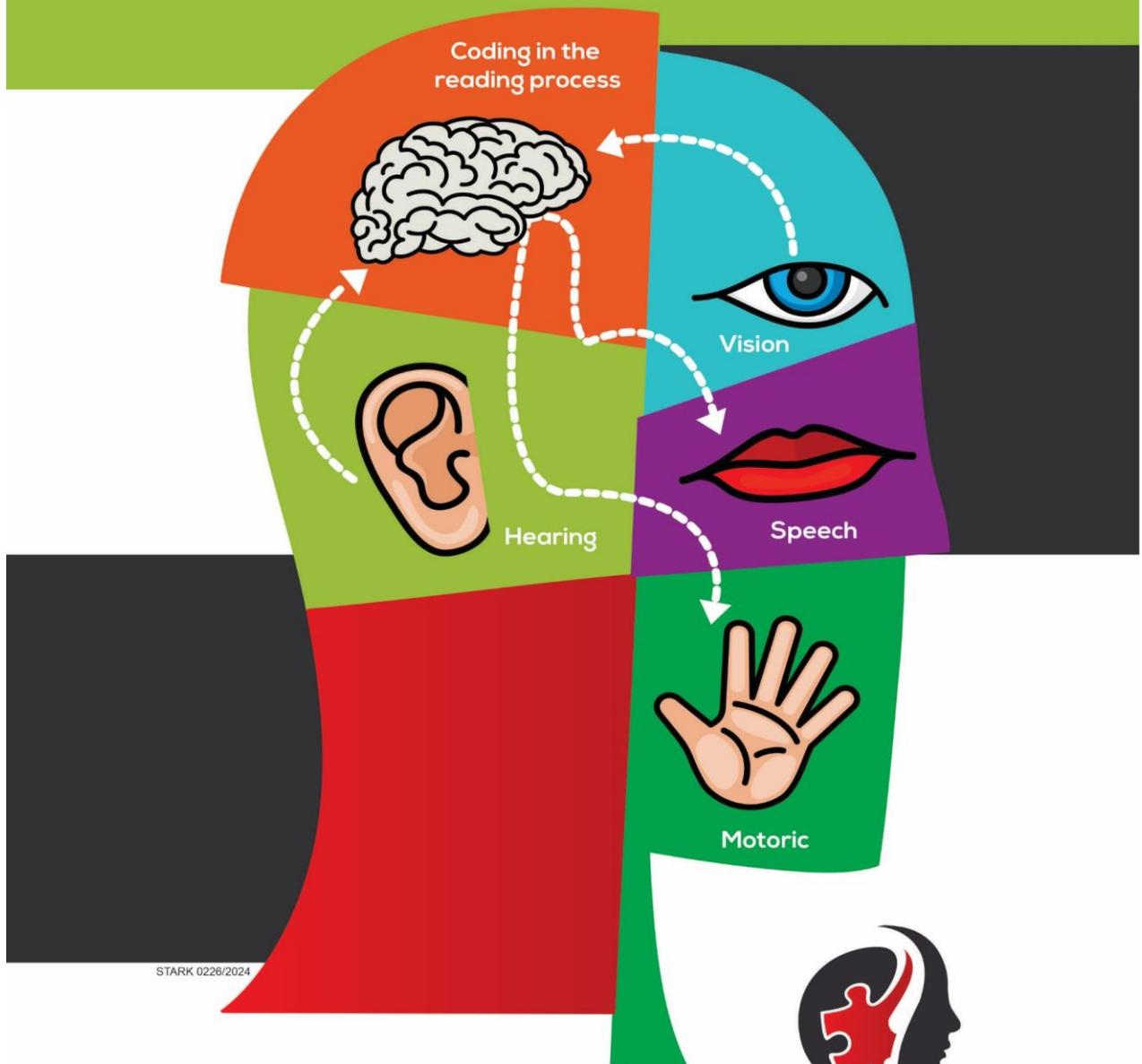


Dyslexia Professional Training



STARK 0228/2024



STARK GRIFFIN™ DYSLEXIA ACADEMY



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.”

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1

QUESTIONNAIRE

1. Phonetic Equivalentents are discussed in the DDT test before the Phonetic Encoding division.
 - A. TRUE
 - B. FALSE

2. It is crucial to do the DST with every examination.
 - A. TRUE
 - B. FALSE

3. A PHONETIC EQUIVALENT animation video is available in Afrikaans & English.
 - A. TRUE
 - B. FALSE

4. When a child does not recall the alphabet during Grapheme-Nemkinesia Testing, we continue to the encoding division of the DDT.
 - A. TRUE
 - B. FALSE

5. Probing of questions is important especially with regards to FAMILY HISTORY.
 - A. TRUE
 - B. FALSE

6. Phonetic Encoding is examined in the DST by dictating from the decoding level / grade and proceeding to higher grades.
 - A. TRUE
 - B. FALSE

7. If there is not enough "E" words in the DDT to dictate for eidetic encoding, you will use the EVEN number "E" words on Form A from the decoding level proceeding to lower grades.

- A. TRUE
- B. FALSE
8. If there are not enough "U" words in the DDT to dictate for phonetic encoding, you will instruct the examinee to read from Grade R on Form B to obtain enough "U" words.
- A. TRUE
- B. FALSE
9. 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.
- A. TRUE
- B. FALSE
10. Once the specialist has received the report from SGDA head office, it must be emailed as soon as possible to the parents / guardians.
- A. TRUE
- B. FALSE
11. The Covid pandemic and subsequent lockdown is an increasing etiological factor and cause of Developmental Dyslexia.
- A. TRUE
- B. FALSE
12. Students who are found to be academically delayed due to cultural differences do not have a specific learning deficit.
- A. TRUE
- B. FALSE
13. You are a SGDA specialist who stands for INCLUSIVE education.
- ✓ You are INNOVATIVE
 - ✓ You are IMPACTFUL
 - ✓ You are INSPIRATIONAL
- A. TRUE
- B. FALSE

MODULE 1: DIAGNOSING DYSLEXIA

1. 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.

2. SIR WILLIAM GULL



By the time they brought the patient to him, the situation looked grave. “Miss A”, as she was called in medical journals, was visibly stricken, and her motor skills had been reduced to semi-controlled trembles – the tell-tale movements of someone nearing the end. In the confusing mix of symptoms, her family suspected tuberculosis or a blood disease. She looked less like a treatable patient and more like a discarded cadaver from behind the town hospice. Her cheeks were sunken and her skin was like cheesecloth draped over a fossil. The notion that this doctor could save her was a long shot. The possibility that she would make a complete recovery was inconceivable. Miss A’s pulse was an exceptionally low forty-six (46), and her respiration was weak. There was however a nervous energy about her that suggested very high hormone levels.

IT DIDN'T MAKE SENSE. Her organ function, urine, and appetite were all normal. And yet she was clearly dying.

In 1866, modern medicine wasn't even a dream yet. There was no CAT scans or MRI's or tests to determine blood counts or endocrine levels. The practice of medicine was little more than a catalogue of barbaric experiments. Common techniques included bloodletting, opium injections, electric shock, and turpentine enemas. These grotesque procedures were often the final nail in the coffin for someone already weakened by fever or infection. Diseases were the leading cause of death, followed closely by the trial methods devised to treat them. Miss A had been brought to Sir William Gull, and he wasn't like other doctors of his era. He valued observation over action. He was slow to treat and quick to care. While he was credited with numerous medical breakthroughs,

his greatest skill was his keen bedside manner. Perhaps it was his experience with the epidemics of the day — cholera, typhoid, and smallpox — that taught Gull to look beyond symptoms for the deeper cause of a disease. He was a holistic problem solver and the baffling case of Miss A would require nothing less. Most physicians would have surrendered her to death or turned her into a human lab specimen, possibly cauterizing her spine to stimulating healing or injecting her with creative concoctions designed to kill everything but the patient.

Gull was not intoxicated by the reckless practices of the day. “We treat people, not diseases,” he would remind his students. He believed that many cases would resolve themselves if the physicians didn’t meddle too much. Once when a lady with a rare skin disease was brought to him, Gull simply placed an extraction from one of her sores under a microscope, showed it to her, and reassured her that she would recover. It was the only treatment he gave her and it worked.

Gull did not consider it a sign of incompetence to admit he lacked the answer to the problem either. “Fools and savages explain; wise men investigate,” was one of his favourite sayings. So, whenever he wasn’t sure, he resorted to basic nursing duties while he continued to observe. He once wrote, *“Acquaint yourself with the causes that have led up to the disease. Don’t guess at them, but know them through and through if you can; and if you don’t know them, know that you do not, and still inquire.”*

Only by immersing himself in the patient’s experience did Gull manage to discover what others overlooked. The case of Miss A was to be a perfect example of his dedication. For two years he oversaw her care, methodically nursing her back to full health with a regimen of remedies. Little by little, her strength returned, and a little by little, Gull gathered the certainty he needed to declare a name for the disease that had almost taken Miss A’s life.

After careful consideration he dubbed it: *Anorexia Nervosa*. That’s right. Anorexia.

Sir William Gull had discovered one of the most puzzling diseases of the twentieth century – more than a hundred years before its time. He gave it the name that still haunts headlines today. And all on his own, he successfully treated dozens of cases – Miss B, Miss C, and so on – reversing the devastation and returning them to normal life. Gull meticulously documented the details of each one. And with each one he deepened our understanding of this crippling disease that offered virtually no clinical factors that a medical staff could treat.

Anorexia is among a class of diseases that attacks the body despite the fact that it exists only in the hidden recesses of the brain – an invisible invader wreaking all-too-visible havoc. It is not a foreign agent like a virus or bacteria, or a cancerous cell. It is a sinister deception that hijacks the mind and programs it to destroy its own host organism.

What is the point of telling you this historical medical event that took place in the 19th century?

THE IMPORTANCE OF AN ACCURATE DIAGNOSIS!!!

Anorexia was one of the first psychological diseases spawned by modern industrialized culture, and it has become one of its most enduring. “It is remarkable,” wrote one of Gull’s colleagues, “that a disease which no one had recognized before its existence and

characters were established by Gull, has since been found to exist not only in this country and on the Continent, but in America and Australia."

Anorexia is among a class of diseases that attacks the body despite the fact that it exists only in the hidden recesses of the brain – an invisible invader wreaking all-too-visible havoc. It is not a foreign agent like a virus or a bacteria or a cancerous cell. It is a sinister deception that hijacks the mind and programs it to destroy its own host organism. **Gull's remarkable diagnosis makes perfect sense looking backward.**

Moral of this background story: An accurate diagnosis is ESSENTIAL.

Dyslexia is a **Specific Learning Disability** which means it should be assessed in isolation and comprehensively and not as an after thought or as a part of other test batteries.

The **Stark Griffin™ Dyslexia Assessment** is a direct diagnostic assessment and its diagnostic qualities warrants professional conduct and a thorough examination.

***A learning disorder with no diagnosis,
is a diagnosis of no learning disorder.***

3. THE DSM V AND SLD

The following describe the updated 2013 DSM-5 diagnostic subtypes of specific learning disorder:

DYSLEXIA

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 of arithmetic facts
- Memorization of arithmetic facts
- Accurate or fluent calculations
- Accurate math reasoning

DSM-5 diagnostic code 315.1

4. 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 recognised 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

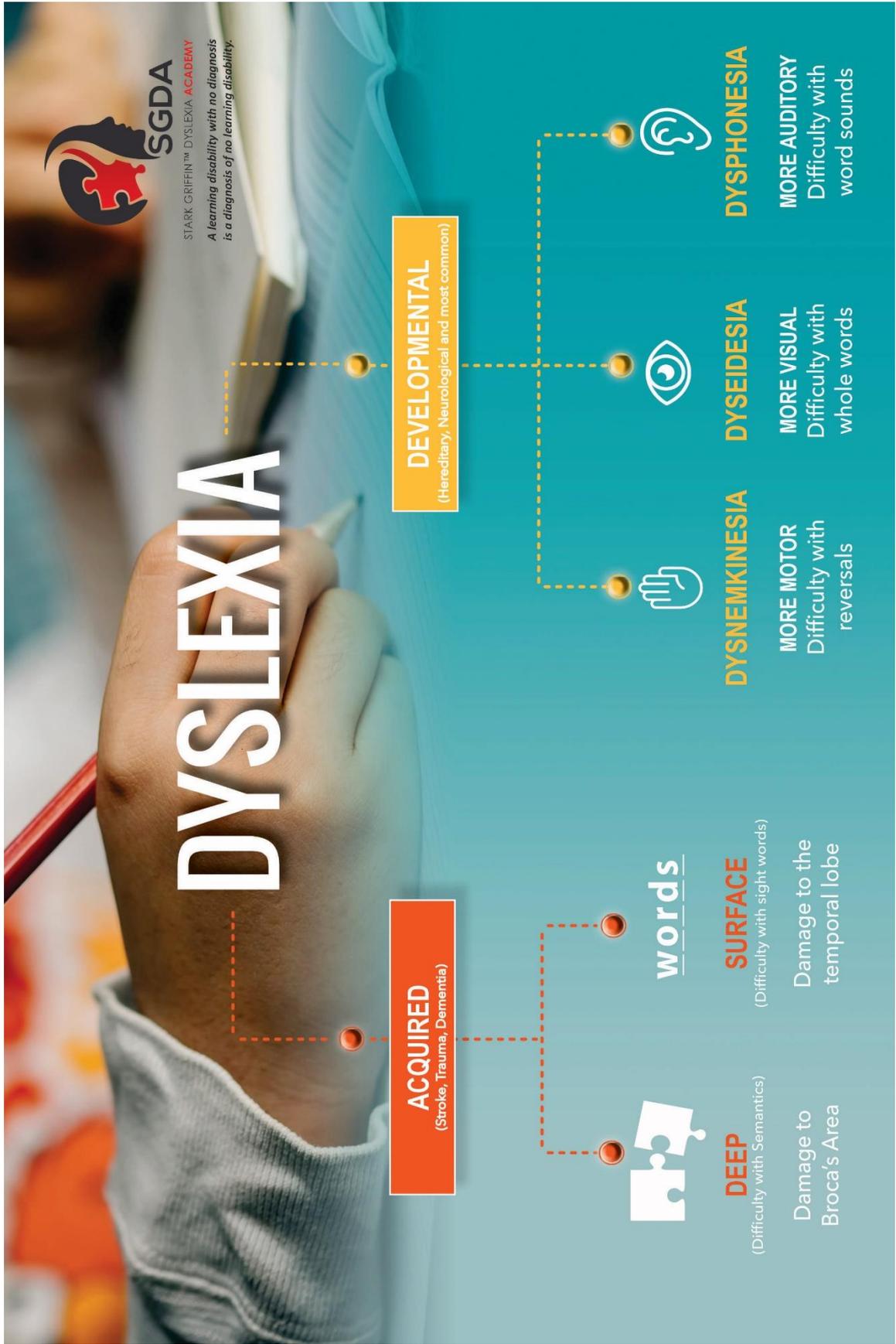
The difficulties experienced by the student usually become apparent in the early years of schooling. The exception to this is where problems occur in upper-primary or secondary school once the demands on student performance increase significantly. For example — when students have to read extended pieces 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.

“Allowing a student with a hidden disability (ADHD, dyslexia, dysgraphia ...) to struggle academically when all that is needed for success are appropriate accommodations and explicit instruction is no different than failing to provide a ramp for a person in a wheelchair.”



Classification of Reading Disabilities

Non-Specific Reading Disability	Specific Reading Disability
This is caused by one, or a combination of a number of factors as listed below:	(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	

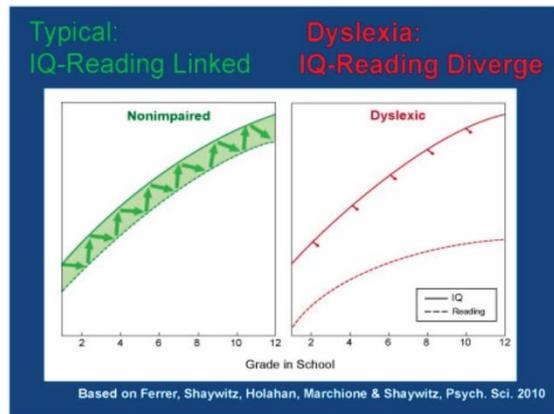
5. DIAGNOSING DYSLEXIA

STEP 1: Exclusion

NB! In the exclusionary diagnosis all of the factors discussed under non-specific reading disability 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.



DYSLEXIA PARENT SUPPORT GROUP OF HUNTINGTON BEACH

IQ is NOT needed to Diagnose Dyslexia

Dyslexia can occur anywhere on the IQ Spectrum
Poor achievement is a key indicator

STUDIES HAVE SHOWN THAT INTELLIGENCE IS NOT THE BEST PREDICTOR OF HOW EASILY A STUDENT WILL DEVELOP WRITTEN LANGUAGE (READING AND SPELLING) SKILLS. INSTEAD, ORAL LANGUAGE ABILITIES (LISTENING AND SPEAKING) ARE CONSIDERED THE BEST PREDICTORS OF READING AND SPELLING.

<http://dyslexiahelp.umich.edu/>

Oral Language is a better predictor. Look for a pattern of strengths and weaknesses, with those weaknesses being in an area of phonological processing, including phonemic awareness, phonological memory, or rapid automatic naming, which then affects learning letter-sound correspondences to decode and spell.

STEP 3: Direct Diagnosis

- This third step is based on characteristic decoding, encoding and writing patterns.
- 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	Affected 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"
Dysphonnesia	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. Dysnemkinphonnesia 3. Dysnemkineidesia 4. Dysnemkinphoneidesia	These 4 mixed types plus the 3 basic types add up to a total of 7 types of dyslexia.	

THE 7 SUBTYPES OF DYSLEXIA ARE:

- Dyseidesia
- Dysphonnesia
- Dysnemkinesia
- Dysphoneidesia
- Dysnemkinphonnesia
- Dysnemkineidesia
- Dysnemkinphoneidesia

1. DYSEIDESIA



2. **DYSPHONESIA**



3. **DYSNEMKINESIA**



4. **DYSPHONEIDESIA**



5. DYSNEMKINPHONESIA

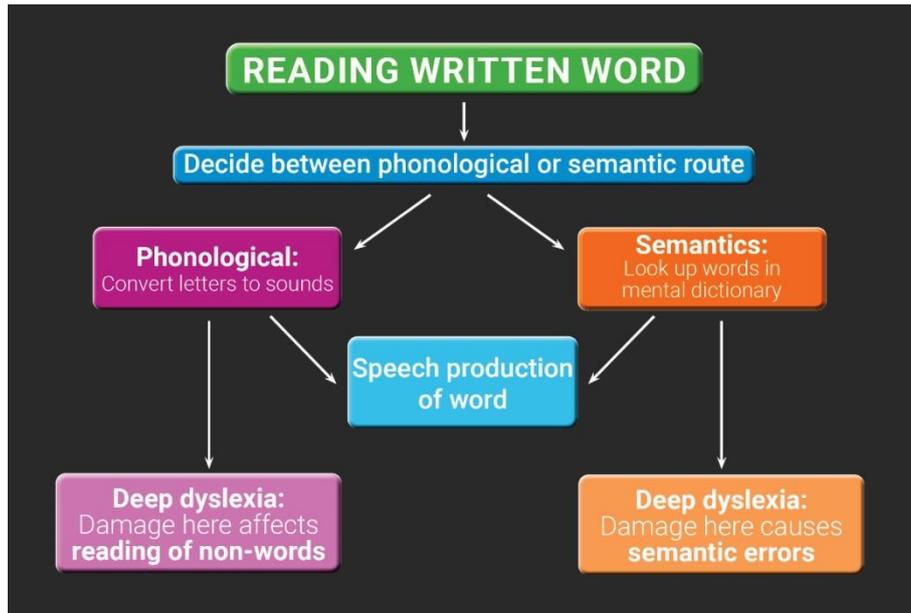


6. DYSNEMKINEIDESIA



7. DYSNEMKINPHONEIDESIA





6. **STARK GRIFFIN™ TERMINOLOGY**

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 with auditory gestalts.

