preferred learning styles
- is very successful in terms of results, but it values success less than it values the confident and independent learners it is developing

- seeks to empower all pupils to be the best they can be
- sees parents as partners
- enjoys the trust of parents
- is not only dyslexia-friendly but also learning friendly

14 things NEVER to say to a parent of a Dyslexic child

1. "They'll GROW OUT of it", "They're just IMMATURE", "They'll catch up"
2. "Others" poor spelling/grammar makes me want to take a red pen to my computer screen, "poor spelling makes people look UNINTELLIGENT"
3. "You don't want your child to be LABELLED"
4. "She/he is smart, they just need to APPLY themselves", "maybe he/she is just LAZY", "he/she just needs to spend MORE TIME reading"
5. "Have you tried reading ALOUD to them?"
6. "I know someone who USED to be dyslexic"
7. "It's because he/she has ADD/ADHD"
8. "Dyslexia is just an UMBRELLA term"
9. "Can't the school just TEACH her/him to read?"
10. "Isn't Dyslexia when they see things BACKWARDS?"
11. "He/she LOOKS fine"
12. "Every PARENT NEEDS TO supplement their child's education"
13. "What are you worried about? Your child is ON PAR"
14. "NOT everyone is an A Grade student"



- An effective education for your child with dyslexia is a balance between social inclusion, which ensures that he or she is part of a positive friendship grouping, and educational outcomes, which can ensure that your child reaches his or her full potential

Conduct Policy for Accommodations September 2016

- RADA is a stakeholder of the DBE
- Comments were raised with regards to this policy and dyslexic learners in particular
- White Paper 6 is LAW!
- In collaboration with the SIAS Policy

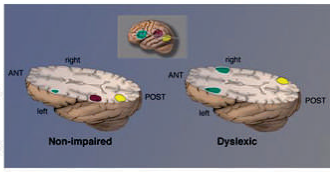
SIAS POLICY

Accommodations

Additional Time

Accommodations:
Neurobiological evidence for requirement of extra time

- **Word form area fails to form**
- **Reliance on ancillary systems**
- **Partial compensation for accuracy, not for automaticity**



Reading not automatic, effortful, even with extra time feels rushed

Accommodations:

- Reader
- Scribe
- Separate Venue

Concessions

- Exemption from subjects like Mathematics and languages.

Assistive Technology

- Livescribe Pen
- Reader Pens
- Dragon
- Computer Text-to-Speech Programs
- Claro Reader

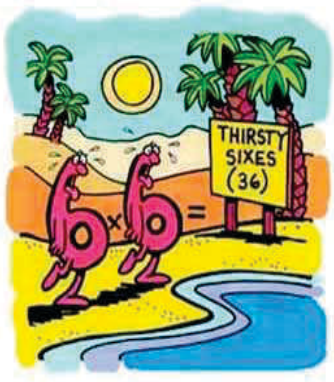
SIAS POLICY FORMS

Form	Description
Learner Profile	Grades R – 12 Confidential Profile
SNA 1 & 2	Support Needs Assessment (School-Level Intervention)
SNA 1	Assessment and Intervention by Teacher
SNA 2	Assessment and Intervention by School-Based Support Team (SBST)
SNA 3	District-Based Support Team (DBST) Level
SNA 3	District-Based Support Team (DBST) Intervention
ISP	Individual Support Plan (Completed by Class Teacher and SBST)
DBE 120	Request for Support from District-Based Support Team (DBST) by School-Based Support Team (SBST)
DBE 121	DBST: Plan of Action in Relation to the Learner
DBE 122	DBST: Plan of Action in Relation to the School
DBE 123 A	Request by Parent for placement/Transfer of Learner to Resource Centre/Special School to access a High-Level Specialist Support Programme
DBE 123 B	Application by the District-Based Support Team for placement/Transfer of Learner at a Resource Centre/Special School to access a High-Level Specialist Support Programme
DBE 124	Application by the SBST/DBST for an Accommodation, Concession, Exemption or Endorsed NSC to alleviate the learning barrier(s) experienced by the learner
DBE 125	Curriculum Differentiation Schedule
DBE 126	Health and Disability Assessment Form