Dysphoneidesia (Auditory and 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.)

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
- Phonetic Equivalents Book (Bilingual)
- 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.



CONTACT US:

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

+27 16 454 0281 admin@sgda.co.za
www.sgda.co.za
www.dyslexiasa.org

PARENT QUESTIONNAIRE



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

 (b) Chronological Age: yrs months
4. Referred by: Professional _____

 School _____

 Parents _____

 Other _____
5. Schooling: a) Public School

 b) Private School

 c) Home School

 If so, is your institution governed by ISASA (Independent Schools Association of Southern Africa)? NO YES

 d) Online School If so, is your online school governed by the DBE / ISASA?
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

- ♦ Lack of oxygen
- ♦ Assisted delivery with forceps and/or ventouse suction cup (vacuum)
- ♦ Incubation
- ♦ Other NO YES Specify: _____

- Birth weight: _____

- Other chronic and/or serious illnesses:

♦ Allergies: NO YES Specify: _____

♦ Ear Infections (Otitis Media): NO YES

♦ Other NO YES Specify: _____

- 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. Acquired Developmental Delay due to:

- Trauma NO YES Specify: _____

- Head injury NO YES Specify: _____

- Lack of oxygen NO YES Specify: _____

- Epilepsy NO YES Specify: _____

- Cancer NO YES Specify: _____

- Other NO YES Specify: _____

17. 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. Does your child have any motor problems?
 NO
 YES Specify: _____
21. Does your child have any cognitive problems relating to thinking, reasoning, or remembering?
 NO
 YES Specify: _____
- 21a. *Has your child had an IQ evaluation?
 NO YES Professional: _____ Date: _____
22. Has your child had any emotional and/or behavioral problems?
 NO
 YES Specify: _____
23. Does your child show developmental delays due to cultural factors?
 NO
 YES Specify: _____
24. Does your child show limited English or Afrikaans proficiency?
 NO
 YES Specify: _____
25. Does your child show developmental delays due to environmental or economic disadvantages?
 NO
 YES Specify: _____

*21a. Reason for IQ Assessment: The Department of Basic Education (DBE) requires a recent (not older than 2 years) PsychEd report for Triangulation purposes.

26. Has your child received adequate instruction in:
- Reading: NO YES
- Math: NO YES
- Writing: NO YES
27. In what grade was your child during the Covid lockdown in 2020? _____
28. In that period, how did your child learn?
- Online NO YES
 - Parental Instruction NO YES
 - Alternating school attendance NO YES
 - No active schooling NO YES
29. Do you as a parent feel that your child was disadvantaged during this period?
- NO
- YES Specify: _____
30. Did your child attend nursery school and if so, from what age?
- NO
- YES Age: _____
31. Did your child attend grade R? NO YES
- 32a. Was your child emotionally ready for school?
- NO Specify: _____
- YES
- 32b. Was your child developmentally ready for school?
- NO Specify: _____
- YES
33. *Is there any family history of dyslexia or reading difficulties even if not formally diagnosed?
- NO
- YES Specify: Maternal Paternal Both Unknown
34. If so, who and in what sense?
- _____
35. Do any other family members experience dyscalculic or mathematical difficulties?
- NO YES
36. If so, who and in what sense?
- _____
37. Do any family members experience difficulties with dysgraphic writing and written expression?
- NO YES
38. If so, who and in what sense?
- _____

*33. *Dyslexia, dyscalculia and dysgraphia were not well researched in the past, resulting in many undiagnosed and misdiagnosed people. Despite normal intelligence and perceptual abilities, these individuals continued to struggle throughout their school career.*

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

NO YES

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

Grade: _____

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

NO YES When? _____

42. 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

Dysnematic 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

43. 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, ÷, √, 3², etc.)

Learning Strategies difficulties:

- Word problems
- Analyzing data

Visual Spatial difficulties:

- Measurement
- Time

44. 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

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

- Psychology (Educational or Clinical)
- Speech therapy
- Audiology
- Occupational therapy
- Visual therapy
- Reading remedial classes (Edublox, WizeEye, etc.)
- Mathematical remedial classes (Kumon, Edublox, Whartels, etc.)

Please specify:

46. Select your child's stronger abilities:

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

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

Depression Frustration Emotional upset Anger

48. What are your child's interests?



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

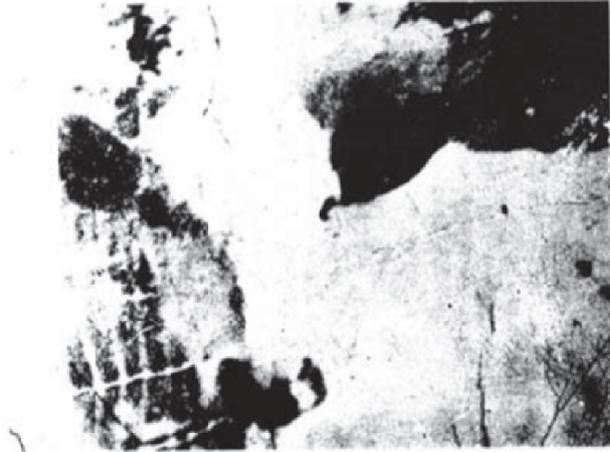
In appreciation of the benefits of statistical research in Specific Learning Disabilities as made known to me by _____ (SGDA Specialist), I hereby give permission that the results may be used anonymously in statistical research studies.

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

Signed: _____ **Date:** _____
(Patient / Parent / Legal Guardian)

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

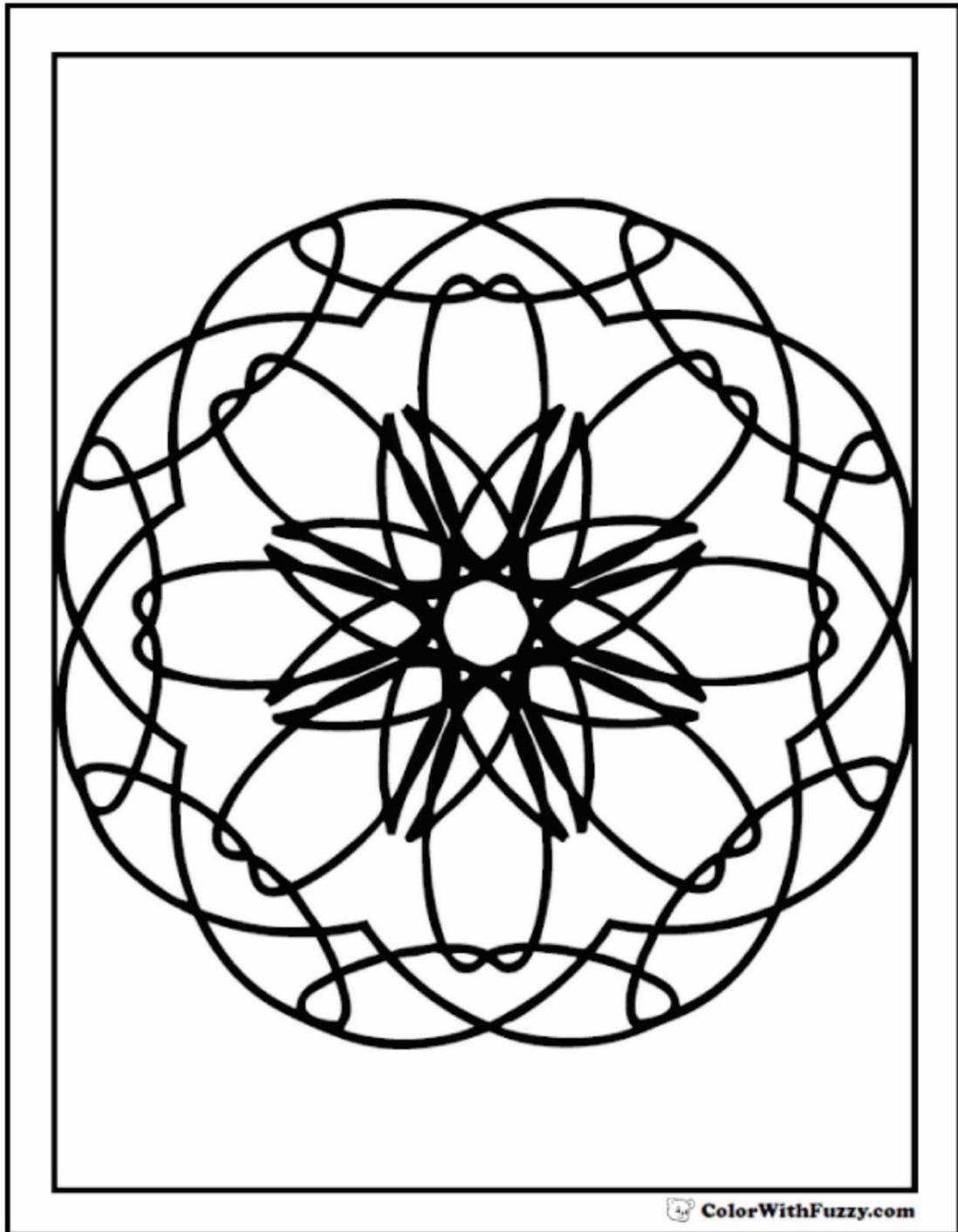
Passage:

We 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.

Translation:

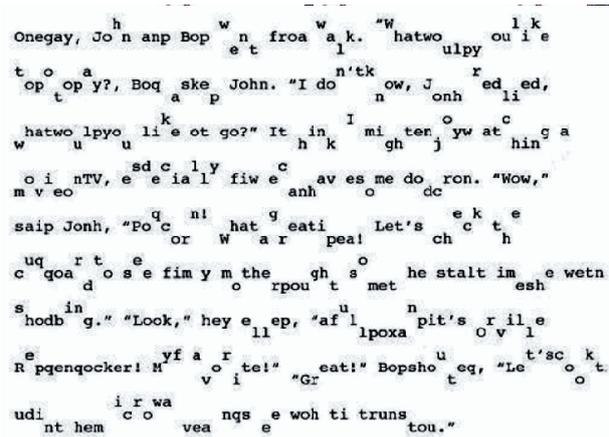
We begin our trip at a familiar place, a body like yours and mine.
It contains a hundred trillion cells that work together by design.
And within each of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume.
So the code in each cell is identical, a remarkable 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.



Onegay, Jo n anp Bop w n froa w a k. "W hatwo ou l k
t o a , Boq ske John. "I do n'tk ow, J r ed ed,
w hatwo lpyo u k li e ot go?" It in I mi ten o yw at c hin g a
o i nTV, e e ia l fiw e an h o do ron. "Wow,"
saip Jonh, "Po c ni hat g eati Let's e k t e
c qo a d o s e fim y m the gh s o he stalt im e wetn
s hodb g." "Look," hey e ll ep, "af l p o x a pit's r il e
e R p q e n q e e k e r ! M v o i t e ! " "G r eat ! " B o p s h o u e q , " L e t ' s c k
u d i i r w a n g s e w o h t i t r u n s
n t h e m c o v e a e t o u . "

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

MODULE 2: DYSLEXIA SCREENING TEST (DST)

1. THE PROCEDURE

Request the following information and documents from the parent:

- Age, language & grade of the patient.
- Who referred the patient?
- Copies of all professional reports, including:
 - Psychologist / psychometrists
 - Occupational therapists
 - Speech therapists
 - Optometrists
 - Audiologists, etc.
- Latest school Report
- Language (English & Afrikaans, etc.) exercise books

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.

1. Name and surname of learner: _____
2. Gender: M F
3. (a) Birthday
 (b) Chronological Age: yrs months
4. Referred by: Professional _____
 School _____
 Parents _____
 Other _____
5. Schooling: a) Public School
 b) Private School
 c) Home School
 If so, is your institution governed by ISASA (Independent Schools Association of Southern Africa)? NO YES
 d) Online School If so, is your online school governed by the DBE / ISASA?
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? _____

2. **EXCLUSIONARY FACTORS**

Consideration of Exclusionary Factors when considering Specific Learning Disorder.

A Guidance Protocol on ruling out exclusionary factors to SLD:

- A Specific Learning Disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfectability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, dyslexia, and developmental aphasia.
- Students with or without disabilities often have one or more factors that may contribute to academic and learning difficulties.

- The multidisciplinary team must rule out any of these factors as the primary cause of a student's academic and learning difficulties to determine / maintain eligibility for special education services.
- The fundamental principle underlying this rule is that a child should not be regarded as having a disability if:
 - He or she has not been given sufficient and appropriate learning opportunities or
 - The child's academic struggles are primarily due to other factors.
- A student whose learning problems are primarily due to one or more of these exclusionary factors shall not be identified as having a disability.
- The main rationale for the exclusionary criteria is to raise the probability that an eligible individual is truly disabled and to ensure that students are not inappropriately included or excluded from receiving special education services.
(Flanagan, Ortiz, Alfonzo, Moscolo, 2002)

Use the following guidelines to determine the impact of each factor and how to document that impact or lack thereof.

Factors that may contribute to Academic and Learning Difficulties:

1) VISION

- Health records should be consulted to determine if a possible visual problem is present and whether an optometrist and/or ophthalmologist was consulted for visual aids including spectacles, contact lenses or vision therapy.
- Health records should be consulted to determine if a possible visual problem is present and whether an optometrist and/or ophthalmologist was consulted for visual aids including spectacles, contact lenses or vision therapy.

2) HEARING

- Health records should be consulted to determine if a possible hearing problem is indicated and whether an audiological examination was conducted.
- If the student is found to have a **hearing impairment that is the primary cause** of the student's academic difficulties, the student is excluded from consideration for special education eligibility in the area of Specific Learning Disorder.

3) MOTOR

- Screening for orthopaedic problems can be conducted by a health professional.
- If there are concerns that orthopaedic problems may be the reason for the student's academic difficulties, a referral to a physical or occupational therapist, or another medical practitioner should be made.
- If the student is found to have an **orthopaedic impairment that is the primary cause** of the student's academic difficulties the student is excluded from consideration for

special education eligibility in the area of Specific Learning Disorder (e.g. DYSGRAPHIA).

4) INTELLECTUAL DISABILITY

- According to the Disabilities Act, Intellectual disability is defined as "... significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's education performance."
- Educational psychologists have traditionally evaluated students for a possible cognitive impairment with measures of intellectual functioning and adaptive behaviour.
- These methods remain the most valid way of determining this disability if there is concern that the student might have sub-average general intellectual functioning.
- However, it is also appropriate to rule out the possibility of intellectual disability if the student displays clear evidence of general intellectual functioning in at least the **low average range**.
- For example, if the student displays inadequacies in reading, but performs proficiently in mathematics, and otherwise displays appropriate adaptive behaviour, the multidisciplinary team may choose to rule out intellectual disability without administering intelligence tests or adaptive behaviour measures.
- The rationale for this rule out should be included in the evaluation report.
- However, if there are concerns about **significant cognitive and adaptive behaviour difficulties**, assessments of the student's cognitive functioning and adaptive behaviour are recommended.
- If the student is found to have an intellectual impairment that is the 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.

5) EMOTIONAL-BEHAVIORAL INSTABILITY

- Students with academic problems sometimes display inappropriate and disruptive classroom behaviour, while other students may have emotional problems that do not manifest themselves in externalizing behaviors.
- It is the responsibility of the evaluation team to determine if a student's academic difficulties are primarily caused by an emotional disturbance.
- Generally, emotional disturbance is screened through the use of behaviour checklists or more comprehensive behaviour rating scales.
- The multidisciplinary team is responsible for ruling out these factors as causative for the student's academic difficulties.
- Essentially, for students who display behaviour problems, the evaluation team must determine whether the student's learning problems are instigating the behavior

problems, or whether underlying emotional problems are impacting the student's ability to acquire academic skills.

- Essentially, for students who display behaviour problems, the evaluation team must determine whether the student's learning problems are instigating the behaviour problems, or whether underlying emotional problems are impacting the student's ability to acquire academic skills.
- If the student is found to have an **emotional-behavioral impairment that is the primary cause** of the student's academic difficulties, the student is excluded from consideration for special education eligibility in the area of Specific Learning Disorder.

6) CULTURAL FACTORS

- Students who are found to be academically delayed due to cultural differences do not have a specific learning deficit.
- Students may also display academic deficiencies that are related to their acculturation experience in South Africa.
- Multidisciplinary teams need to weigh the relative impact of these cultural issues while not overlooking possible indications of special education eligibility.
- The potential impact of culture may extend well beyond the questions above, and multidisciplinary teams may need to consider individual student factors.
- If the student is found to have cultural factors that are the primary cause of the student's academic difficulties, the student is excluded from consideration for special education eligibility, including in the area of Specific Learning Disorder.

7) LIMITED ENGLISH & AFRIKAANS PROFICIENCY

- Students should not be identified as eligible for special education when the cause for their academic inadequacies is limited English or Afrikaans proficiency.
- Students must be screened to determine if their primary home language is the same as the Language of Learning and Teaching (LOLT).
- If not, the student's proficiency in the LOLT (listening, speaking, reading and writing) must be assessed by school personnel.
- Research has indicated that students who are not proficient in English or Afrikaans take approximately 2 years to acquire basic interpersonal communication skills (BICS) and between 5 and 7 years to acquire cognitive academic language proficiency (CALP) required to function effectively in content subjects.
- Students who are in the process of learning English or Afrikaans will often display academic deficiencies, especially if their education has been disrupted during an immigration or 'change-of-school' experience.

- The school must follow established procedures for determining between language acquisition and a disability.
- If the student is found to have limited English & Afrikaans proficiency that is the primary cause of the student's academic difficulties, the student is excluded from consideration for special education eligibility, including in the area of Specific Learning Disorder.

8) ENVIRONMENTAL OR ECONOMIC DISADVANTAGE

- The multidisciplinary team must also assess whether issues regarding environmental or economic problems are the primary source of a student's academic deficiencies rather than a disability.
- Economic disadvantage impacting school performance may include an inability on the part of the family to afford necessary learning materials or expenses.
- The student may reside in a depressed economic area or be from a family that receives public assistance.
- Environmental disadvantage impacting school performance may include homelessness, abuse, neglect, poor nutrition, limited experiential background, home responsibilities that interfere with the opportunity to develop study habits and participate in school-related activities, disruption in family life, stress, trauma, or lack of emotional support.
- Also, chronic medical conditions and sleep disorders should be duly considered.
- Although many students may be impacted by economic and environmental disadvantage, the multidisciplinary team must determine if they are the primary cause of academic difficulties.
- If the student is found to have **economic and environmental disadvantages that are the primary cause** of the student's academic difficulties, the student is excluded from consideration for special education eligibility, including in the area of Specific Learning Disorder.