The dyslexic child should be exempt from:

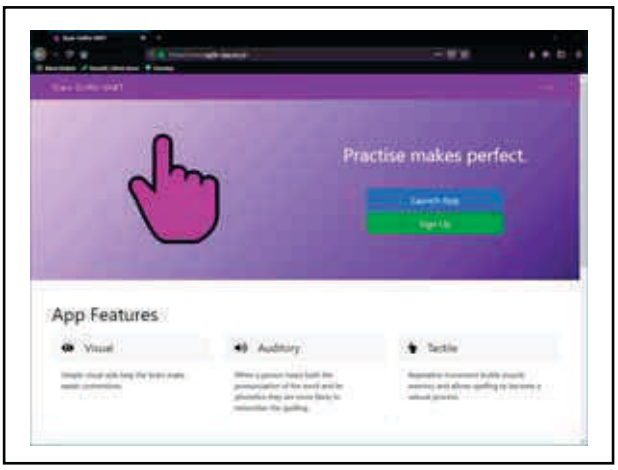
- **reading out loud in class,**
- **writing from dictation and copying from the board,**
- **speed writing from dictation,**
- **writing notes during lessons,**
- **taking notes in italics or small capitals,**
- **writing on the board,**
- **reading and writing of Roman numerals,**
- **using a dictionary,**
- **mnemonic studying of times tables,**
- **verb forms,**
- **grammar rules, formulas, poems, definitions etc.**

Remember: When it's 8 x 8, they are two snowmen who are very cold and the sticks (6) are for (4) the fire.



Compensatory tools are:

- **specific software for reading, writing or studying,**
- **verb conjugation sheets,**
- **syntactic structure and grammar reference at the computer,**
- **calculator,**
- **T-square, lettering stencil, axonometric grids,**
- **graphics tablet, font chart, months chart, lexical chart,**
- **measure tables and geometric formulas,**
- **MCM/MCD calculation tables,**
- **alphabet chart,**
- **multiplication table,**
- **structured musical tables,**
- **glossary of technical words,**
- **recording device,**
- **multimedia dictionaries for foreign languages,**



http://sgda-app.com

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AN OVERVIEW

BEFORE, DURING & AFTER
STARK GRIFFIN™ DYSLEXIA ASSESSMENT

→ BEFORE

1. Assessment materials – Preparation

- Ensure assessment material used is the new version and updated.

- Ensure that current 11 pages of assessment have corresponding reference numbers (bottom right) assessment material is used with the STARK reference numbers.

- **INTELLECTUAL PROPERTY**

  Intellectual property rights protect the interests of creators by giving them property rights over their creations. IP is protected with laws (copyrights, patents, etc.) which enable people to earn recognition or financial benefit from what they invent or create. The Stark Griffin™ Assessments are protected by IP law (Intellectual Property Law Act 28 of 2013).

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- The Stark Griffin™ Trademark has been applied for and obtained in accordance with the provisions of the Trade Marks Act No.194 of 1993 instituting proceedings to prosecute any person/s who may or have copied, altered or amended any of the Stark Griffin™ documents. Trademarks promote initiative and enterprise worldwide by rewarding their owners with recognition and financial profit. Trademark protection also hinders the efforts of unfair competitors, such as counterfeiters, to use similar distinctive signs to market inferior or different products or services. The system enables people with skill and enterprise to produce and market goods and services in the fairest possible conditions, thereby facilitating trade and rewarding innovation.

- **COPYRIGHT**

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- Both Form A and Form B are part of one assessment. The reason for this is you might need more "E" and/or "U" words to complete the assessment. Should you not make use of either the Form A or Form B, it should be thrown away.