9) ADEQUATE INSTRUCTION IN READING AND MATH

- A lack of appropriate instruction may entail the absence of sufficient instruction or may entail instruction lacking in quality.
- The absence of instruction may occur due to extended illness coupled with insufficient replacement instruction, a move or moves after which a student is not promptly re-enrolled in school, home schooling that does not provide sufficient learning opportunities, and so forth.
- Instruction lacking in quality may occur when essential concepts and skills are not adequately addressed in relation to a student's learning progress.

- It is determined that the **primary reason for under achievement of the student is due to lack of appropriate instruction in reading or math**, the student is excluded from consideration for special education eligibility, including in the area of Specific Learning Disorder.

10) COVID & LOCKDOWN DELAY

- The COVID pandemic and subsequent lockdown which is regarded as the 10th exclusionary factor, evidently contributed to the increased number of students with foundational delays.
- The pandemic resulted in rotational attendance, sporadic school closure and days off for specific grades, causing school children to lose 54% of learning time.
- A report compiled by an advocacy group, the 2030 Reading Panel, revealed that pupils at foundation phase were unable to read for meaning. This report points out that 82% (an increase from 78% pre-pandemic) of South Africa's Grade 4 children could not read for meaning.
- Covid 19 and lockdown created a devastating academic developmental delay consequently resulting in children who cannot read and understand a simple text inadvertently causing them to struggle to learn anything else in school. They are more likely to repeat a grade and more likely to drop out of school. They are less likely to benefit from further training and skills programs.
- At a national level, this will lead to worse health outcomes, greater youth unemployment and deeper levels of poverty.
- If it is determined that the **primary reason for underachievement of the student is due to lack of appropriate instruction due to the pandemic and lockdown** the student is excluded from a diagnosis in the area of Specific Learning Disorder.

A student whose learning problems are primarily due to one or more of these exclusionary factors shall not be identified as having a Specific Learning Disorder (SLD), but this phenomenon is rather accounted for by **foundational delay causes**.

Students diagnosed with Foundational Delay Phenomenon are excluded from consideration for accommodations and/or concession eligibility, but they are eligible for remedial educational support intervention, and/or therapies aimed to address specific factors such as visual- and hearing impairment.

EXCLUSIONARY FACTORS — CASE EXAMPLES

FACTORS NOT PRIMARY OR CONTRIBUTORY

EXAMPLE #1 → (Economic Disadvantage):

STUDENT's mother report that the family is experiencing significant economic challenges since her husband lost his job over 12 months ago, and she is unable to work due to a disability. In spite of the family's dire circumstances, STUDENT's parents have worked closely with the school to provide maximum support for his learning. In addition to remedial intervention he has received during the school day, he has participated in occupational- and speech therapy programs for at least 2 years. His parents have attended parent – teacher meetings regularly and met with school staff to learn what they can do to support their son. They have also encouraged him to read books and regularly read with him at home.

Though STUDENT's family has limited resources, STUDENT has had access to appropriate instruction and extensive interventions both in and out of school. Therefore, the family's present economic disadvantage is neither a primary nor contributory factor in STUDENT learning deficits.

EXAMPLE #2 → (Vision):

In grade R / Kindergarten STUDENT failed multiple vision screenings at the school, and was subsequently evaluated by an optometrist. She was found to have 6/60 and 6/80 visual acuity in her right and left eyes respectively and was prescribed glasses two years ago. STUDENT has been very consistent in wearing her glasses throughout the day, not just for academic work. Her parents have ensured she is evaluated annually, and her prescription is up to date. Her vision is corrected to 6/6 with her corrective lenses, and she has been provided preferential seating to ensure she has good access to both close work and board work.

Her lack of progress in reading cannot be primarily attributed to her vision difficulties. Her vision issues are not deemed to be a contributory factor in STUDENT's reading skill deficits.

* * * * *

FACTORS CONTRIBUTORY BUT NOT PRIMARY

EXAMPLE #1 → (Dual Language):

STUDENT's father is Afrikaans – speaking and mother is bilingual. STUDENT has had consistent research-based instruction, has good attendance, has no health considerations and demonstrates a good work ethic. STUDENT has been exposed to both Afrikaans and English since birth. He has been primarily exposed to English at home the past three years. His mother reports that STUDENT understands Afrikaans but does not speak or read it. Both his bilingual mother and bilingual teacher report that English is his dominant language. As a student enrolled in a dual language school, STUDENT has received a reasonable amount of instruction

in both languages. For his age level, STUDENT demonstrated very limited language proficiency in Afrikaans and language testing in his dominant language (English) revealed significant language delays. STUDENT's interventions (including special education services) have been delivered in English and Afrikaans. Peers with similar language backgrounds have not exhibited similar learning struggles.

The team has determined that while the STUDENT was exposed to two home languages and this may be a contributing factor to his struggles in reading and writing, this is not the primary factor.

EXAMPLE #2 → (ADHD):

STUDENT is diagnosed with ADHD and has been using medication for 4 years. Although STUDENT has been more focussed and attentive in class since medicated, she avoids reading activities. STUDENT has received additional remedial lessons after school and she has been receiving speech therapy for a couple of years. While ADHD contributes to her limited educational progress, the team recognizes that her ADHD issues are secondary to her reading and spelling challenges.

Therefore, the ADHD diagnosis is not the primary factor in her lack of educational progress.

* * * * *

PRIMARY FACTORS

EXAMPLE #1 → (Attendance):

Due to economic barriers and lack of stability, including homelessness, STUDENT's family has moved frequently resulting in STUDENT changing schools 18 times since grade R between 6 school districts. Significant attendance issues have also been referenced in his file with exact numbers unknown due to an incomplete cumulative record. The SCHOOL multidisciplinary team carefully examined many factors including but not limited to, such things as STUDENT's school attendance, lack of a regular school experience, lack of curricular consistency, and environmental / economic disadvantage, and determined that STUDENT's suspected learning difficulties are likely primarily attributed to a combination of those external factors. The team determines that attendance patterns show that STUDENT has changed schools so often, or has attended school so sporadically, that normal achievement gains were not possible because essential intervention components could not be delivered in a comprehensive and consistent manner. Moreover, since enrolment in this school, student has been the recipient of intensive remedial interventions. Current progress monitoring data indicates that while STUDENT continues to perform at a level well below that of age and grade level peers, he has made extensive progress with consistent school attendance and provision of interventions. Though this data is for a relatively brief period (6 weeks), it does suggest that STUDENT is capable of making appropriate academic progress when he attends regularly and experiences consistent instruction.

Lack in attendance is therefore the primary cause of deficient academic performance.

EXAMPLE #2 → (Cultural & Language):

STUDENT was transitioned into English-only instruction in 3rd grade from a Sotho township school. Coupled with the fact that English cannot be supported in the home to the degree necessary for academic success, it is clear that STUDENT cannot be expected to be at the same level as that of her monolingual (English speaking) peers. The pattern of results gathered from both formal and informal sources over the course of this evaluation appear to support the notion that much of STTUDENT's difficulties are the result of a premature transition to English only curriculum, consistent lack of comprehensible input during instruction, limited English language experience, and the unavailability of home language support in English. In addition to linguistic factors, there is also considerable evidence to indicate that much of STTUDENT's inability to maintain age and grade appropriate progress is related to cultural factors.

Overall, these factors do not represent a disability and are believed to be the primary, if not sole, causes of the pattern of suspected difficulties seen in STUDENT's academic work.

EXAMPLE #3 → (Home Language and LOLT are different):

STUDENT has had consistent research-based instruction, has good attendance, has no health considerations and demonstrates a good work ethic.

STUDENT has been exposed to both Afrikaans and some English since birth. He has been primarily exposed to Afrikaans at home. His mother reports that STUDENT understands English but does not speak for read it. Both his bilingual mother and his teacher report that Afrikaans in his dominant language. Parents decided to place him in an English school. As a student enrolled in such an English (Home Language) and Afrikaans (First Additional Language) school, STUDENT has received most of his instruction in English. For his age level, STUDENT demonstrated limited proficiency in Afrikaans and testing in English revealed significant language delays. STUDENT's interventions (including special education services) have been delivered in English.

The Multidisciplinary team has determined that the STUDENT's dominance and English as language of instruction may be the contributing primary factor to his struggles in reading and writing.

EXAMPLE #4 → (Attendance / Anxiety):

STUDENT is diagnosed with generalized anxiety disorder, social anxiety, and major depression. Due to her labile emotional status, she often is unable to get up in the morning and get ready for school in time. Once she is late, she experiences debilitating anxiety about entering school and being the focus of perceived negative attention from staff and peers for being late. Though her teachers and peers take little to no notice of her attendance status, STUDENT's irrational belief continues to prevent her from attending school consistently. While her poor attendance contributes to her limited educational progress, the team recognizes that her attendance issues are secondary to her mental health challenges.

Therefore, it is her emotional disturbance that is the primary factor both in her poor attendance and her lack of educational progress.

Not all reading difficulties and problems are related to DYSLEXIA.

Many may be related to Foundational Delay Phenomenon.

3. **DECODING**

Have examinee read aloud from the DST Decoding Words beginning with words on the grade R / Kindergarten 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).

Gr R

on

up

and

in

is

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FormSpa 1300R (L)

Gr 1

see

little

house

ride

to

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DYSLEXIA SCREENING TEST (DST) SUMMARY FORM
Modified Short Version of the Dyslexia Determination Test (DDT)

Date: _____

Examinee's Name: _____ Birth Date: _____

Age: _____ y _____ m Grade Placement: _____

Case History: _____

Decoding Results:

Grade R	Yes	No	Grade 1	Yes	No	Grade 2	Yes	No	Grade 3	Yes	No
on			see			come			father		
up			little			you			could		
and			house			work			know		
in			ride			store			snow		
is			to			like			there		
Grade 4	Yes	No	Grade 5	Yes	No	Grade 6	Yes	No	Grade 7	Yes	No
animal			calf			decorate			boulder		
light			enough			goggles			cautious		
grow			pigeon			spectacles			ancient		
would			meadow			league			toughen		
buy			coat			pain			opposite		
Grade 8	Yes	No	Grade 9	Yes	No	Grade 10	Yes	No	Grade 11	Yes	No
allegiance			intrigue			risible			draughtsman		
deceive			dominion			ritual			fruitarian		
leisure			bridge			regime			hectograph		
elementary			wrest			islet			commission		
deny			poorly			endeavour			oscillation		
Grade 12	Yes	No									
geomorphology											
insolubility											
vitreosity											
solemnity											
remuneration											

Summary check-list based on encoding results

Dyseidnesia _____	Dysphnesia _____
____ 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: _____ Date: _____

SGDA Registration Number: _____

DIE DISLEKSIE SIFTING TOETS (DST) OPSOMMINGSVORM

VERKORTE WEERGAWE VAN DIE DISLEKSIE BESLISSING TOETS (DBT)

Datum: _____

Naam van Toetsling: _____

Geboortedatum: _____

Ouderdom: _____ j _____ m

Graadplasing: _____

Opvoedkundige Geskiedenis: _____

Resultate van Dekodering:

Graad R	Ja	Nee	Graad 1	Ja	Nee	Graad 2	Ja	Nee	Graad 3	Ja	Nee
op			ry			yskas			druppel		
is			bok			kaggel			lepeltjie		
af			dun			blaar			moeilike		
die			gaap			later			treurige		
ons			bad			stout			terrein		

Graad 4	Ja	Nee	Graad 5	Ja	Nee	Graad 6	Ja	Nee	Graad 7	Ja	Nee
akkedisie			spelende			deurtjie			interessant		
blêr			papegaaï			verassing			priël		
krulletjie			muisneste			koeël			feesviering		
volstruis			woninkie			jakkalsstreke			onmiddellik		
baardjie			olifant			stowwerige			Suid-Vrystaat		

Graad 8	Ja	Nee	Graad 9	Ja	Nee	Graad 10	Ja	Nee	Graad 11	Ja	Nee
mediasentrum			stimulering			inflasie			diskriminasie		
posseëlversameling			assosiasie			selfbewustheid			weerspieëling		
aktiwiteite			elektrisiteit			hoëhakskoën			fonetiek		
fotosintese			kommunikasie			kampioenskappe			verkiesingskomitee		
sonsverduistering			pêrelkleurig			chirurgie			hoofkommissaris		

Graad 12	Ja	Nee
intelligensiekwosiënt		
psigiater		
aktualiteit		
tatoeëermerkie		
universiteitstoelating		

Oorsiglys van Enkoderingsresultate

Diseidetiese Patroon: _____

Disfonetiese Patroon: _____

_____ 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

Opmerkings:

Toetsafnemer: _____

Datum: _____

SGDA Registrasienommer: _____

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).
- **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.

DYSLEXIA SCREENING TEST ENCODING FORM (DST)

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

Examinee's Name: _____ Age: _____ Grade Placement: _____

Eidetic Encoding (Y-words)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

= _____%

Phonetic Encoding (N-words)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

= _____%

ENKODERINGSVORM VAN DIE DISLEKSIE SIFTING TOETS (DST)

(Die toetsling moet self sy/haar naam, van, ouderdom en graad hieronder invul.)

Toetsling se naam: _____

Ouderdom: _____ Graad: _____

Eidetiese Enkodering (Ja-woorde)

Fonetiese Enkodering (Nee-woorde)

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

= _____ %

= _____ %

4. ENCODING: EIDETIC ENCODING

- Dictate five Y-column (known) words beginning with the last, properly, decoded word at the decoding level.
- The examiner must familiarize himself with the correct pronunciation of **all** words as set out in the DST manual of the Stark Griffin Dyslexia Assessment package.
- 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).

5. DST PRONUNCIATION & MEANING (ENGLISH)

DST Pronunciation & Meanings

Grade R		
on	on / awn	In contact; ahead of
up	uhp	Situated above
and	and	Along or together with
in	in	Indicates inclusion within a space or place
is	iz	As is / 3 rd person singular present

Grade 1		
see	see	To perceive with the eyes, look at
little	lit-l	Small
house	hous / houz	Place to live or stay
ride	rahyd	Sit on and control the movement of (an animal, typically a horse); be carried or supported by (something moving with great momentum).
to	too / tuh	Expressing motion in the direction of (a particular location); approaching or reaching (a particular condition).

Grade 2		
come	kuhm	To approach or move toward
you	yoo / yuh	Used to refer to the person or people that the speaker is addressing; used to refer to any person in general.
work	work	Exertion of effort directed to produce or accomplish something
store	stawr / stohr	Gather
like	lahyk	Fond of

Grade 3		
father	fah-th-er	A male parent
could	koo-d	Simple past tense of 'can'
know	noh	Be aware of through observation, inquiry, or information; have developed a relationship with (someone) through meeting and spending time with them; be familiar or friendly with.
snow	snoh	Ice crystals
there	th-air / th-er	In or at that place

Grade 4		
animal	an-uh-muh-l	Any member of the kingdom Animalia

light	lahyt	Something that affords illumination
grow	groh	Evolve, become larger
would	woo-d / wuh-d	Past of will', in various senses; (expressing the conditional mood) indicating the consequence of an imagined event or situation.
buy	bahy	Obtain in exchange for payment

Grade 5		
calf	kaf / kahf	The young of a cow
enough	ih-nuhf	Adequate for the want or need
pigeon	pij-uh-n	Any bird of the family Columbidae
meadow	med-oh	A tract of grassland used for pasture
coat	koht	An outer garment with sleeves

Grade 6		
decorate	dek-uh-reyt	Embellish
goggles	gog-uh-ls	Spectacles designed for special purpose
spectacles	spek-tuh-kuh-ls	Eyeglasses
league	leeg	An association of individuals having a common goal
pain	peyn	Highly unpleasant physical sensation caused by illness or injury

Grade 7		
boulder	bohl-der	A large rock, typically one that has been worn smooth by erosion
cautious	kaw-shuh-s	Careful, guarded, alert, calculatory
ancient	eyn-shuh-nt	Very old; aged
toughen	tuhf-uh-n	To make or become tough
opposite	op-uh-zit / op-uh-sit	Situated; place in contrary

Grade 8		
allegiance	uh-lee-juh-ns	Loyalty or commitment to a superior or to a group or cause
deceive	dih-seev	Mislead; unfaithful
leisure	lee-zher / lezh-er	Freedom from the demands of work or duty
elementary	el-uh-men-tuh-ree	First principles
deny	dih-nahy	To refuse to agree or accede to

Grade 9		
intrigue	in-treeg	To arouse curiosity or captivate
dominion	duh-min-yuh-n	Sovereign authority

bridge	brij	Structure spanning over a river
wrest	rest	Forcibly pull (something) from a person's grasp;
poorly	poo-r-lee	In a poor manner or way

Grade 10		
risible	riz-uh-buh-l	Laughable, ludicrous
ritual	rich-oo-uhl	An established or prescribed procedure for religious or other rite
regime	ruh-zheem / ruh-jeem	Government in power
islet	ahy-lit	Very small island
endeavour	en-dev-er	To attempt to achieve or gain

Grade 11		
draughtsman	drafts-muh-n	A person who makes detailed technical plans or drawings
fruitarian	froo-tair-ee-uh-n	A person whose diet consists chiefly of fruit
hectograph	hek-tuh-graf	An apparatus for copying documents by the use of a gelatin plate that receives an impression of the master copy
commission	kuh-mish-u-n	An instruction, command, or role given to a person or group; a group of people entrusted by a government or other official body with authority to do something;
oscillation	os-uh-ley-shuh-n	A single swing or movement in one direction of an oscillating body

Grade 12		
geomorphology	jee-u-mawr-fol-uh-jee	The study of the physical features of the surface of the earth and their relation to its geological structures
insolubility	in-sol-yuh-buhl	Unable to dissolve
vitreosity	vi-tree-uhs-i-tee	A state or quality resembling that of glass, as in hardness, brittleness, transparency, glossiness
solemnity	su-lem-ni-tee	The state or quality of being serious and dignified; a formal, dignified rite or ceremony.
remuneration	ri-myoo-nuh-rey-shuhn	Money paid for work or a service

DST UITPRAAK EN BETEKENIS (AFRIKAANS)

DST Woorde se Uitspraak & Betekenis

Proefblad		
op	op	Aan die bokant; na bo
is	is	Gesegdevorm van <i>wees</i> as selfstandige naamwoord
af	af	Dui verwydering aan; klaar of voltooi
die	die	Bepalende lidwoord
ons	ons	Eerstpersoonsmeervoud

Graad 1		
ry	ry	Op 'n dier of in 'n voertuig van een plek na 'n ander beweeg
bok	bok	Herkouende huisdier
dun	<u>dun</u>	Nie dik nie, plat
gaap	gaap	Onwillekeurige opening van die mond deur vaak of vermoeidheid
bad	bat	Hol voorwerp waarin 'n mens bad

Graad 2		
yskas	yskas	Kas met selfgefabriseerde ys om kos in goed te hou
kaggel	ka-gil	Oop vuurhart of stoof in 'n kamer vir verwarming
blaar	<u>blaar</u>	Bladdeel van 'n plant
later	<u>laa-ter</u>	Na verloop van 'n sekere tyd
stout	<u>stout</u>	Ondeund, kwaaddoenerig

Graad 3		
druppel	dri-pel	Los, bolvormige deeltjie vog of vloeistof
lepeltjie	lee-pel-kie	Kombuis-of tafelgereedskap om mee te skep of roer
moeilike	moei-li-ke	Nie maklik nie
treurige	treu-ri-ge	Droewige, verdrietige
terrein	te-ryn	Stuk grond

Graad 4		
akkedissee	a-ke-di-se	Klein, vierpotige reptiel
blêr	blêr	Skreeu soos 'n skaap of bok
krulletjie	kru-lie-kie	Klein krul
volstruis	vol-strys	Besonder groot voël met lang bene, twee tone, lang nek en vlerke waarmee hy nie kan vlieg nie
baardjie	baar-kie	Hare aan 'n mangesig

Graad 5		
spelende	spee-len-de	Aan spel deelneem
papegaai	pa-pe-gaai	Groep veelkleurige, sterk-en kromsnawelige klimvoëls
muisneste	muis-nes-te	Is verlief; Meervoud van broeiplek vir muis
woninkie	woo-ning-kie	Verkleinwoord van woning
olifant	oo-lie-fant	Groot soogdier op land met 'n slurp en lang slagatande

Graad 6		
deurtjie	deur-kie	Verkleining van sluitstuk aan skarniere voor die ingang van 'n huis
verassing	ver-as-sing	Om te verbrand
koeël	koe-hel	Ronde metaalvoorwerp; metaalpunt van 'n patroon wat uit 'n geweer geskiet word
jakkalstreke	ja-kal-stree-ke	Geslepenheid, listigheid, sluheid
stowwerige	sto-we-ri-ge	Vol stof

Graad 7		
interessant	in-tre-sant	Boeiend, belangwekkend
prieel	prie-heel	Opgeleide wingerdstok oor 'n stellasië
feesviering	fees-vie-ring	Vrolike of plegtige herdenking van 'n heuglike gebeurtenis
onmiddellik	on-mi-de-lik	Dadelik
Suid-Vrystaat	Suid-Vry-staat	Suidelike deel van een van die nege provinsies van die Republiek van Suid-Afrika

Graad 8		
mediasentrum	mie-die-ha-sen-trum	Bêreplek van boeke
posseëlversameling	pos-seel-ver-saa-me-ling	Versameling posseëls
aktiwiteite	ak-tie-wie-ty-te	Toestand van aktief wees
fotosintese	foo-toe-sin-tee-se	Vorming van chemiese verbinding onder die invloed van veral lig
sonsverduistering	sons-ver-duis-te-ring	Onderskepping van die sonlig deur die maan wat tussen die son en die aarde kom

Graad 9		
stimulering	sti-mu-lee-ring	Aanspoor, prikkel, opwek
assosiasie	a-soo-sjie-ha-sie	Vereeniging
elektrisiteit	e-lêk-trie-sie-tyt	Natuurkrag of vorm van energie opgewek deur wrywing of chemiese werking
kommunikasie	ko-mu-nie-kaa-sie	Kennisgewing
pêrelkleurig	pê-rel-kleu-rig	Soos die kleur van 'n pêrel

Graad 10		
inflasie	in-flaa-sie	Styging wat regverdige waardes oorskry
selfbewustheid	self-be-wust-hyt	Gevoel van eie, innerlike krag en waarde
hoëhakskoën	hoo-hak-skoën	Elegante dameskoën met 'n hoë hak
kampioenskappe	kam-pie-joen-skap-e	Titel van die persoon of groep verower wat die allerbeste in die groep is
chirurgie	sju-rur-gie	Wondheerkunde

Graad 11		
diskriminasie	dis-kri-mi-naa-sie	Onderskeid in behandeling
weerspieëling	weer-spie-he-ling	Terugkaatsing
fonetiek	foo-ne-tiek	Wetenskap van die vorming en uitspraak van spraakklanke
verkiesingskomitee	ver-kie-sings-ko-mi-tee	Komitee van die verkose of benoemde lede van 'n party wat die verkiesing van die partykandidaat behartig
hoofkommissaris	hoof-ko-mi-saa-ris	Hoogste van al die kommissarisse

Graad 12		
intelligensiekwasiënt	in-te-li-gen-sie-kwoo-sjie-hent	'n Syfer wat die verhouding uitdruk tussen 'n persoon se verstandelike vermoëns en die van die normale, gemiddelde persoon
psigiater	sie-gie-haa-ter	Dokter vir sielsiekes
aktualiteit	aktoealietyt, aktuhalityt	Werklikheid
tatoeëermerkie	ta-toe-heer-mêr-kie	Merkie getekekn op die liggaam
universiteitstoelating	u-nie-wer-sie-tyts-toe-laa-ting	Toelating tot 'n universiteit vir verdere studie na matriek

6. PHONETIC EQUIVALENT INSTRUCTIONS (ENGLISH)

CONSONANT SOUNDS

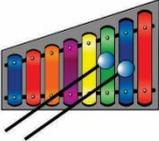
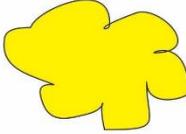
SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
b	ball	bawl		bawl
c	cat	kat		kat/ cat
d	donkey	dong-kee		donkee/ dongkee
f	fish	fish		fish/ fisj
g	grapes	greyps		graaps
h	house	hous		hous/ hows

CONSONANT SOUNDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
j	jam	jam		gam/ jam
k	kite	kahyt		kiit/ ciit
l	lamp	lamp		lamp
m	mushroom	muhsh-room		musjroom/ mushrum
n	nest	nest		nest
p	pumpkin	puhmp-kin		pumpkin/ pumpcin/ pumpcen/ pumpken/ pumpkun/ pumpcun
q	queen	kween		qween/ kween/ cween

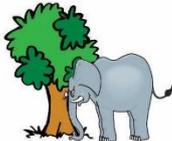
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CONSONANT SOUNDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
r	rabbit	rab-it		rabit/ rabet/ rabut
s	sun	suhn		sun
t	tent	tent		tent
v	van	van		van
w	whale	weyl		waal
x	xylophone	zahy-luh-fohn		zilofoun/ zilofown/ zylofown/ zylofoun
y	yellow	yel-oh		yellow/ yellou/ yelow/ yelou
z	zebra	zeb-ruh		zebra/ zebruh

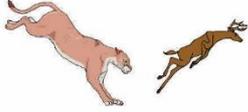
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SHORT VOWELS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
a	apple	ap-hul		apel/ apil/ apul
e	elephant	el-uh-fuh-nt		elefunt/ elefent/ elefint
i	ink	ingk		ink/ingk/ inc/ingc
o	octopus	ok-tuh-puh-s		octopoos/ oktopoos/ octowpus/ oktowpus
u	umbrella	uhm-brel-uh		umbrela/ umbrella

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LONG VOWELS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
LONG A = aa				
aa	play	pley		plaa
	prey	prey		praa
LONG E = ee				
ee	cookie	koo k-ee		cookee/ kookee/ coocee/ cucee/ kucee/kukee
LONG O = oo / ow				
ow or oo	crow	kroh		kroo/krow/ croo/crow
	blow	bloh		bloo/ blow
LONG I = ii				
ii	fly	flahy		flii
	light	lahyt		liit
LONG U = uu				
uu	tube	toob		tuub

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SILENT "E" WORDS

SOUND		WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
hop (you do not hear the 'e'-sound)	vs.	hope	hohp		howp/ hoop
kit (you do not hear the 'e'-sound)	vs.	kite	kahyt		kiit
tub (you do not hear the 'e'-sound)	vs.	tube	toob		tuub

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CONSONANT BLENDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
tr	trap	trap		trap
tw	twin	twin		twin/ twen
dr	drip	drip		drup/ drip/ drep
sw	swim	swim		swim/ swem/ swum
br	broom	broom		broom/ brum

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CONSONANT BLENDS

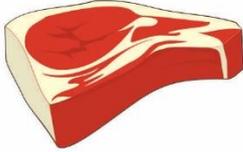
SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
sk	skate	skeyt		skaat/ scaat
st	star	stahr		star
cl	clown	kloun		kloun/ clown/ klown/ cloun
pl	plant	plant		plant

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FLOSS WORDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
s	dress	dres		dres
l	bell	bel		bel
s	boss	bos		bos
f	puff	puhf		puf

THE "CH" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
ch	match	mach		mach/ match
ch	chop	chop		chop
ch	fetch	fech		fech/ fetch

THE "SH" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
sh or sj	ship	ship		ship/ sjip/ shep/ sjep/ shup/ sjup
	crash	krash		crash/ crasj/ krash/ crasj
	dish	dish		dish/ disj/

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THE "TH" SOUND

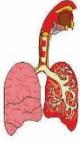
SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
th	think	thingk		thinc/ think/ thingc/ thingk
	thorn	thawrn		thawn
	bath	bath		baath

THE "CK" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
c or k	snack	snak		snak/ snac
	brick	brik		bric/ brik
	sock	sok		soc/ sok

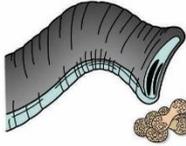
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THE "NG" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
ng	rang	rang		rang
	king	king		king/ cing
	lung	luhng		lung

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THE "NK" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
nk or ngk nc or ngc	bank	bangk		bank/ bangk/ banc/ bancg
	trunk	truhngk		trunc/ trunk/ trungk/ trungc
	honk	hongk		hongk/ hongc/ honk/ honc

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THE "NCH" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
ch or sj	ranch	ranch		ranch/ ransj
	bench	bench		bensj/ bench
	pinch	pinch		pinch/ pinsj

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THE "OO" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
oo or u	food	food		food/ fud
	book	book		book/ booc/ buk/buc
	moon	moon		moon/ mun
	broom	broom		broom/ brum

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THE "OU" AND "OW" SOUNDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
OU or	cloud	kloud		cloud/ kloud/ clowd/ klowd
	cow	kou		kouw/ couw/ cow/ kow
OW	crown	kroun		krown/ crown/ kroun croun
	shout	shout		shout/ sjout/ showt/ sjowt

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THE "OY" AND "OI" SOUNDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
oy or oi	boy	boi		boy/ boi
	toy	toi		toy/ toi
	boil	boil		boil/ boyl
	foil	foil		foil/ foyl

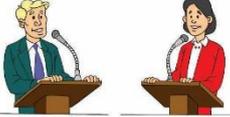
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THE "QU" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
qw or	quilt	kwilt		kwilt/ cwilt
kw or	quack	kwak		kwak/ kwac/ cwak/ cwac
cw	quiet	kwahy-it		kwiiet/ cwiiet/ kwyhit/ kwyhet/ cwyyhet

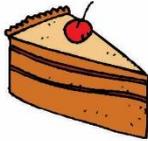
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THE “AU”, “AW” AND “ALK” SOUNDS

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
aw	yawn	yawn		yawn
	straw	straw		straw
	talk (the 'L' sound is not heard)	tawk		tawk
	walk (the 'L' sound is not heard)	wawk		wawk
	launch	lawn-ch		lawnch/ lawnsj
	haunt	hawnt		hawnt

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WORDS WITH "TION" AND "SION"

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
shun	portion	paw-shun		pawshun
	discussion	dih-skushh-uhn		diskushun/ discushun

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WORDS ENDING WITH “LE”, “ABLE” AND “IBLE”

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
I	sample	sam-puhl		saampel/ saampul/ saampil
	article (You hear the l-sound last)	ahr-ti-kuhl		aarticul/ aarticel/ aartikil/ aarticil

WORDS ENDING WITH "TURE"

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
chur	future	fyoo-cher		fewchur/ fuchur
	mixture	miks-cher		mixchur/ mischur/ mikschor
	nature	ney-cher		naachur

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WORDS ENDING WITH “SURE”

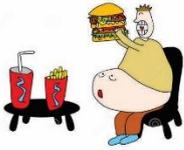
SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
zhur/ shur	leisure	lezher		lezhur/ leshur
	treasure	trezher		trezhur/ treshur
	measure	mezher		mezhur/ meshur
	pleasure	plezher		pleshur/ plezhur

WORDS ENDING WITH “OUS” AND “IOUS”

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
us	dangerous	deyn-jer-uhs		daangerus/ daangurus/ daanjerus/ daanjurus
	glamorous	glameruhs		glamergus/ glamurus/ glamirus
	nervous	nur-vuhs		nevus/ nuvus

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“PH” AND “GH” AS /F/

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
f	phone	fohn		foun/ fown
	orphan	awr-fuhn		orfen/ orfun/ orfin
	rough	ruhƒ		ruf
	enough	lh-nuhƒ		inuf/ eenuf

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“AUGHT” AND “OUGHT” AS /AWT/

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
awt	caught	kawt		kawt/ cawt
	daughter	dawter		dawter/ dawtir/ dawtur
	bought	bawt		bawt

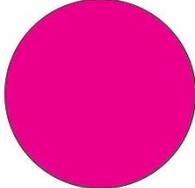
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WHEN “G” SOUNDS LIKE “J”

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
j	charge	chahrj		charj
	giant	jahy-uhnt		jiiient/ jiihent/ jiiunt/ jiihunt
	allergy	alerjee		alerjee

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WHEN "C" SOUNDS LIKE A SOFT "S" SOUND

SOUND	WORD	PRONUNCIATION	PICTURE	PHONETIC EQUIVALENT
S	dance	dans		dans/ daans
	circle	sur-kuhl		sirkele/ surkele/ sircele/ surcele/ sirkul/ surkul

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7. FONETIESE EKWIVALENTE INSTRUKSIES (AFRIKAANS)

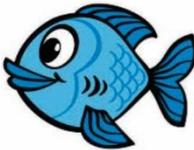
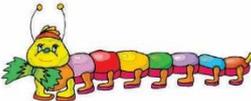
KONSONANTE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENTE
b	bal	bal		bal
c	calamari	kalamaarie		kalamaarie
d	dak	dak		dak
f	fluit	fluit		fluit/ vluit
g	gras	gras		gras
h	hoed	hoet		hoet

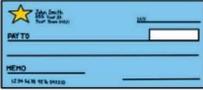
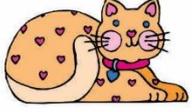
KONSONANTE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENTE
j	jas	jas		jas
k	kat	kat		kat
l	lint	lint		lint
m	man	man		man
n	nes	nes		nes
p	pap	pap		pap
q	q'tjie	q-kie		q-kie

KONSONANTE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
r	rok	rok		rok
s	son	son		son
t	trompet	trompet		trompet
v	vis	vis		vis/ves fis/fes
w	wurm	wurem		wurem/ wurim
x	x-straal	eks-straal		x-straal
y	yskas	yskas		yskas
z	zoeloe	zoeloe		zoeloe/ zulu

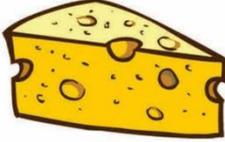
DUBBEL KONSONANT KLANKE

(KLANK)	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
tj (ch)	tjek	chek		chek
ts (ts)	tsetse	tsetse		tsetse/ tsetsi
dj (k)	hondjie	hoingkie		hoingkie
tj (k)	katjie	kaaikie		kaaikie

VOKALE

KLANK	WOORD	UITSpraak	PRENT	FONETIESE EKWIVALENT
a	appel	apel		apel/ apil
e	emmer	emer		emer/ emir/ emur
i	ink	ingk		ingk
o	os	os		os
u	uniform	unieforem		unieforem/ unieforim/ unievorem/ unievorim
y	yskas	yskas		yskas

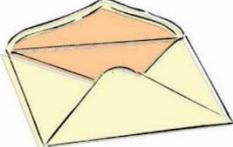
DUBBELKLANKE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
aa	kaas	kaas		kaas
ee	veer	veer		veer/ feer
oo	roos	roos		roos
uu	vuur	vuur		vuur/ fuur

LANG KLANKE IN WOORDE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
aa	blare laning	blaare laaning		blaare/blaari laaning/laaneng
ee	sewe meting	seewe meeting		seewe/seewi meeting/ meeteng
oo	bodem sowel	boodem soowêl		boodem/ boodim/ soowêl
uu	bure vure	buure vuure		buure/buuri vuure/vuuri

DIFTONGE

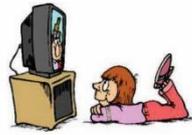
KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
ai	kaia	kaija		kaja
ie	brief	brief		brief/ briev
ou	tou	tou		tou
oi	toiings	toi-ings		toiings/ toi-engs
ui	muis	muis		muis
oe	boek	boek		boek/buk
eu	deur	deur		deur
ei = y	eier	y-her		yer/ yher/ yhir/yir

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DRIEKLANKE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
aaï	haai	haai		haai (nie hai nie)
ooï	hooi	hooi		hooi
oeï	koei	koei		koei
eeu	leeu	leeu		leeu

NOG FONETIESE EKWIVALENT VOORBEELDE

KLANK	WOORD	UITSPRAAK	PRENT	FONETIESE EKWIVALENT
	bed	bet		bet
	televisie	telewiesie		telewiesie/ teliwiesie
	stewige	steewige		steewige/ steewigi/ steewegi
	baadjie	baaikie		baaikie
	nominasie	nominaasie		nomienaasie
	vis	vis		vis/fis/ ves/fes
	psige (p = stil)	siege		siege/siegi
	skêr (ê # e)	skêr		skêr

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8. PHONETIC EQUIVALENTS

- 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.
- The **order** and **total** of the separate sounds must correlate with the pronounced word.

9. 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).

SUMMARY OF THE DST TESTING PROCEDURE

1. GRADE PLACEMENT LEVEL

- 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.
- If this same boy is in grade 3 because he failed grade 1 or 2, he is assessed as a 4th grader.
- If this same boy is in grade 3 because he was kept behind in grade R / kindergarten, he should be assessed as a 3rd grader.

2. DECODING

- Decoding starts on the grade R / kindergarten page, regardless of the age of the examinee.
- The examinee must read each word aloud within 2 seconds.
- When the word is read (decoded) correctly, a tally is made in the 'Yes'-column.
- When the word is read wrong, a tally is made in the 'No'-column
- Continue to higher grade levels until three or more tallies are made in the 'No'-column.

3. ENCODING

The examinee should use a 2B pencil when encoding.

- Eidetic Encoding
 - The examiner dictates five words from the 'Yes'-column at the decoding level and proceeds to the lower grade levels.
 - The examinee must write down each word on the left side of the encoding form.

- Phonetic Encoding
 - The PHONETIC EQUIVALENT instructions booklet is explained in detail to the examinee before phonetic encoding proceeds.
 - The examiner dictates five unknown words from the 'No'-column starting at one grade level above the decoding level of the examinee.
 - The examinee is instructed write down the words as it 'sounds' on the right side of the encoding form.