- Revise the summaries of the DST & DDT prior to assessing.

- No assessment material may be copied.

2. Consideration of Exclusionary Factors When Considering Specific Learning Disability

- Students with or without disabilities often have one or more factors (listed below) that may contribute to academic and learning difficulties. The professional must rule out any of these factors as the primary cause of a student's academic and learning difficulties to determine/maintain eligibility for a dyslexia assessment.

- If the student is found to have the following as a primary cause of the student's academic difficulties, the student is excluded from consideration for special education eligibility in the area of Specific Learning Disability.

2.1 Vision

2.2 Hearing

2.3 Motor (orthopedic impairment)

2.4 Intellectual Disability

a. "Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's education performance."

b. An IQ score of 70 or below is considered as intellectual disability.

2.5 Emotional-Behavioral Disability

2.6 Cultural factors

2.7 Limited English proficiency

2.8 Environmental or Economic Disadvantage

a. Environmental disadvantage impacting school performance may include:

   i. homelessness,
   ii. abuse, neglect, poor nutrition,
   iii. limited experiential background,
   iv. disruption in family life,
   v. stress, trauma, or lack of emotional support.

b. Economic disadvantage impacting school performance may include:

   i. An inability on the part of the family to afford necessary learning materials or experiences.

   ii. The student may reside in a depressed economic area or be from a family that receives public assistance (government grants, government housing, etc.)

3. Consultation with parents/guardians

a. Parent questionnaire to be completed by the SGDA professional with the parents or guardians.

b. No parent questionnaire to be completed at home.

c. Remember that dyslexia is a hereditary condition and dyslexic parents are most likely unable to complete and/or comprehend the questionnaire.

d. A 7-page questionnaire is a daunting task for a dyslexic parent, especially if they feel ashamed of their own reading and spelling abilities or even if they experience guilt about sharing their dyslexic genes with their child.

e. Probing of questions is important especially with regards to FAMILY HISTORY. Official assessments were not available years ago and countless dyslexics have left school undiagnosed.

f. Consent should ALWAYS be obtained before the commencement of assessment.

4. Glasses / Medication

a. Ensure that if the examinee wears prescribed glasses, it MUST be worn during the assessment.

b. Ensure that if the examinee is on prescribed medication for concentration, hyper-activity, anxiety, etc., they **MUST** take their medication before the assessment.

5. One-to-one assessment

a. One-to-One assessment (only the examiner and examinee) allows the examinee to demonstrate his/her skills in reality without external interferences.

b. In a one-to-one assessment more objective observations are possible with regards to the examinee's demeanor, personal fears and experiences in school and society.

6. Establishing rapport

a. Examiner should establish rapport with examinee before assessment.

b. Establishing rapport allows the child to feel at ease, for example:

i. "We are not going to read a book, or story or a poem"

ii. "Today you are only going to read and write a few words"

iii. "This is not a test, it won't count any marks and no one will see any marks."

iv. "You are here because you have a brilliant mind. In fact, your brain works faster than mine and you think outside of the box. You make up 20% of the world's smartest people even though you have been made believe the opposite."

→ DURING

DST

1. **NB:** The examiner needs to complete the examinee's information on the summary form.
2. No examinee must view this summary form and thereby jeopardize the test when the examinee sees the words he/she is meant to read later on.
3. Decoding (reading) reversals are signs of eidetic and/or phonetic difficulties.
4. Encoding (writing) reversals are signs of nemkinesia / motoric dyslexia.

Decoding

1. Examinee decodes/reads words.
2. Examiner marks words decoded correctly/incorrectly (YES or NO) on SUMMARY FORM.

Encoding

1. Examinee writes name, age and grade on DST ENCODING FORM.
2. **EXAMINER DICTATES WORDS FOR EIDETIC ENCODING:**
    - 5 words from the YES column is dictated.
    - Start dictating from the bottom of the decoding level/grade.
    - Proceed to lower grades and dictate from these grade levels.
3. **PHONETIC EQUIVALENTS:**
    - Before phonetic encoding starts, a comprehensive explanation of at least 20-30 minutes is compulsory from the Phonetic Equivalents Instruction Book.
    - To be fair to the examinee and to obtain reliable standards, the same instructions with regards to phonetic equivalents are essential.
    - Allow the examinee to practice examples before actual testing continues.