DST CASE STUDIES

→ Case Study 1:

John Doe; Grade 6; 11 yrs 10 mnths

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	Grade 1	Yes	No	Grade 2	Yes	No	Grade 3	Yes	No						
on	<input checked="" type="checkbox"/>	<input type="checkbox"/>	see	<input checked="" type="checkbox"/>	<input type="checkbox"/>	come	<input checked="" type="checkbox"/>	<input type="checkbox"/>	father	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
up	<input checked="" type="checkbox"/>	<input type="checkbox"/>	little	<input checked="" type="checkbox"/>	<input type="checkbox"/>	you	<input checked="" type="checkbox"/>	<input type="checkbox"/>	could	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	house	<input checked="" type="checkbox"/>	<input type="checkbox"/>	work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	know	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ride	<input checked="" type="checkbox"/>	<input type="checkbox"/>	store	<input checked="" type="checkbox"/>	<input type="checkbox"/>	snow	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
is	<input checked="" type="checkbox"/>	<input type="checkbox"/>	to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	like	<input checked="" type="checkbox"/>	<input type="checkbox"/>	there	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Grade 4	Yes	No	Grade 5	Yes	No	Grade 6	Yes	No	Grade 7	Yes	No						
animal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	calf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	decorate	<input type="checkbox"/>	<input type="checkbox"/>	boulder	<input type="checkbox"/>	<input type="checkbox"/>						
light	<input type="checkbox"/>	<input checked="" type="checkbox"/>	enough	<input type="checkbox"/>	<input checked="" type="checkbox"/>	goggles	<input type="checkbox"/>	<input type="checkbox"/>	cautious	<input type="checkbox"/>	<input type="checkbox"/>						
grow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	pigeon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	spectacles	<input type="checkbox"/>	<input type="checkbox"/>	ancient	<input type="checkbox"/>	<input type="checkbox"/>						
would	<input checked="" type="checkbox"/>	<input type="checkbox"/>	meadow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	league	<input type="checkbox"/>	<input type="checkbox"/>	toughen	<input type="checkbox"/>	<input type="checkbox"/>						
buy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	coat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	pain	<input type="checkbox"/>	<input type="checkbox"/>	opposite	<input type="checkbox"/>	<input type="checkbox"/>						
Grade 8	Yes	No	Grade 9	Yes	No	Grade 10	Yes	No	Grade 11	Yes	No						
allegiance	<input type="checkbox"/>	<input type="checkbox"/>	intrigue	<input type="checkbox"/>	<input type="checkbox"/>	risible	<input type="checkbox"/>	<input type="checkbox"/>	draughtsman	<input type="checkbox"/>	<input type="checkbox"/>						
deceive	<input type="checkbox"/>	<input type="checkbox"/>	dominion	<input type="checkbox"/>	<input type="checkbox"/>	ritual	<input type="checkbox"/>	<input type="checkbox"/>	fruitarian	<input type="checkbox"/>	<input type="checkbox"/>						
leisure	<input type="checkbox"/>	<input type="checkbox"/>	bridge	<input type="checkbox"/>	<input type="checkbox"/>	regime	<input type="checkbox"/>	<input type="checkbox"/>	hectograph	<input type="checkbox"/>	<input type="checkbox"/>						
elementary	<input type="checkbox"/>	<input type="checkbox"/>	wrest	<input type="checkbox"/>	<input type="checkbox"/>	islet	<input type="checkbox"/>	<input type="checkbox"/>	commission	<input type="checkbox"/>	<input type="checkbox"/>						
deny	<input type="checkbox"/>	<input type="checkbox"/>	poorly	<input type="checkbox"/>	<input type="checkbox"/>	endeavour	<input type="checkbox"/>	<input type="checkbox"/>	oscillation	<input type="checkbox"/>	<input type="checkbox"/>						
Grade 12	Yes	No	geomorphology	<input type="checkbox"/>	<input type="checkbox"/>	insolubility	<input type="checkbox"/>	<input type="checkbox"/>	vitresosity	<input type="checkbox"/>	<input type="checkbox"/>	solemnity	<input type="checkbox"/>	<input type="checkbox"/>	remuneration	<input type="checkbox"/>	<input type="checkbox"/>

Summary check-list based on encoding results

Dyslexia _____ _____ Above Normal _____ Normal _____ Borderline - Normal _____ Mildly Below Normal <input checked="" type="checkbox"/> Moderately Below Normal _____ Markedly Below Normal	Dysphasia _____ _____ Above Normal <input checked="" type="checkbox"/> Normal _____ Borderline - Normal _____ Mildly Below Normal _____ Moderately Below Normal _____ Markedly Below Normal
--	---

Observations and Recommendations:

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

SGDA Registration Number: SGDA 2010/001

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)

1. bi x (buy)
2. wud x (would)
3. grow ✓
4. there ✓
5. snoe x (snow)

= 40 %

Phonetic Encoding (N-words)

1. kaf ✓
2. eenuf ✓
3. pign ✓
4. medow ✓
5. koot ✓

= 100 %

Comments:

Examiner: 

SGDA Registration Number: SGDA 2010/001

→ Case Study 2:

Sandy Shore; Grade 6; 11 yrs 6 mnths

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. 4."

Decoding Results:

Grade R	Yes	No	Grade 1	Yes	No	Grade 2	Yes	No	Grade 3	Yes	No
on	<input checked="" type="checkbox"/>	<input type="checkbox"/>	see	<input checked="" type="checkbox"/>	<input type="checkbox"/>	come	<input checked="" type="checkbox"/>	<input type="checkbox"/>	father	<input checked="" type="checkbox"/>	<input type="checkbox"/>
up	<input checked="" type="checkbox"/>	<input type="checkbox"/>	little	<input checked="" type="checkbox"/>	<input type="checkbox"/>	you	<input checked="" type="checkbox"/>	<input type="checkbox"/>	could	<input type="checkbox"/>	<input checked="" type="checkbox"/>
and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	house	<input checked="" type="checkbox"/>	<input type="checkbox"/>	work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	know	<input checked="" type="checkbox"/>	<input type="checkbox"/>
in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ride	<input checked="" type="checkbox"/>	<input type="checkbox"/>	store	<input checked="" type="checkbox"/>	<input type="checkbox"/>	snow	<input checked="" type="checkbox"/>	<input type="checkbox"/>
is	<input checked="" type="checkbox"/>	<input type="checkbox"/>	to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	like	<input checked="" type="checkbox"/>	<input type="checkbox"/>	there	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 4	Yes	No	Grade 5	Yes	No	Grade 6	Yes	No	Grade 7	Yes	No
animal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	calf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	decorate	<input type="checkbox"/>	<input type="checkbox"/>	boulder	<input type="checkbox"/>	<input type="checkbox"/>
light	<input type="checkbox"/>	<input checked="" type="checkbox"/>	enough	<input type="checkbox"/>	<input checked="" type="checkbox"/>	goggles	<input type="checkbox"/>	<input type="checkbox"/>	cautious	<input type="checkbox"/>	<input type="checkbox"/>
grow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	pigeon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	spectacles	<input type="checkbox"/>	<input type="checkbox"/>	ancient	<input type="checkbox"/>	<input type="checkbox"/>
would	<input type="checkbox"/>	<input checked="" type="checkbox"/>	meadow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	league	<input type="checkbox"/>	<input type="checkbox"/>	toughen	<input type="checkbox"/>	<input type="checkbox"/>
buy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	coat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	pain	<input type="checkbox"/>	<input type="checkbox"/>	opposite	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	Yes	No	Grade 9	Yes	No	Grade 10	Yes	No	Grade 11	Yes	No
allegiance	<input type="checkbox"/>	<input type="checkbox"/>	intrigue	<input type="checkbox"/>	<input type="checkbox"/>	risible	<input type="checkbox"/>	<input type="checkbox"/>	draughtsman	<input type="checkbox"/>	<input type="checkbox"/>
deceive	<input type="checkbox"/>	<input type="checkbox"/>	dominion	<input type="checkbox"/>	<input type="checkbox"/>	ritual	<input type="checkbox"/>	<input type="checkbox"/>	fruitarian	<input type="checkbox"/>	<input type="checkbox"/>
leisure	<input type="checkbox"/>	<input type="checkbox"/>	bridge	<input type="checkbox"/>	<input type="checkbox"/>	regime	<input type="checkbox"/>	<input type="checkbox"/>	hectograph	<input type="checkbox"/>	<input type="checkbox"/>
elementary	<input type="checkbox"/>	<input type="checkbox"/>	wrest	<input type="checkbox"/>	<input type="checkbox"/>	islet	<input type="checkbox"/>	<input type="checkbox"/>	commission	<input type="checkbox"/>	<input type="checkbox"/>
deny	<input type="checkbox"/>	<input type="checkbox"/>	poorly	<input type="checkbox"/>	<input type="checkbox"/>	endeavour	<input type="checkbox"/>	<input type="checkbox"/>	oscillation	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	Yes	No									
geomorphology	<input type="checkbox"/>	<input type="checkbox"/>									
insolubility	<input type="checkbox"/>	<input type="checkbox"/>									
vitreosity	<input type="checkbox"/>	<input type="checkbox"/>									
solemnity	<input type="checkbox"/>	<input type="checkbox"/>									
remuneration	<input type="checkbox"/>	<input type="checkbox"/>									

Summary check-list based on encoding results

Dyslexia _____

____ Above Normal

____ Normal

____ Borderline - Normal

____ Mildly Below Normal

____ Moderately Below Normal

Markedly Below Normal

Dysphonia _____

____ Above Normal

Normal

____ Borderline - Normal

____ Mildly Below Normal

____ Moderately 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

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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: Sandy Shore Age: 11 Grade Placement: 6

Eidetic Encoding (Y-words)

1. thar x (there)
2. snOW ✓
3. fathr x (father)
4. stor x (store)
5. wroc x (work)

= 20 %

Phonetic Encoding (N-words)

1. liit ✓
2. grow ✓
3. wud ✓
4. bii ✓
5. caf ✓

= 100 %

Comments:

Examiner: 

SGDA Registration Number: SGDA 2010/001

→ Case Study 3:

Lee-Anne Smith; Grade 8; 13yrs 1 mnth

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-Anne Smith Age: 13 Grade Placement: 8

Eidetic Encoding (Y-words)

1. meadow ✓
2. enough ✓
3. calif ✓
4. buy ✓
5. would ✓

= 100 %

Phonetic Encoding (N-words)

1. dcet x
2. glgs x
3. spds x
4. lag x
5. pan x

= 0 %

Comments:

Examiner: _____

SGDA Registration Number: _____

DYSLEXICS DESERVE A PROPER DIAGNOSIS!

- As of 2022, the total number of students in South Africa amounted to 13,4 million.
- If we consider a conservative prevalence rate of 10% of them being dyslexic, 1.34 million children are undiagnosed, misdiagnosed and failed by both our educational system and the multidisciplinary professional body of specialists who are able to accurately diagnose them.

MODULE 3: 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 dyphonesia is made by the findings of reduced scores on both subtest 1 and subtest 2, decoding and encoding respectively.
- The 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 it is also determined by two subtests, decoding and encoding.
- Both scores must be analysed 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
(Writing Numbers and Letters by Examinee)

Encoding (Spelling by Examinee)

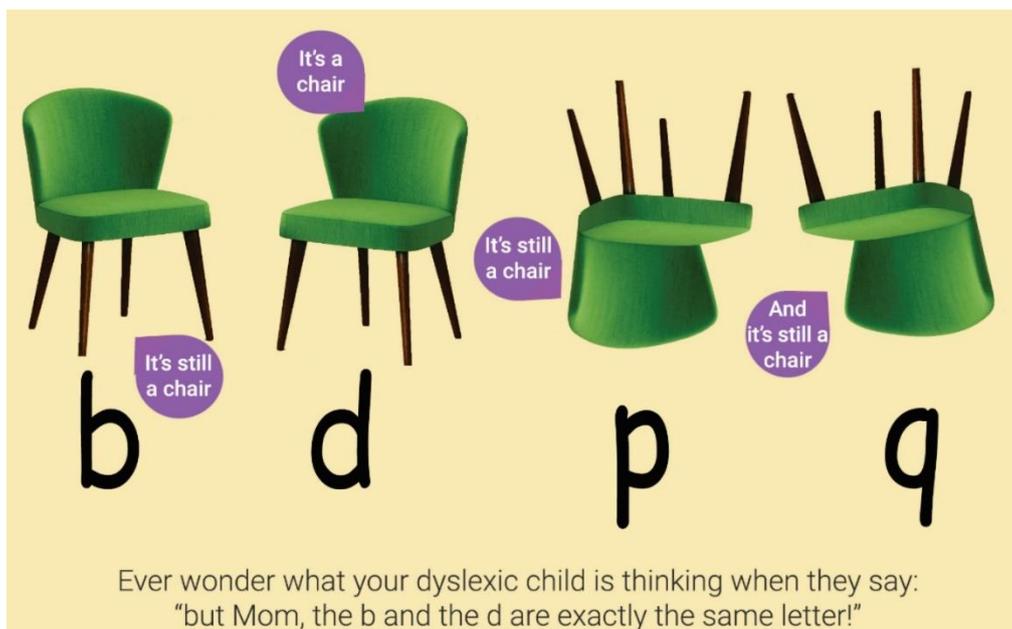
<i>Flash-Known Words - Phonetically Irregular (odd-numbered) words only</i>	<i>Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words</i>

= ____ %

= ____ %

1. 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 **Professional Reporting 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 their lack of experience and lack of practise 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 then 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



Scoring	Dysnemkinesia
One Grade Level Below Placement ▶	Mild
Two Grade Levels Below Placement ▶	Moderate
Three Grade Levels Below Placement ▶	Marked

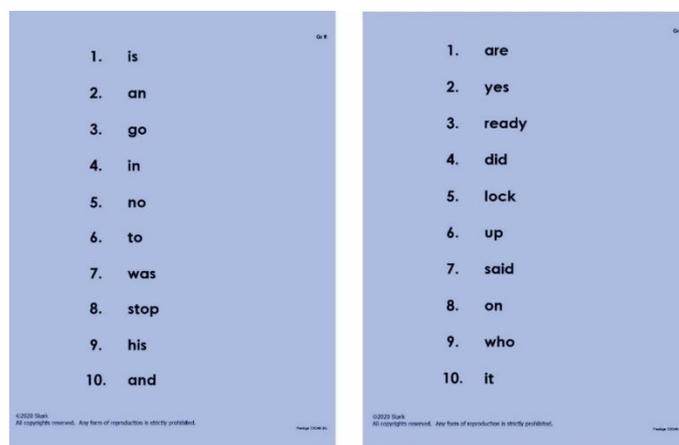
Example 1:

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 kinaesthetic / tactile training.

2. DECODING TIME CRITERIA

- 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 recognised 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.



DDT-DECODING PATTERNS for FORM A

RECORDING PAGE

Date: _____

Examinee's Name: _____ Date of Birth: _____

Age: _____ y _____ m Grade Placement: _____

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

Grade R	Grade 1	Grade 2	Grade 3
E	E	E	E
P	P	P	P
U	U	U	U
1 is	1 are	1 money	1 does
2 an	2 yes	2 him	2 ask
3 go	3 ready	3 other	3 listen
4 in	4 did	4 if	4 just
5 no	5 lock	5 guess	5 uncle
6 to	6 up	6 fast	6 sled
7 was	7 said	7 funny	7 people
8 stop	8 on	8 we	8 step
9 his	9 who	9 here	9 rolled
10 and	10 it	10 with	10 wet

Grade 4	Grade 5	Grade 6	Grade 7
E	E	E	E
P	P	P	P
U	U	U	U
1 business	1 delight	1 height	1 badge
2 lamp	2 human	2 invent	2 abandon
3 believe	3 familiar	3 doubt	3 conceited
4 jump	4 pupils	4 planted	4 melting
5 heavy	5 soared	5 position	5 foreign
6 path	6 trunk	6 grand	6 album
7 laugh	7 rough	7 contagious	7 knapsack
8 drink	8 whisk	8 handed	8 varnish
9 should	9 glisten	9 vowed	9 decisions
10 dish	10 person	10 ambush	10 shifted

Grade 8	Grade 9-10	Grade 11-12
E	E	E
P	P	P
U	U	U
1 possession	1 heinous	1 homologous
2 edit	2 minus	2 emigrant
3 graciously	3 unique	3 homeopathy
4 blunt	4 detested	4 subabdominal
5 tomorrow	5 pollute	5 rheostat
6 abhor	6 digit	6 admonish
7 trudge	7 yacht	7 demagogue
8 devoted	8 prevalent	8 memorandum
9 aeronautic	9 exonerate	9 euphony
10 abolish	10 bonus	10 minuet

RESULTS OF DECODING – FORM A

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

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL _____

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

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

DECODING MODE

RELATIVE MORE PHONETIC RELATIVELY MORE EIDETIC RELATIVELY EQUAL

Comments: _____

Examiner: _____ Date: _____

SGDA Registration Number: _____

DBT-DEKODERINGSPATRONE: VORM A

NOTEERBLAD

Datum: _____

Naam van Toetsling: _____

Geboortedatum: _____

Ouderdom: _____ j _____ m

Graadplasing: _____

Onewe genommerde woorde → Foneties Onreëlmatige woorde

Ewe genommerde woorde → Foneties Reëlmatige woorde

Graad R	E	F	O	Graad 1	E	F	O	Graad 2	E	F	O	Graad 3	E	F	O
1 is				1 toe				1 wie				1 nooit			
2 en				2 ek				2 draf				2 mense			
3 hy				3 die				3 brief				3 kuier			
4 man				4 in				4 nag				4 nuwe			
5 ook				5 se				5 uit				5 bale			
6 sy				6 op				6 vra				6 gestel			
7 kop				7 vir				7 skryf				7 eier			
8 te				8 af				8 skrik				8 veral			
9 vis				9 net				9 draai				9 mevrou			
10 dam				10 ons				10 wys				10 gesels			

Graad 4	E	F	O	Graad 5	E	F	O	Graad 6	E	F	O	Graad 7	E	F	O
1 liddoring				1 begroting				1 oorsese				1 wesentjies			
2 diaken				2 sowel				2 wemelende				2 sedert			
3 aanraking				3 persentasie				3 pastorie				3 aarselende			
4 lewende				4 nederige				4 onredelike				4 mymerende			
5 eenvoudige				5 tariewe				5 oorweging				5 natuurlik			
6 skildery				6 wetsontwerp				6 begerige				6 misrabel			
7 beoog				7 poging				7 prokureur				7 kwoteer			
8 menigte				8 hopelik				8 omgewing				8 argivaris			
9 beduie				9 geledere				9 leningsrekening				9 vereistes			
10 hemele				10 sekere				10 skuldig				10 turksvy			

Graad 8	E	F	O	Graad 9	E	F	O	Graad 10	E	P	O	Graad 11/12	E	F	O
1 munisipaliteit				1 karikatuur				1 ongeëwenaard				1 isometries			
2 verordeninge				2 netelige				2 beëdigde				2 isolasionisme			
3 parodie				3 chaoties				3 anoniem				3 koëffisiënt			
4 formule				4 vergesel				4 boulevard				4 paleobotanikus			
5 meerderes				5 ideëel				5 naiwiteit				5 genealogie			
6 departementele				6 kastrol				6 litteken				6 psalmis			
7 nomineer				7 suspisiesus				7 gedifferensieer				7 chauvinisme			
8 verveling				8 amendement				8 wysgerige				8 narkotikum			
9 Natuur- en Skeikunde				9 harmonium				9 individueel				9 psigoanalisis			
10 tjank				10 eksegese				10 winsgewend				10 manipulerend			

RESULTATE VAN DEKODERING VORM A

HOOGSTE GRAADVAK VAN SIGWOORD-HERKENNING (50% FLITS-BEKEND) _____

AANTAL FLITS-BEKENDE WOORDE OP DIE DBT-GRAADVAK _____

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

TOTAAL "E" WOORDE = _____

TOTAAL "F" WOORDE = _____

(Vanaf dekoderingvlak tot en met die plafonvlak)