4. **EXAMINER DICTATES WORDS FOR PHONETIC ENCODING:**

    - 5 Words from the NO column is dictated.
    - Start dictation ONE GRADE LEVEL ABOVE the decoding level / grade and proceed by dictating from higher grades.

5. **Should examiner notice that examinee had struggled to grasp phonetic equivalents:**

    - Revise the equivalents with which the examinee struggled in the DST.
    - Demonstrate additional examples by writing it down and explaining the individual sounds.

DDT

- **NB:** The examiner needs to complete the examinee's information on the DDT Recording form.
- No examinee must view this recording form and thereby jeopardize the test when the examinee sees the words he/she is meant to read later on.
- Decoding (reading) reversals are signs of eidetic and/or phonetic difficulties.
- Encoding (writing) reversals are signs of nemkinesia / motoric dyslexia.

Decoding

1. **EXAMINEE DECODES/READS WORDS:**

    - Form A – First evaluations
    - Form B – Re-evaluation (if required for more "E" and "U" words).

2. Examiner follows and marks accordingly on DDT Form A/B

    - E column = words read within 2 seconds
    - P column = words phonetically read (± 10 seconds)
    - U column = words not eidetically or phonetically encoded (unknown)

Encoding

1. **EXAMINER INSTRUCTS EXAMINEE:**

    - Write numbers 1-10
    - Print (not cursive) alphabet from A-Z (uppercase)
    - Print alphabet a-z (lowercase)
    - Optional: Print name and address

- If examinee struggles with alphabet, examiner may assist by dictating the alphabet without guiding them on how to shape the letters.

2. EXAMINER DICTATES WORDS FOR EIDETIC ENCODING:

- Examiner dictates Odd-numbered "E" words.
- Start dictating at the DDT decoding level. Dictate from the bottom of the decoding level and proceed to lower grades.

3. EXAMINER DICTATES WORDS FOR PHONETIC ENCODING:

Remind examinee of phonetic instructions, and if necessary, do a few examples and instruct the examinee to write down the words as they SOUND.

- Dictate odd and even numbered "U" words.
- Start dictating at the DDT decoding level.
- Dictate words from the top of the DDT decoding level from the "U" – words and proceed to higher grades.

→ AFTER

1. SUBMISSION OF DOCUMENTS:

- Scan and send documents within 24-48 hours after assessment.
- Scans should be clear and of top-quality.
- Scans should not be upside-down.
- Scan a single PDF file.

2. PROCESSING/MARKING OF ASSESSMENT:

- All marking is done at Head Office
- Reports are sent out to professionals within 3-5 working days, providing submitted documents were complete and accurate