(Vanaf dekoderingvlak tot en met die plafonvlak)

DEKODERINGSMETODE

RELATIEF MEER FONETIES

RELATIEF MEER EIDETIES

RELATIEF GELYK

Opmerkings: _____

Toetsafnemer: _____

Datum: _____

SGDA Registrasienommer: _____

DDT-DECODING PATTERNS for FORM B

RECORDING PAGE

Date: _____

Examinee's Name: _____

Date of Birth: _____

Age: _____ y _____ m

Grade Placement: _____

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

Grade R	Grade 1	Grade 2	Grade 3
E	E	E	E
P	P	P	P
U	U	U	U
1 see	1 come	1 father	1 animal
2 me	2 be	2 robin	2 best
3 at	3 once	3 could	3 light
4 red	4 pet	4 nest	4 milk
5 of	5 work	5 watch	5 grow
6 run	6 is	6 ring	6 himself
7 if	7 many	7 snow	7 beauty
8 we	8 this	8 must	8 thank
9 bat	9 some	9 there	9 answer
10 bed	10 so	10 them	10 string

Grade 4	Grade 5	Grade 6	Grade 7
E	E	E	E
P	P	P	P
U	U	U	U
1 calf	1 decorate	1 conquer	1 allegiance
2 stop	2 absent	2 trap	2 branded
3 enough	3 goggles	3 cautious	3 deceive
4 fish	4 magnet	4 hotel	4 adrift
5 pigeon	5 spectacles	5 ancient	5 leisure
6 seven	6 admit	6 flesh	6 wiping
7 meadow	7 league	7 toughen	7 elementary
8 going	8 invest	8 apt	8 thinking
9 coat	9 world	9 opposite	9 deny
10 thing	10 grind	10 plan	10 wisdom

Grade 8	Grade 9-10	Grade 11-12
E	E	E
P	P	P
U	U	U
1 intrigue	1 fatigue	1 misogynist
2 abated	2 apnea	2 emolument
3 dominion	3 ritual	3 prognosticate
4 alkali	4 albino	4 emeritus
5 bridge	5 regime	5 oligarchy
6 sprang	6 adobe	6 opulent
7 debt	7 islet	7 gynarchy
8 adept	8 aroma	8 authenticity
9 definite	9 endeavour	9 heterogeneous
10 embankment	10 inept	10 stipend

RESULTS OF DECODING – FORM B

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

NUMBER OF FLASH KNOWN WORDS AT DDT GRADE LEVEL _____

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

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

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

DECODING MODE

RELATIVE MORE PHONETIC

RELATIVELY MORE EIDETIC

RELATIVELY EQUAL

Comments: _____

Examiner: _____

Date: _____

SGDA Registration Number: _____

DBT-DEKODERINGSPATRONE: VORM B

NOTEERBLAD

Datum: _____

Naam van Toetsling: _____

Geboortedatum: _____

Ouderdom: _____ j _____ m

Graadplasing: _____

Onewe genommerde woorde → Foneties Onreëlmatige woorde

Ewe genommerde woorde → Foneties Reëlmatige woorde

Graad R	E	F	O	Graad 1	E	F	O	Graad 2	E	F	O	Graad 3	E	F	O
1 is				1 een				1 weet				1 eerste			
2 en				2 sit				2 onder				2 skuld			
3 hy				3 dit				3 sien				3 weier			
4 man				4 by				4 tak				4 portret			
5 ook				5 sal				5 bang				5 hael			
6 sy				6 vat				6 water				6 katel			
7 kop				7 bo				7 voor				7 kruin			
8 te				8 tot				8 soms				8 nonsens			
9 vis				9 ys				9 braai				9 majoor			
10 dam				10 nag				10 selde				10 gespring			

Graad 4	E	F	O	Graad 5	E	F	O	Graad 6	E	F	O	Graad 7	E	F	O
1 arbeider				1 omiggend				1 onafskedelik				1 obseen			
2 maksimum				2 lusern				2 beskuldigde				2 verkwisting			
3 losies				3 nomineer				3 verifieer				3 kursief			
4 duskant				4 populêr				4 sonstistand				4 ongrondwetlik			
5 leiding				5 onbelangrik				5 vleispastei				5 vloeiendheid			
6 katarak				6 onpartydig				6 medisyne				6 afsondering			
7 lydsaam				7 verkleur				7 willekeur				7 nasionaal			
8 haglik				8 werskaf				8 verrassing				8 marinade			
9 nooiens				9 vibrasie				9 supposisie				9 naeltjie			
10 pelgrim				10 hipotese				10 twyfel				10 kristalhelder			

Graad 8	E	F	O	Graad 9	E	F	O	Graad 10	E	P	O	Graad 11/12	E	F	O
1 literatuur				1 onfatsoenlik				1 ongenoeë				1 isotropies			
2 kubernetika				2 kwantumeganika				2 vikaris				2 disintegrasie			
3 kurrikulum				3 offisieel				3 destabilisasie				3 choreograaf			
4 redgewend				4 veterinêr				4 desibel				4 parvenu			
5 waterrool				5 lisensiaat				5 serebellum				5 eksistensieel			
6 sonate				6 okkerneut				6 graduering				6 relativisme			
7 ongeregistreerd				7 bemoeienis				7 chromosoom				7 homeopaties			
8 temporêr				8 debutant				8 kwadrijoen				8 optimum			
9 portfisiendeur				9 chauvinis				9 eufemisme				9 gepasteuriseer			
10 kwarantyn				10 daltonisme				10 eksekuteur				10 partikularisme			

RESULTATE VAN DEKODERING VORM B

HOOGSTE GRAADVLAKE VAN SIGWOORD-HERKENNING (50% FLITS-BEKEND) _____

AANTAL FLITS-BEKENDE WOORDE OP DIE DBT-GRAADVLAKE _____

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

TOTAAL "E" WOORDE = _____

TOTAAL "F" WOORDE = _____

(Vanaf dekoderingvlak tot en met die plafonvlak)

(Vanaf dekoderingvlak tot en met die plafonvlak)

DEKODERINGSMETODE

RELATIEF MEER FONETIES

RELATIEF MEER EIDETIES

RELATIEF GELYK

Opmerkings: _____

Toetsafnemer: _____

Datum: _____

SGDA Registrasienommer: _____

3. 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% or more correct E-column score will be the criterion for determining the examinee's **highest DDT decoding level** ability.

- Start at grade level R / kindergarten 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 Recording Page 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
- Words not marked as flash-known (column E) or untimed-known (column P) are therefore, unknown words.
- These are marked (on the Recording Page) 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.

4. **MODE OF DECODING**

- Count and record the Number 'E' words **from the decoding level to the highest level** (ceiling level).
- The ceiling level is the highest grade level where the test is stopped and at least 10 'U' words are recorded.
- The basal level is grade R / kindergarten for all examinees.
- Count the 'P' words from the decoding level to the highest level.
- Analyze and compare the totals.
- 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.

5. **EIDETIC ENCODING**

- Use the Encoding Recording Form.
- The examinee writes words that are dictated by the examiner.
- The examiner should pronounce the words correctly as set out in the DDT manual.
- This is the spelling test part of the assessment.
- First, dictate only **odd-numbered 'E' words** from the Recording Page.
- These are phonetically irregular, flash-known words.
- Begin at the Decoding 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.

6. **DDT – PRONUNCIATION & MEANING**

DDT Form A
Pronunciation and Meaning

Grade R			
1.	is	iz	3 rd person singular present indicative of be
2.	an	uh-n / a-n	Form of 'a' before an initial vowel sound
3.	go	goh	To move or proceed
4.	in	in	Indicates inclusion within a space or place
5.	no	noh	Negative, denial
6.	to	Too	Used for expressing motion or direction toward a point
7.	was	wuhz / woz	1 st or 3 rd person singular indicative of be
8.	stop	stop	To cease from, halt
9.	his	hiz	The possessive form of he
10.	and	and	Along or together with

Grade 1			
1.	are	ahr	Present indicative plural and 2 nd person singular of be
2.	yes	yes	Affirmative, agreed
3.	ready	red-ee	Prepared; available
4.	did	did	Simple past tense of do
5.	lock	lok	To secure a door, gate, lid
6.	up	uhp	Situated above
7.	said	sed	Pronounced
8.	on	on / awn	In contact; ahead of
9.	who	hoo	What person / persons?
10.	it	it	Used to refer to a source

Grade 2			
1.	money	muhn-ee	Any circulating medium of exchange including coins, paper money
2.	him	him	Objective case of he
3.	other	uhth-er	Additional or further
4.	if	if	Provided that
5.	guess	ges	speculation
6.	fast	fast	Speedy
7.	funny	fuhn-ee	Causing laughter or amusement
8.	we	wee	Nominative plural of 'I'

9.	here	heer	In this place, locality or spot
10.	with	with	Accompanied by

Grade 3			
1.	does	dohz	A 3 rd person for do, present indicative of do
2.	ask	ahsk / ask	Request
3.	listen	lis-uh-n	To give attention with the ear
4.	just	juhst	Only or merely
5.	uncle	uhng-kuh-l	A brother of one's father or mother
6.	sled	sled	Sleigh
7.	people	pee-puh-l	Human beings
8.	step	step	Pace of feet in walking
9.	rolled	roh-l-d	To move along a surface as a ball or wheel
10.	wet	wet	Damp, moist

Grade 4			
1.	business	biz-nis	An occupation, profession or trade
2.	lamp	lamp	Lantern, various devices furnishing artificial light
3.	believe	bih-leev	Trust, rely on
4.	jump	juhmp	Leap, bounce
5.	heavy	hev-ee	Great weight
6.	path	path	Course or way
7.	laugh	laf / lahf	To express pleasures audibly
8.	drink	dringk	Beverage, to take liquid into mouth
9.	should	shoöd	Simple past tens of shall
10.	dish	dish	Eating receptacle

Grade 5			
1.	delight	dih-lahyt	Enjoyment, happiness
2.	human	hyoo-muh-n	Characteristic of people
3.	familiar	fuh-mil-yer	Well-known
4.	pupils	pyoo-puh-ls	Opening in the iris of the eye
5.	soared	sawr-d / sohrd	To fly upward as a bird
6.	trunk	truhngk	Main stem of a tree
7.	rough	ruh-f	Course or uneven
8.	whisk	hwisk / wisk	To move with rapid, sweeping stroke
9.	glisten	glis-uh-n	To reflect a sparkling light or glow

10.	person	pur-suh-n	A human being
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Grade 6			
1.	height	hahyt	Extend or distance upward
2.	invent	in-vent	To produce or create
3.	doubt	dout	Hesitate to believe
4.	planted	plant-ud / plahnt-ud	A tree, shrub, etc seedling
5.	position	puh-zish-uh-n	Condition with reference to place, location or situation
6.	grand	grand	Impressive in size, appearance or effect
7.	contagious	kuhn-tey-juh-s	Carrying or spreading
8.	handed	han-di-d	Using a particular hand, e.g. right-handed
9.	vowed	voud	A solemn promise
10.	ambush	am-boo-sh	An act of attacking unexpectedly

Grade 7			
1.	badge	baj	A special or distinctive mark or token
2.	abandon	uh-ban-hud-n	Forsake or desert
3.	conceited	kuh-n-see-tid	Immodest
4.	melting	mel-ting	To become liquified
5.	foreign	fahr-ir	From another country
6.	album	al-buh-m	A bound book containing photographs or a record
7.	knapsack	nap-sak	Leather, nylon or canvas bag
8.	varnish	vahr-nish	Glossy, transparent coating for wood surfaces
9.	decisions	dih-sizh-uh-ns	Determinations, making judgements
10.	shifted	shif-ted / shif-thud	Put aside or replace, transfer

Grade 8			
1.	possession	puh-zesh-uh-n	Ownership
2.	edit	ed-it	To revise or correct, i.e. a manuscript
3.	graciously	grey-shuh-s-lee	Pleasantly kind, courteous
4.	blunt	bluhnt	Having an obtuse, thick or dull edge or point
5.	tomorrow	tuh-mawr-oh	The day after today
6.	abhor	ab-hawr	Detest utterly
7.	trudge	truhj	To walk laboriously or wearily
8.	devoted	dih-voh-tid	Zealous in attachment; loyalty
9.	aeronautic	air-uh-naw-ti-k	The science or art of flight
10.	abolish	uh-bol-ish	To do away with

Grade 9-10			
1.	heinous	hey-nuh-s	Hateful; odious, totally reprehensible
2.	minus	may-nuh-s	
3.	unique	yoo-neek	Having no like or equal, unparallel
4.	detested	dih-test-ed	Hate, dislike intensely
5.	pollute	puh-loot	To make foul or unclean
6.	digit	dij-jit	Symbol of number system
7.	yacht	yot	Vessel used for private cruising
8.	prevalent	prev-uh-luh-nt	
9.	exonerate	ig-zon-uh-reyt	Free from guilt or blame
10.	bonus	boh-nuh-s	Something given or paid over and above what is due

Grade 11-12			
1.	homologous	huh-mol-uh-guh-s	Having the same or a similar relation
2.	emigrant	em-i-gruh-nt	A person who emigrates from his/her native country
3.	homeopathy	hoh-mee-op-uh-thee	The method of treating disease by drugs, given in minute doses
4.	subabdominal	suhp-ab-doh-mu-nuh-l	Below or beneath the abdomen
5.	rheostat	ree-uh-stat	An adjustable resistor controlling the current in a circuit
6.	admonish	ad-mon-ish	To caution, advise or counsel against
7.	demagogue	dem-uh-gog	Political leader who gains power and popularity
8.	memorandum	mem-uh-ran-duhm	A record or statement of something
9.	euphony	you-fuh-nee	Pleasing effect to the ear
10.	minuet	min-yoo-et	A piece of music for a slow, stately dance

DDT Form B Pronunciation & Meaning

Grade R			
1.	see	se	To perceive with the eyes, look at
2.	me	me	Objective case of 'I'
3.	at	at	Indicates a point or place occupied in space
4.	red	red	e.g. colour of blood
5.	of	uhv	Used to indicate distance or direction from
6.	run	ruh-n	Fast moving on foot
7.	if	if	Provided that
8.	we	we	Nominative plural of 'I'

9.	bat	bat	Wooden club used in sports
10.	bed	bed	Furniture on which a person sleeps

Grade 1			
1.	come	kuhm	To approach or move toward
2.	be	bee	To exist, live
3.	once	whuns	At one time in the past
4.	pet	pet	Any domesticated or tamed animal
5.	work	wurk	Exertion of effort directed to produce or accomplish something
6.	is	iz	As is / 3 rd person singular ...
7.	many	men-ee	A large number
8.	this	th-is	Used to indicate a person, idea, etc.
9.	some	suhm	Being undetermined or unspecified
10.	so	soh	In the way or manner indicated

Grade 2			
1.	father	fah-th-er	A male parent
2.	robin	rob-in	Any of several small old-world birds having a reddish breast
3.	could	koo-d	Simple past tense of 'can'
4.	nest	nest	Bird home
5.	watch	woch	Lookout
6.	ring	ring	Circular object
7.	snow	snoh	Ice crystals
8.	must	muhst	To be obliged
9.	there	th-air / th-er	In or at that place
10.	them	th-em / th-uhm	Objective case of they

Grade 3			
1.	animal	an-uh-muh-l	Any member of the kingdom Animalia
2.	best	best	Most excellent
3.	light	lahyt	Something that affords illumination
4.	milk	milk	Liquid produced by mammals
5.	grow	groh	Evolve, become larger
6.	himself	him-self	A reflexive form of him
7.	beauty	byoo-tee	The quality present that gives intense pleasure or deep satisfaction
8.	thank	thangk	Express gratitude

9.	answer	an-ser	Reply
10.	string	string	Cord, long fiber

Grade 4			
1.	calf	kaf / kahf	The young of a cow
2.	stop	stop	Halt, end
3.	enough	ih-nuhf	Adequate for the want or need
4.	fish	fish	Cold-blooded, aquatic vertebrates
5.	pigeon	pij-uh-n	Any bird of the family Columbidae
6.	seven	sev-uh-n	A cardinal number, 6 + 1, 7
7.	meadow	med-oh	A tract of grassland used for pasture
8.	going	goh-ing	The act of leaving or departing
9.	coat	koht	An outer garment with sleeves
10.	thing	thing	Object

Grade 5			
1.	decorate	dek-uh-reyt	Embellish
2.	absent	ab-suh-nt	Missing, no-show
3.	goggles	gog-uh-ls	Spectacles designed for special purpose
4.	magnet	mag-nit	Piece of iron or steel that attracts substances such as iron
5.	spectacles	spek-tuh-kuh-ls	Eyeglasses
6.	admit	ad-mit	To allow to enter
7.	league	leeg	An association of individuals having a common goal
8.	invest	in-vest	Contribute money, to make money grow
9.	world	wurld	The earth or globe
10.	grind	grahynd	To smooth or sharpen by abrasion or friction

Grade 6			
1.	conquer	kng-ker	Defeat, overcome
2.	trap	trap	Ambush
3.	cautious	kaw-shuh-s	Careful, guarded, alert, calculatory
4.	hotel	hoh-tel	Commercial establishment offering lodging to travellers
5.	ancient	eyn-shuh-nt	Very old, aged
6.	flesh	Flesh	Soft substance of human body consisting of muscles and fat
7.	toughen	tuhf-uh-n	To make or become tough
8.	apt	apt	Inclined; pruned

9.	opposite	op-uh-sit / op-uh-zit	Situated; place in contrary
10.	plan	plan	Scheme or method of acting

Grade 7			
1.	allegiance	uh-lee-juh-ns	The loyalty of a citizen to his government
2.	branded	bran-did	Carrying the brand or trademark
3.	deceive	dih-seev	Mislead; unfaithful
4.	adrift	uh-drift	Floating without control
5.	leisure	lee-zher / lezh-er	Freedom from the demands of work or duty
6.	wiping	wahyp-ing	Rub lightly with or on cloth
7.	elementary	el-uh-men-tuh-ree	First principles
8.	thinking	thing-king	Rational; reasoning
9.	deny	dih-nahy	To refuse to agree or accede to
10.	wisdom	wiz-duh-m	Knowledge that is true or right

Grade 8			
1.	intrigue	in-treeg	To arouse curiosity or captivate
2.	abated	uh-beyt-ud	Lessen; diminish
3.	dominion	duh-min-yuh-n	Sovereign authority
4.	alkali	al-kuh-lahy	Hydroxides of the alkali metals neutralizes acids
5.	bridge	brij	Structure spanning over a river
6.	sprang	sprang	Past tense of spring
7.	debt	det	Something that is owed
8.	adept	uh-dept	Very skilled, proficient
9.	definite	def-uh-nit	Determined
10.	embankment	em-bangk-muh-nt	A bank raised to hold back water

Grade 9-10			
1.	fatigue	fuh-teeg	Weariness from bodily or mental exertion
2.	apnea	ap-nee-uh	A temporary suspension of breathing
3.	ritual	rich-oo-uhl	An established or prescribed procedure for religious or other rite
4.	albino	al-bahy-noh	Person with a pale skin, pinkish eyes and abnormally low melatonin
5.	regime	ruh-zheem / ruh-jeem	Government in power
6.	adobe	uh-doh-bee	Sundried brick made of clay and straw
7.	islet	ahy-lit	Very small island
8.	aroma	uh-roh-muh	Fragrance

9.	endeavour	en-dev-er	To attempt to achieve or gain
10.	inept	en-ept	Without skill or aptitude for a particular task or assignment

Grade 11-12			
1.	misogynist	mi-soj-uh-nist	A person who dislikes, mistrusts or mistreats women
2.	emolument	ih-mol-yuh-muh-nt	Profit or fees from office, earnings & pay
3.	prognosticate	prog-nos-ti-keyt	To forecast or predict
4.	emeritus	ih-mer-i-tuh-s	retired or honourably discharged from active professional duties
5.	oligarchy	oli-gahr-kee	A form of government in which all power is vested in a few or clique
6.	opulent	op-yuh-luh-nt	Abundance, richly supplied, plentiful
7.	gynarchy	jin-er-kee	Government by woman
8.	authenticity	aw-then-tis-i-tee	Genuineness
9.	heterogeneous	het-er-uh-jee-nee-uh-s	Different in kind, incongruous
10.	stipend	stahy-pend	Periodic payment

7. DBT – UITSPRAAK & BETEKENIS

Vorm A: Uitspraak & Betekenis

Graad R			
1.	is	is	Gesegdevorm van <i>wees</i> as selfstandige naamwoord
2.	en	en	Woord wat twee of meer woorde, begrippe of sinne verbind
3.	hy	hy	Manlik van <i>sy</i>
4.	man	man	Volwasse manlike persoon
5.	ook	ook	Bowendien
6.	sy	sy	Vroulik van <i>hy</i>
7.	kop	kop	Boonste of voorste liggaamsdeel van mense en diere
8.	te	te	Alles oordrewe
9.	vis	vis	Gewerwede, koudbloedige dier wat in die water lewe
10.	dam	dam	Massa water deur 'n wal gestuit

Graad 1			
1.	toe	toe	Nie oop nie
2.	ek	ek	Die eie persoon
3.	die	die	Bepalende lidwoord
4.	in	in	Bepaling van beweging in 'n sekere rigting
5.	se	se / si	Eienaarskap van iets
6.	op	op	Aan die bokant, na bo
7.	vir	vir	Ten gunste van
8.	af	af	Klaar, voltooi
9.	net	net	Touwerk met gate daarin om visse te vang
10.	ons	ons	Persoonlike voornaamwoord, eerstepeersoonsmeervoud

Graad 2			
1.	wie	wie	Iemand, 'n persoon
2.	draf	draf	Taamlieke vinnige, ritmiese beweging van die mens
3.	brief	brief	Skriftelike bewysstuk of stuk korrespondense
4.	nag	nag	Die tyd wanneer die son onder is
5.	uit	uit	Rigting of beweging van 'n plek af weg
6.	vra	vra	'n Vraag stel, ondervrae
7.	skryf	skryf	Met 'n puntige voorwerp simbole op geskikte materiaal aanbring
8.	skrik	skrik	Skok
9.	draai	draai	Wending; wenteling van 'n masjien of wiel
10.	wys	wys	Aantoon, aandui

Graad 3			
1.	nooit	nooit	Dit sal nooit gebeur nie
2.	mense	mense	Unieke redelike wese
3.	kuier	kuier	Besoek aflê
4.	nuwe	nuwe	Nuut
5.	baie	baje	'n Groot aantal
6.	gestel	gestel	Vasgestel of voorgeskrewe; Samestelling of gearrdheid van die liggaam
7.	eier	yer	Wat gelê word deur 'n hoender of voël
8.	veral	vir-al	Vernaamlik, bowenal
9.	mevrou	me-vrou	'n Getroude vrou
10.	gesels	ge-sels	Hartlik saampraat

Graad 4			
1.	liddoring	lit-doo-ring	Horingagtige, keëlvormige verdikking van die b oonste vel wat in die weefsel ingroei
2.	diaken	die-jaa-ken	Kerkraadslid vir armversorging of barmhartigheidsdien
3.	aanraking	aan-raa-king	Aanroering, kontak
4.	lewende	lee-wen-de	Iemand wat lewe
5.	eenvoudige	een-vou-di-ge	Onskuldige, onervare
6.	skildery	skil-de-ry	Skilderstuk
7.	beoog	be-oog	Voor oë hê
8.	menigte	mee-nig-te	Groot aantal of hoeveelheid
9.	beduie	be-dui-je	Aanwys, veral met tekens
10.	hemele	hee-me-le	Uitspansel, lug

Graad 5			
1.	begroting	be-groo-ting	Beraming van koste
2.	sowel	soo-wêl	Ook, ingesluit
3.	persentasie	per-sen-taa-sie	Hoeveelheid wat persentsgewys bereken is
4.	nederige	nee-de-ri-ge	Nie hoogmoedig nie
5.	tariewe	ta-rie-we	Bedrag wat vir iets betaal moet word
6.	wetsontwerp	wets-ont-werp	Konsep van wat verlang word om tot wet te maak
7.	poging	poo-ging	Strewe om iets te doen; probeerslag
8.	hopelik	hoo-pe-lik	Miskien; soos verwag word
9.	geledere	ge-lee-de-re	Enkele; geslote
10.	sekere	see-ke-re	Waaraan daar geen twyfel bestaan nie

Graad 6			
1.	oorsese	oor-see-se	In die buiteland
2.	wemelende	wee-me-len-de	Rustelose deurmekaar gewoel
3.	pastorie	pas-toe-rie	Woning van 'n geestelike
4.	onredelike	on-ree-de-li-ke	Onbillike
5.	oorweging	oor-wee-ging	Oordenking; wik en weeg van iets
6.	begerige	be-gee-ri-ge	Vol begeerte; verlangend
7.	prokureur	pro-ku-reur	Iemand wat in besigheids-en regtelike sake in belang van iemand anders optree
8.	omgewing	om-gee-wing	Omstreke, buurtskap
9.	leningsrekening	lee-nings-ree-ke-ning	Wat met die aangaan en terugbetaling van lenings te doen het
10.	skuldig	skul-dig	Belaai met skuld wees weens 'n oortreding

Graad 7			
1.	wesentjies	wee-seng-kies	Klein mensies
2.	sedert	see-dert	Van 'n bepaalde tydstip af
3.	aarselende	aar-se-len-de	Twyfelende
4.	mymerende	my-me-ren-de	Aanhoudende peinsery
5.	natuurlik	na-tuur-lik	Na die wesensaard van die natuur
6.	misrabel	mis-raa-bel	
7.	kwoteer	khoo-teer	Prys van 'n voorwerp opgee
8.	argivaris	ar-gie-vaa-ris	Hoofamptenaar van 'n argief
9.	vereistes	ver-ys-test	Wat nodig is
10.	turksvy	turk-s-vy	Soort kaktus met vlesige sappige blaaië, vol dorings, met 'n pitryke soet vrug

Graad 8			
1.	munisipaliteit	mu-nie-sie-pa-lie-tyt	Stad of dorp wat 'n plaaslike bestuur het
2.	verordeninge	ver-or-de-ning-e	Wetlike bepaling
3.	parodie	pa-roe-die	Grappige nabootsing
4.	formule	for-mu-le	Wiskundige reël of chemiese samestelling in syfers of letters uitgedruk
5.	meerderes	meer-de-res	Iemand wat hoër in rang of stand is
6.	departemente	de-par-te-men-tee-le	Behorende tot 'n staatdepartement
7.	nomineer	no-mie-neer	Aanwys as 'n kandidaat
8.	verveling	ver-vee-ling	Onaangename gevoel word ontstaan by gebrek aan tydskorting of belangstelling
9.	Natuur-en Skeikunde	Na-tuur-en-sky-kun-de	Skoolvak wat wetenskaplike en biologiese inhoud dek
10.	tjank	tj-ank	Huilagtige skreeugeluid

Graad 9			
1.	karikatuur	ka-rie-ka-tuur	Spotprent, spotbeeld
2.	netelige	nee-te-li-ge	Prikkelig
3.	chaoties	ga-hoo-ties	Ordeloos, verward
4.	vergesel	ver-ge-sêl	By iemand bly; saamgaan op 'n reis
5.	ideëel	ie-die-heel	
6.	kastrol	kas-tro-l	Kookpot van yster of ander metaal
7.	suspisieus	sus-pie-sjie-heus	Agterdogtig
8.	amendement	a-men-de-ment	Voorstel tot wysiging en aanvulling
9.	harmonium	har-moo-nie-hum	Klein orrel
10.	eksegese	x-e-gee-se / eks-e-gee-se	Bybeluitleg

Graad 10			
1.	ongeëwenaard	on-ge-ee-we-naar-t	Sonder gelyke
2.	beëdigde	be-ee-dig-de	Deur 'n eed bevestig
3.	anoniem	a-noe-niem	Naamloos
4.	boulevard	boe-le-waart	Breë wandelstraat met bome
5.	naïwiteit	na-ie-wie-tyt	Onskuld, kinderlikheid
6.	litteken	lit-tee-ken	Merkteken van 'n wond wat gesond geword het
7.	gedifferensieer	ge-dif-fi-ren-sjie-heer	Gekenmerk deur uiteenlopendheid
8.	wysgerige	wys-gee-ri-ge	Betreffende die wysbegeerte, filosofie
9.	individueel	in-di-wie-dju-heel	Wat eie is aan 'n bepaalde individu
10.	winsgewend	wins-gee-went	Voordelig, profytlik

Graad 11 /12			
1.	isometries	ie-soe-mee-tries	Gelyk van maat
2.	isolasionisme	ie-soe-la-sjoe-nis-me	Beleid wat hom heeltemal wil afkeer van die buiteland
3.	koëfisiënt	koe-fie-sjie-hent	Faktor van 'n onbekende en veranderlike grootheid
4.	paleobotanikus	pa-lío-boo-taa-ni-kus	Vakkundige wat die fossielplante bestudeer
5.	genealogie	gie-nie-a-loo-gie hie-nie-ha-loo-gie	Studie van die verwantskap tussen die lede van een of meer geslagte
6.	psalmis	sal-mis	Digter van Bybelse liedere
7.	chauvinisme	sjow-wie-nis-me show-wie-nis-me	Oordrewe vaderlandsliefde
8.	narkotikum	nar-koo-ti-kum	Slaapwekkende verdowingsmiddel
9.	psigoanalisis	sie-goe-a-na-lis	Toepasser van die psigoanalise
10.	manipulerend	ma-nie-pu-lee-ren-t	Met vernuftigheid handel

Vorm B: Uitspraak & Betekenis

Graad R			
1.	is	is	Gesegdevorm van <i>wees</i> as selfstandige naamwoord
2.	en	en	Woord wat twee of meer woorde, begrippe of sinne verbind
3.	hy	hy	Manlik van <i>sy</i>
4.	man	man	Volwasse manlike persoon
5.	ook	ook	Bowendien
6.	sy	sy	Vroulik van <i>hy</i>
7.	kop	kop	Boonste of voorste liggaamsdeel van mense en diere
8.	te	te	Alles oordrewe
9.	vis	vis	Gewerwede, koudbloedige dier wat in die water lewe
10.	dam	dam	Massa water deur 'n wal gestuit

Graad 1			
1.	een	een	Getal; ondeelbaar
2.	sit	sit	Geplaas <i>wees</i>
3.	dit	dit	Vir beklemtoning gebruik
4.	by	by	In die nabyheid; vliesvleuelige insek
5.	sal	sal	Moet; verplig <i>wees</i>
6.	vat	vat	Handeling van te vat
7.	bo	boo nie <i>bô</i> nie	Op 'n plek wat hoër lê
8.	tot	tot	Bepaling van plek, rigting, grens, tydstop
9.	ys	ys	Bevrore water
10.	hy	hy	Manlik van <i>sy</i>

Graad 2			
1.	weet	weet	Bekend <i>wees</i> met
2.	onder	onder	Posisie benede
3.	sien	sien	Waarneem met die oog
4.	tak	tak	Uitspruitsel uit die stam van 'n boom
5.	bang	bang	Vrees
6.	water	waa-ter	Bekende kleurlose, reuklose, smaaklose vloeistof
7.	voor	voor	Druk posisie uit
8.	soms	soms	Partykeer, nie altyd nie
9.	braai	br-aai	Iets in 'n pot, oond of oor kole gaarmaak
10.	selde	sel-de	Nie dikwels nie

Graad 3			
1.	eerste	eer-ste	Rangtelwoord van een
2.	skuld	skuld	Wat aan 'n ander betaal moet word
3.	weier	wy-er	Onwillig wees, nie toestaan nie
4.	portret	por-tret	Foto of afbeelding
5.	hael	ha-hil	Verysde reëndruppels
6.	katel	kaa-tel	Raamwerk op pote vir 'n bed
7.	kruin	kruin	Boonste gedeelte, spits
8.	nonsens	non-sens	Onsin
9.	majoor	ma-joor	Offisier net onder 'n luitenant-kolonel
10.	gespring	ge-spring	Verlede tyd van spring

Graad 4			
1.	arbeider	ar-by-der	Werknemer
2.	maksimum	mak-sie-mum	Hoogste; grootste
3.	losies	loe-sies	Verblyf teen betaling
4.	duskant	dus-kant	Aan hierdie kant
5.	leiding	ly-ding	Bestuur, beheer
6.	katarak	ka-ta-rak	Soort oogsiekte
7.	lydsaam	lyt-saam	Verdraagsaam; berustend
8.	haglik	hag-lik	In 'n baie slegte toestand
9.	nooiens	nooi-ens	Meisie; geliefde
10.	pelgrim	pel-grim	Iemand wat na 'n heilige plek gaan om sy god te aanbid

Graad 5			
1.	omliggend	om-lig-ent	Wat rondom lê
2.	lusern	loe-sê-rin	Soort klawer wat vir veevoer gesaai word
3.	nomineer	no-mie-nee-r	Aanwys as kandidaat
4.	populêr	po-pu-lêr	Bemind by; gewild
5.	onbelangrik	on-be-lang-rik	Van geen / weinig belang
6.	onpartydig	on-par-ty-dig	Om nie kant te kies nie
7.	verkleur	vir-kleu-r	Verandering van kleur
8.	werskaf	wêr-skaf	
9.	vibrasie	wie-braa-sie	Trillende of slingerende beweging
10.	hipotese	hie-poe-tee-se	Veronderstelling wat as die waarheid aangeneem word en die grondslag van 'n redenering dien

Graad 6			
1.	onafskedelik	on-af-sky-de-lik	Wat homself nie afskei nie
2.	beskuldigde	be-skul-dig-de	Iemand wat voor 'n hof moet verskyn om op 'n aanklag te antwoorde
3.	verifieer	we-rie-fie-heer	Die waarheid vasstel
4.	sonstilstand	son-stil-stant	Stilstand van die son op die oomblik van sy omkeer by die noordelike en suidelike keerkring
5.	vleispastei	vlys-pas-ty	Soort gebak met vleis as 'n vulsel
6.	medisyne	mi-di-sy-ne	Middel wat teen siekte gebruik word
7.	willekeur	wi-li-keu-r	Vrye wil
8.	verrassings	ver-ras-sing-s	Gebeure wat verras
9.	supposisie	sub-poe-zie-sie	Vermoede
10.	twyfel	twy-fel	Toestand van onsekerheid

Graad 7			
1.	obseen	ob-seen	Vuil, waglik
2.	verkwisting	ver-kwis-ting	Vermorsing
3.	kursief	kur-sief	Skuins gedruk
4.	ongrondwetlik	on-grond-wet-lik	Wat nie met 'n grondwet strook nie
5.	vloeiendheid	vloei-end-hyt	Hoedanigheid van vloeiend te wees
6.	afsondering	af-son-de-ring	Afskeiding of verwydering
7.	nasionaal	na-sjoe-naal	Betreffende die nasie
8.	marinade	ma-rie-naa-de	Soort blatjang van speserye in wyn en asyn
9.	naeltjie	na-hul-kie	Geurige leliesoort; verkleining van nael
10.	kristalhelder	kris-tal-hel-der	So helder soos kristal

Graad 8			
1.	literatuur	li-te-ra-tuur	Letterkundige wetenskap
2.	kubernetika	ku-ber-nee-tie-ka	Wetenskap, bedryf van kommunikasie en outomatiese bedryfstelsels sowel in masjiene as mense
3.	kurrikulum	kur-rie-ku-lum	Leerplan
4.	redegewend	ree-de-gee-went	Wat die rede of oorsaak aangee
5.	waterriool	waa-ter-rie-hool	
6.	sonate	soe-naa-te	Musiekstuk vir instrumente wat soms uit drie of vier gedeeltes bestaan
7.	ongeregistreerd	on-ge-reg-is-treert	Nie geregistreer nie
8.	temporêr	tem-poe-rêr	Net vir 'n tyd
9.	portfisiedeur	por-ti-fie-sie-deur	Dubbele oopslaan deure
10.	kwarantyn	kwa-ran-tyn	Gedwonge verblyf van mense, diere op 'n bepaalde plek vir 'n bepaalde tyd uit vrees vir aansteeklike siektes

Graad 9			
1.	oorfatsoenlik	oor-fat-soen-lik	
2.	kwantummechanika	kwan-tum-mee-gaa-nie-ka	Beskrywing van die beweging en interaksie van subatomiese partikels volgens die kwantumteorie
3.	offisieel	oe-fie-sjie-heel	Amptelik
4.	veterinêr	vee-te-ri-nêr	Veeartsenykundig
5.	lisensiaat	li-sen-sjie-haat	Hoogste musiek kwalifikasie
6.	okkerneut	ok-ker-neut	Neutvrug
7.	bemoeienis	be-moei-he-nis	Optrede om vir iemand moeite te doen
8.	debutant	dê-bu-tant	Iemand wat vir die eerste keer voor die publiek optree
9.	chauvinis	sjow-wie-nis show-wie-nis	Dweepsieke bewonderaar van eie land en volk
10.	Daltonisme	dal-toe-nis-me	Kleurblindheid

Graad 10			
1.	ongenoë	on-ge-noo-he	Ontevredenheid
2.	vikaris	wie-kaa-ris	Gevolmagtigde van die pous
3.	destabilisasie	dee-sta-bie-lie-saa-sie	Onstabiel maak
4.	desibel	dê-sie-bel	Een tiende van 'n bel in die metrieke stelsel
5.	serebellum	sê-rie-bel-lum	Agterste deel van die harsing
6.	graduering	gra-dju-hee-ring	'n Graad behaal
7.	chromosoom	kroo-moe-soom	Klein liggaamdeeltjie in die selnukleus wat die genetiese informasie van 'n individu bevat
8.	kwadriljoen	kwa-dril-joen	Vierde mag van 'n miljoen
9.	eufemisme	eu-fe-mis-me	Versagtende uitdrukking
10.	eksekuteur	eks-ê-ku-teur x-ê-ku-teur	Iemand van die boedel van 'n oorledene moet beredder

Graad 11 / 12			
1.	isotropies	ie-soe-troo-pies	Dieselfde fisiese eienskappe of werking vir geleiding van hitte of elektrisiteit
2.	disintegrasie	dis-in-te-graa-sie	Opbrokkeling
3.	choreograaf	ko-rio-graaf	Ontwerper van 'n dans
4.	parvenu	par-ve-noe	Iemand wat skielike rykdom of andersins bokant sy eie stand uitgegroe het maar sy nuwe status verwaand beoefen
5.	eksistensiële	ek-sis-ten-sjie-heel	Die lewe as werklik beskou en ervaar
6.	relativisme	ree-la-tie-wis-me	Die leer dat kennis slegs bestaan uit die kennis van relasie
7.	homeopatiese	hoo-mio-paa-ties	Behandeling van 'n siekte met geneesmiddels wat by 'n gesonde mens juis daardie siekte sou teweegbring
8.	optimum	op-tie-mum	Die hoogste; uitgebreidste
9.	gepasteuriseer	ge-pas-tjeu-rie-seer	Gesuiwer van bakterieë
10.	partikularisme	par-tie-ku-la-ris-me	Die stel van persoonlike of groepsbelange bo die algemene belangte

8. PHONETIC ENCODING

- 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 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.