3. REPORT AND FEEDBACK:

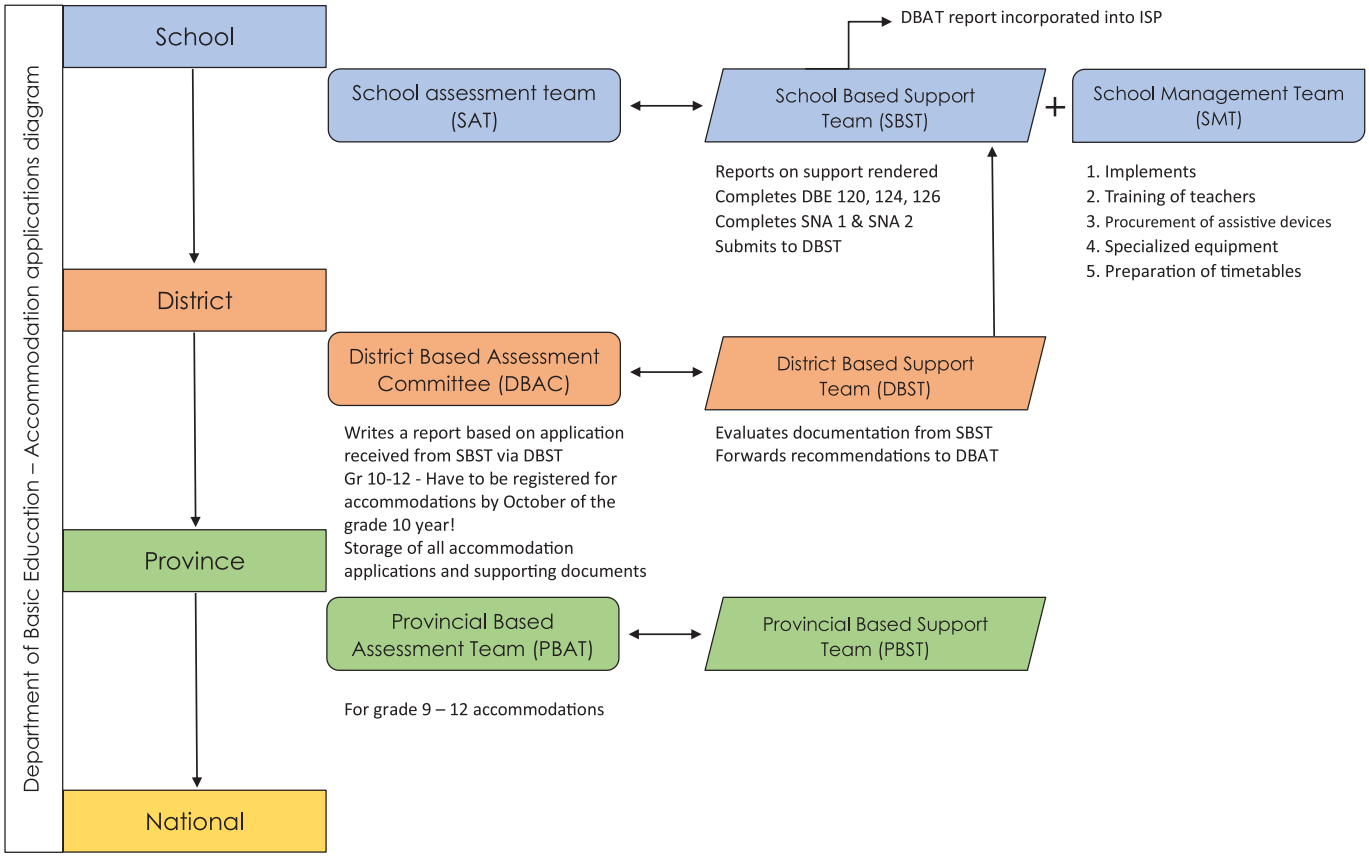
- A feedback session MUST be scheduled with the parents/guardian.
- This feedback session is included in the assessment fee.
- In this session the child's diagnosis is discussed and explained in detail with the parents/guardians.
- Regardless of the assessment fee charged, it must include the following:

  i. Initial assessment
  ii. Feedback Session
  iii. Help book

- The book called 'HELP, MY CHILD HAS BEEN DIAGNOSED WITH DYSLEXIA' is a compulsory part of the feedback session and included in the assessment fee.
- The HELP book and report is given to the parents/guardians.

4. THE JOURNEY AHEAD:

An IQ assessment is required when applying for accommodations and needs to be submitted together with a copy of the SG™DA dyslexia assessment report to the school.



SGDA ASSESSMENT MATERIAL

On completion of online course, please request internship documentation via email to psychometrists@sgda.co.za.

Thereafter assessment material needs to be purchased. For purchase enquiries, email development@sgda.co.za or admin@sgda.co.za. It is very important to order assessment material in advance. Delivery takes up to 4 working days from the date of proof of payment received. Assessment kits are available in:

- FULL KITS
- HALF KITS
- REPLACEMENT KITS

Initial purchase should either be an English **or** Afrikaans full kit.

1. **THE FULL KIT INCLUDES THE FOLLOWING:**

    a. Theory Manual
    b. Dyslexia Screening Test Book
    c. Dyslexia Determination Test Book
    d. Therapy Manual
    e. Phonetic Equivalents Book (Tweetalig / Billingual – Eng / Afr)
    f. DST Word List Book
    g. DDT Word List Book
    h. Parent Questionnaire (10 per pad)
    i. DST Summary Form (10 per pad)
    j. DST Encoding Form (10 per pad)
    k. DDT Form A (10 per pad)
    l. DDT Form B (10 per pad)
    m. Grapheme Test Form (10 per pad)
    n. 10 x Help, my child has been diagnosed with Dyslexia Books (Full Colour)

    PLEASE NOTE: A HELP book is given to the parent during the feedback session.

    If testing material is required for the 2nd language (Afrikaans or English), you only need to purchase a **half kit**.

2. THE HALF KITS INCLUDE:

a. DST Word List Book
b. DDT Word List Book
c. Parent Questionnaire (10 per pad)
d. DST Summary Form (10 per pad)
e. DST Encoding Form (10 per pad)
f. DDT Form A (10 per pad)
g. DDT Form B (10 per pad)
h. Grapheme Test Form (10 per pad)
i. 10 x Help, my child has been diagnosed with Dyslexia Books (Full Colour)

Replacement kits should be ordered in advance when 10 tests have been completed.

3. THE REPLACEMENT KIT INCLUDES:

a. Parent Questionnaire (10 per pad)
b. DST Summary Form (10 per pad)
c. DST Encoding Form (10 per pad)
d. DDT Form A (10 per pad)
e. DDT Form B (10 per pad)
f. Grapheme Test Form (10 per pad)
g. 10 x Help, my child has been diagnosed with Dyslexia Books (Full Colour)

All assessment material orders should be sent to development@sgda.co.za after which you will receive an invoice. Once the proof of payment (POP) with invoice reference number is mailed to development@sgda.co.za your parcel will be dispatched.

Invoices for marking and report generation are emailed every second week. Please **do not** EFT payments in advance if invoices haven't been received. As mentioned before, all payments **must** reflect the invoice number as reference on the proof of payment.

SGDA

STARK GRIFFIN™ DYSLEXIA ACADEMY

Please note that all resources issued are copyright to the **Stark Griffin™ Dyslexia Academy (SGDA)**. Only professionals, teachers and authorized parents who have been trained by **SGDA** may use these materials (English and/or Afrikaans). All resources cannot be changed, sold or copied for use other than for the use with children or adults who you are personally working with.

The training manual cannot be copied or distributed to any other parties, including professionals, teachers and parents. They are only issued by **SGDA** and can only be used by people who have been trained by SGDA.

None of these resources may be changed in anyway. If practitioners develop their own materials, they cannot use the **SGDA** logo and the materials cannot resemble the **SGDA** worksheets.

Anyone who is trained by **SGDA**, in any area of speciality, may not train other professionals, teachers, parents, volunteers or therapists. Certification enables you to advertise as a **Stark Griffin™ Dyslexia Diagnostician and/or Therapist**. This will not entitle you to advertise as a **SGDA** specialist. All documentation and reports issued by yourself must reflect your registration number.

Stark Griffin™ Dyslexia Academy is a registered company and cannot be used in any company name. Once certified, practitioners can state that they provide diagnosis and/or therapy using the **Stark Griffin™** diagnostic tests and therapy guidelines.

The **Stark Griffin™ Dyslexia Academy** own the exclusive rights to train HPCSA registered professionals, teachers, parents and other professionals and only **SGDA** can distribute the copyrighted resources.

If you work at an organization or school, no other teacher/staff member is allowed to use the resources that you have purchased or that the school has purchased on your behalf. Schools need to buy a license or pay to extend your license to multiple users which would only be possible should additional persons be trained by **SGDA**. No individual without the necessary training is allowed to use a kit purchased by a school or other organisation. A license is only valid for the person that attended the training. Should this person leave the organisation or school a new license will be issued once the next professional has been trained.

I have read and agree to the conditions stated above.

Stark Griffin™ Dyslexia Professional:

Name & Surname: _____

Signed _____ Date: _____

_____

Sandra Stark

Director: Stark Griffin™ Dyslexia Academy
Chairperson: Red Apple Dyslexia Association of South Africa (RADA)

STARK GRIFFIN™ DYSLEXIA ACADEMY, 6 SEVERN DRIVE, THREE RIVERS, VEREENIGING, 1929
+27 16 454 0281

STARK GRIFFIN™ DYSLEXIA **ACADEMY**

A learning disability with no diagnosis is a diagnosis of no learning disability

CODE OF ETHICS & PROFESSIONAL CONDUCT

Several methods have been used to diagnose dyslexia. For many years the most widely used methods have been based on exclusion criteria. Although this method provides objective criteria for a correct diagnosis, it does not allow the identification of clinical subtypes of dyslexia.

The Stark Griffin™ Dyslexia Assessment differentiates the subtypes and severity levels of dyslexia.

As a professional Stark Griffin™ diagnostician I pledge:

- To always do what is **ethically right** when administering the Stark Griffin™ assessments.
- To be **inclusive** and treat people of all backgrounds and identities.
- To act **honourably** and always treat patients, parents and colleagues with courtesy and respect.
- To demonstrate **integrity** by maintaining professional responsibility, honesty and accountability for each and every patient.
- To deliver comprehensive and **qualitative** evaluations and reports during feedback sessions that testify to expertize in the field of learning disorders.
- To maintain patient-practitioner **confidentiality** at all times.
- To model **lawfulness**.

Signed at _____ on this _____ day of _____ 20_____

_____ _____

Full Names Signature

_____

Witness

STARK GRIFFIN™ DYSLEXIA ACADEMY

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Contact us:

☎ 016 454 0281
Hours: Monday - Thursday: 07:30-16:30
Friday: 07:30-13:00

SGDA: www.sgda.co.za
RADA: www.dyslexiasa.org

admin@sgda.co.za
reports@sgda.co.za
psychometrists@sgda.co.za

6 SEVERN DRIVE, THREE RIVERS, VEREENIGING 1929

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A learning disability with no diagnosis is a diagnosis of no learning disability.

The Stark Griffin Dyslexia Academy (SGDA) is a registered company that provides professional development and capacity building to individuals who work with the dyslexic population. We incorporate the neuroscience of dyslexia to enable HPCSA - registered psychologists, psychometrists, audiologists, speech therapists, occupational therapists and optometrists to specifically diagnose dyslexia in seven categories and six severity levels. We foster the best practices of inclusive education to construct learning enrichment curricula and teacher training programs to assist and accommodate the learner who experiences barriers to learning. Our main focus at SGDA is the direct diagnosis of learning disorders.

SGDA is the culmination of the diagnosis of Specific Learning Disorders in South Africa and since 2010 we have been working towards providing equal opportunities for every student especially the dyslexic learner. Our conviction is that the advantages of specific learning disabilities far outweigh its associated challenges.

STARK GRIFFIN™ DYSLEXIA ACADEMY
6 Severn Drive, Three Rivers, Vereeniging 1929
Tel: +27 16 454 0281 Email: admin@sgda.co.za

www.sgda.co.za

SACE

HPCSA
Health Professions Council of South Africa

SGDA is a registered Professional Development Provider with the HPCSA and SACE.