EIDETIC & PHONETIC ENCODING

- 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 Professional Reporting Form.

SUMMARY OF THE DDT TESTING PROCEDURE

1. GRADE REPLACEMENT LEVEL

- 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.
- If this same boy is in grade 3 because he failed grade 1 or 2, he is assessed as a 4th grader.
- If this same boy is in grade 3 because he was kept behind in grade R / kindergarten, he should be assessed as a 3rd grader.

2. GRAPHEME-NEMKINESIA TESTING

- The examinee must use a **2B pencil**.
- **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).
- Examinee executes the following:
 - Writes numbers from 1 to 10
 - Prints (not cursive) alphabet from A to Z (upper case).
 - Prints alphabet from a to z (lower case).
 - Optional: Prints name and address.
 - If examinee struggles with alphabet, examiner may assist by dictating the alphabet without guiding them how to shape the letters.

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

- 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*

3. **DECODING TESTING**

1) Use the booklet of Decoding Words for word recognition

- DDT form A/B is SOLELY for the examiner's use.
- Start at DDT grade R level.
- Form A is recommended for initial testing and Form B for subsequent testing.

2) Decoding

- 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 2 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 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

3) 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.

- 4) Words not marked as flash-known (column E) or untimed-known (column P), are therefor unknown words. These are marked (on the Checklist Sheet) in column U.
- 5) 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.
- 6) Where the examinee could read 50% or more of the words, that is their highest DDT decoding level.
- 7) If the examinee fails and then passes a grade, the grade before the fail is their highest decoding level.
- 8) 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).
- 9) 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.
- 10) Record comments on the PRF.

4. ENCODING TESTING

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

- 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.

2) Phonetic Encoding

- Revise phonetic instructions that the examinee struggled with in DST.
- Instruct examinee to “write down only what you hear”.
- 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 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.
- 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.
- 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).
- 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'.
- The spelling of the 'E' words is for the evaluation of dyslexia.
- Spelling of the 'U' words is for the evaluation of dysphonia.

3) Record meaningful comments on the PRF.

5. SUBMISSION OF DOCUMENTS TO SGDA

Scan and email the following documents to:

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

- 1) PRF
- 2) DST summary form
- 3) DST encoding form
- 4) DDT (DBT) form A and/or B recording page
- 5) Grapheme-Nemkinesia testing form
- 6) Consent form

- The document must be submitted as a single PDF file.
- The subject line should read:

Report: your name – candidate name

Example: Jessie Jordan – Peter

DDT CASE STUDIES

→ Case Study 1:

Ann Roe; Grade 5; 11 yrs 1 mnth

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	Grade 1	E	P	U	Grade 2	E	P	U	Grade 3	E	P	U
1 is	✓			1 are	✓			1 money	✓			1 does	✓		
2 an		✓		2 yes		✓		2 him		✓		2 ask		✓	
3 go		✓		3 ready		✓		3 other		✓		3 listen			✓
4 in		✓		4 did		✓		4 if		✓		4 just		✓	✓
5 no		✓		5 lock		✓		5 guess		✓		5 uncle		✓	
6 to		✓		6 up		✓		6 fast		✓		6 sled		✓	✓
7 was		✓		7 said		✓		7 funny		✓		7 people		✓	
8 stop		✓		8 on		✓		8 we		✓		8 step		✓	
9 his		✓		9 who		✓		9 here		✓		9 rolled		✓	
10 and		✓		10 it		✓		10 with		✓		10 wet		✓	
i b o o				i b o o				s a o				b s i			
Grade 4	E	P	U	Grade 5	E	P	U	Grade 6	E	P	U	Grade 7	E	P	U
1 business			✓	1 delight			✓	1 height			✓	1 badge			
2 lamp		✓		2 human			✓	2 invent		✓		2 abandon			
3 believe		✓		3 familiar			✓	3 doubt		✓		3 conceited			
4 jump		✓		4 pupils			✓	4 planted		✓		4 melting			
5 heavy		✓		5 soared			✓	5 position		✓		5 foreign			
6 path		✓		6 trunk			✓	6 grand		✓		6 album			
7 laugh		✓		7 rough			✓	7 contagious		✓		7 knapsack			
8 drink		✓		8 whisk			✓	8 handed		✓		8 varnish			
9 should		✓		9 glisten			✓	9 vowed		✓		9 decisions			
10 dish		✓		10 person			✓	10 ambush		✓		10 shifted			
i b s				o b h				o s r							
Grade 8	E	P	U	Grade 9-10	E	P	U	Grade 11-12	E	P	U				
1 possession				1 heinous				1 homologous							
2 edit				2 minus				2 emigrant							
3 graciously				3 unique				3 homeopathy							
4 blunt				4 detested				4 subabdominal							
5 tomorrow				5 pollute				5 rheostat							
6 abhor				6 digit				6 admonish							
7 trudge				7 yacht				7 demagogue							
8 devoted				8 prevalent				8 memorandum							
9 aeronautic				9 exonerate				9 euphony							
10 abolish				10 bonus				10 minut							

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: EGDA 2010/001

Grapheme - Numbkinesia 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)

<i>Flash-Known Words - Phonetically Irregular (odd-numbered) words only</i>	<i>Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words</i>
Rold x (rolled)	lisen ✓
pepul x (people)	bisniz ✓
unkal x (uncle)	laf ✓
Duse x (does)	shuD ✓
here ✓	famileyer ✓
fune x (funny)	pewpuls ✓
gez x (guess)	ruf ✓
uther x (other)	glizen ✓
mune x (money)	hiit ✓
who ✓	dowt ✓

= 20 %

= 100 %

→ Case Study 2:

Ann Roe; Grade 5; 11 yrs 1 mnth

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" = Unlimed 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 - Nominotia 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

abcdefghijklmnopqrstuvwxyz

Encoding (Spelling by Examinee)

<i>Flash-Known Words - Phonetically Irregular (odd-numbered) words only</i>	<i>Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words</i>
pebul x (people)	lisen ✓
close x (does)	biznis ✓
har x (here)	blev x (believe)
funny ✓	pat x (path)
eiad x (aid)	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)
= <u>30</u> %	= <u>30</u> %

→ Case Study 3:

Billy Jones; Grade 6; 12 yrs 0 mths

DDT-DECODING PATTERNS for FORM A

RECORDING PAGE

Date: 16.08.2008

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 canceled			
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: 16.08.2008

SGDA Registration Number: SGDA 2010/001

Grapheme - Nominata 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

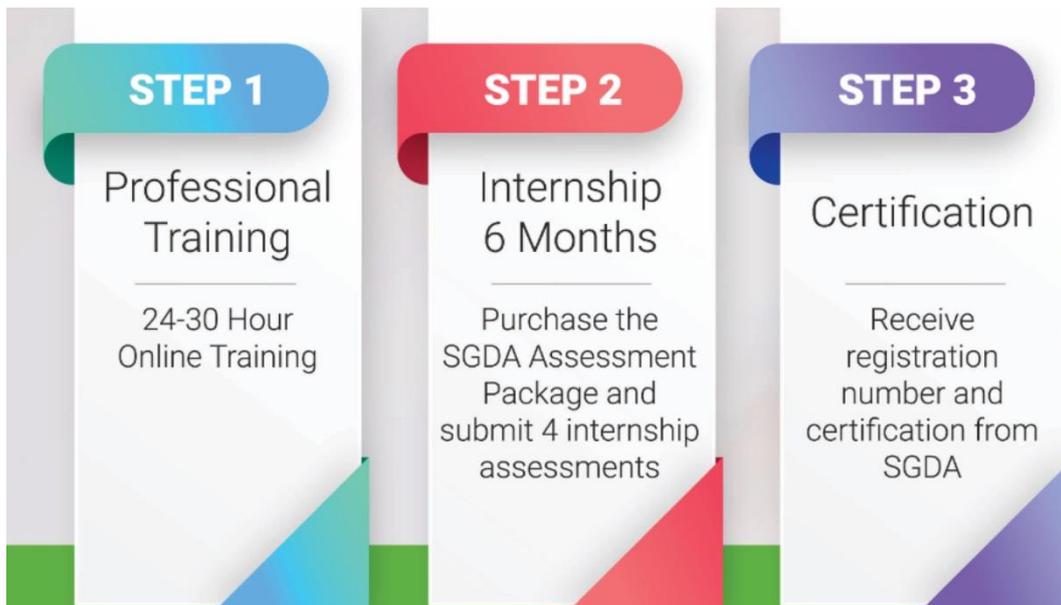
a b c d e f g h i j k l m n o p q r s t u v

w x y z

Encoding (Spelling by Examinee)

<i>Flash-Known Words - Phonetically Irregular (odd-numbered) words only</i>	<i>Unknown Words - Either Regular (even-numbered) or Irregular (odd-numbered) words</i>
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 ✓	srood x
money ✓	trungk ✓
= 80 %	= 20 %

MODULE 4: SGDA PROFESSIONAL INTERNSHIP PROGRAM



You have 6 months from the date on which you complete the course to:

1. Purchase the Stark Griffin™ Dyslexia Assessment
2. Email SGDA head office for your free internship documents
3. Submit 4 internship assessments according to internship guidelines.

1. Internship Process

- Email reports@sgda.co.za **or** psychometrists@sgda.co.za for internship documents and instructions.
- Assess 4 children free of charge, who do not experience difficulties with reading and spelling.
- Submit all relevant documentation to reports@sga.co.za **or** psychometrists@sgda.co.za using subject InternshipX_YourName&Surname
- Await feedback in order to determine where improvements in your assessment procedure might be necessary.
- Assess the next child.

2. Documents to be submitted

- PRF
- DST summary form
- DST encoding form
- DDT (DBT) form A and/or B recording page
- Grapheme-Nemkinesia testing form
- Consent form

3. Internship completed

Once you have completed the required number of internship assessments, you will:

- Receive your certificate
- Submit your information for registration purposes and listing on the SGDA website.
- Receive your registration number and logo.

4. Submission of Documents for Marking

To allow for good quality scans, please ensure that a SB 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.

- 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
- Parent questionnaire and consent form

Please submit this scan to:

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

Using the subject:

Report: your name – candidate name

Example:

Report: Jessie Jordan – Peter

5. Duration of process:

- You should submit your documents within 24 hours of the assessment.
- The report will be sent to you within 3-5 working days from submission of complete documentation, incomplete documentation will hamper the process.
- Feedback to parents should take place within 10 working days of the assessment.

6. 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.

7. 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.



MODULE 5: THE 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.

Dyslexia at Work



1 in 6 People are Dyslexic

Common Strengths



Problem Solving



Big Picture



Creative Visual Thinking



Teamwork, Empathy



Strategy



End Goal-Oriented

Common Challenges



Reading Speed



Long Emails



Taking Notes, Spelling, Proofing



Data Entry, Rote Math



Right-Left, Sequencing, CAPTCHAs



Timed Tests, Word Retrieval

Dyslexia-Friendly Workplace



Open Communication about Needs & Expectations



Assistive Technology: Dictate Reports / Text to Speech, Calculator, Spelling and Grammar Checkers



Mind Maps / Visual Organizers, Diagrams



Electronic Forms, Files, Spreadsheets

fonts

Option for dyslexia-friendly fonts, colored backgrounds



Option for Note Taker, Record Meeting



Hands-On, Video, Audio Instruction



No "Hotdesking"



Quiet Workspace



Color Coding



For more Free Resources, visit Community.DyslexicAdvantage.org

Dyslexic Advantage is a 501(c)3 non-profit charitable organization.

STARK-GRIFFIN ADULT DYSLEXIA ASSESSMENT

DECODING FORM

Examinee's Name: _____ Age: _____ Estimated Level of Education: _____ Date: _____

Brief History: _____

Level 1	Y	N	Level 2	Y	N	Level 3	Y	N	Level 4	Y	N
1 father			1 does			1 calf			1 delight		
2 could			2 listen			2 enough			2 familiar		
3 know			3 city			3 meadow			3 rough		
4 money			4 animal			4 heavy			4 glisten		
5 call			5 light			5 business			5 league		
6 funny			6 uncle			6 believe			6 spectacles		
7 there			7 rolled			7 laugh			7 decorate		
8 snow			8 people			8 pigeon			8 absent		
9 guess			9 beauty			9 coat			9 magnet		
10 many			10 answer			10 going			10 trunk		
Totals			Totals			Totals			Totals		
Level 5	Y	N	Level 6	Y	N	Level 7	Y	N	Level 8	Y	N
1 cautious			1 conceited			1 dominion			1 pollute		
2 ancient			2 foreign			2 intrigue			2 exonerate		
3 toughen			3 knapsack			3 aeronautic			3 risible		
4 height			4 decisions			4 trudge			4 regime		
5 doubt			5 allegiance			5 tomorrow			5 endeavor		
6 position			6 leisure			6 graciously			6 islet		
7 contagious			7 deny			7 bridge			7 heinous		
8 vowed			8 varnish			8 definite			8 prognosticate		
9 conquer			9 deceive			9 possession			9 authenticity		
10 opposite			10 badge			10 fatigue			10 abolish		
Totals			Totals			Totals			Totals		
Level 9	Y	N	Level 10	Y	N	Level 11	Y	N	Level 12	Y	N
1 parliament			1 litigious			1 homeopathy			1 sobriquet		
2 gnostic			2 tincture			2 evanesce			2 deliquesce		
3 mannequin			3 oligarchy			3 geodesy			3 colloquy		
4 homologous			4 inefficacious			4 coulomb			4 vitiate		
5 prerequisite			5 demagogue			5 zoophyte			5 sycophant		
6 rhapsody			6 parturition			6 execrable			6 intermezzo		
7 euphony			7 mimicry			7 triptych			7 dehiscence		
8 galvanize			8 viridity			8 hydrocephaloid			8 psychoprophylaxis		
9 refugium			9 statuesque			9 nuisance			9 magnanimous		
10 virtuous			10 chancroid			10 psychogeriatrics			10 maugre		
Totals			Totals			Totals			Totals		
Level 13	Y	N									
1 exiguous											
2 malapropos											
3 ytterbium											
4 monocotyledon											
5 leitmotif											
6 egregious											
7 legerdemain											
8 baccalaureate											
9 gynomonocious											
10 trypanosomiasis											
Totals											

Diagnostic Summary

Decoding Level: _____

Results of Encoding:

Eidetic _____ %

Phonetic _____ %

Examiner: _____

Date: _____

SGDA Registration Number: _____

STARK-GRIFFIN ADULT DYSLEXIA ASSESSMENT (ADA)

ENCODING FORM

Examinee's Name: _____ Age: _____ Estimated Level of Education: _____ Date: _____

Eidetic Encoding

Phonetic Encoding

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

= _____%

= _____%

MODULE 6: THE JUNIOR DYSLEXIA ASSESSMENT

1. 5 EARLY SIGNS A CHILD MAY HAVE DYSLEXIA

- 1) A history of reading problems in the family.
- 2) Avoids reading time; complains reading is hard.
- 3) Does not associate letters with sounds.
- 4) Cannot sound out simple words.
- 5) Does not recognize rhyming patterns.

2. FACTS ABOUT DYSLEXIA

- 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 / kindergarten 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.

3. SIGNS OF DYSLEXIA

3.1 In PRESCHOOL

May talk later than most children.

- May have difficulty pronouncing words, i.e., busgetti for spaghetti, mawn lower for lawn mower.

- May be slow to add new vocabulary words.
- May be unable to recall the right word,
- May have difficulty with rhyming.
- May have trouble learning the alphabet, numbers, days of the week, colours, shapes, how to spell and write his or her name.
- May have trouble interacting with peers.
- May be unable to follow multi-step directions or routines.
- Fine motor skills may develop more slowly than in other children.
- May have difficulty telling and/or retelling a story in the correct sequence.
- Often has difficulty separating sounds in words and blending sounds to make words.
- Mispronounces words, like saying “beddy tear” instead of “teddy bear”.
- Struggles to name familiar objects and uses general words like thing and stuff instead.
- Has a hard time learning nursery rhymes or song lyrics that rhyme.
- Has trouble remembering sequences, like singing the letters of the alphabet.
- Tells stories that are hard to follow; has trouble talking about an event in a logical order.
- Has difficulty remembering and following directions with multiple steps.

3.2 In GRADES R / KINDERGARTEN – 2

- Has trouble learning letter names and remembering the sounds they make.
- Often confuses letters that look similar (b, d, p, q) and letters with similar sounds (d/t; b/p; f/v).
- Struggles to read familiar words (like cat or the), especially if there aren't pictures.
- Substitutes words when reading aloud, like saying house when the story says hone.
- Has trouble hearing the individual sounds in words and blending sounds to make a word.
- Has trouble remembering how words are spelled and applying spelling rules in writing.
- Has difficulty decoding single words (reading single words in isolation).
- May be slow to learn the connection between letters and sounds.
- May confuse small words – at/to said/and, does/goes.
- Makes consistent reading and spelling errors, including:

- Letter reversals – **d** for **b** as in, **bog** for **dog**
 - Word reversals – **tip** for **pit**
 - Inversions – **m** and **w**, **u** and **n**
 - Transpositions – **felt** and **left**
 - Substitutions – **house** and **home**
- May transpose number sequences and confuse arithmetic signs (+ - x / =).
 - May have trouble remembering facts.
 - May be slow to learn new skills; relies heavily on memorizing without understanding.
 - May be impulsive and prone to accidents.
 - May have difficulty planning.
 - Often uses an awkward pencil grip (fist, thumb hooked over fingers, etc.)
 - May have trouble learning to tell time.
 - May have poor fine motor coordination.

4. DIFFICULTIES IN SCHOOL

4.1 The Preschool Years

- Trouble learning common nursery rhymes, such as “Jack and Jill”.
- Difficulty learning (and remembering) the names of letters in the alphabet.
- Seems unable to recognize letters in his/her own name.
- Mispronounces familiar words; persistent “baby talk”.
- Doesn't recognize rhyming patterns like cat, bat, rat.
- A family history of reading and/or spelling difficulties (dyslexia often runs in families).

4.2 Grade R / Kindergarten & Grade 1 Difficulties

- Reading errors that show no connection to the sounds of the letters on the page — will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog.
- Does not understand that words come apart.
- Complains about how hard reading is; “disappears” when it is time to read.
- A history of reading problems in parents or siblings,
- Cannot sound out even simple words like at, map, nap.
- Does not associate letters with sounds, such as the letter b with the “b” sound.

Grade R / Kindergarten & Grade 1 Strengths

- Curiosity
- Great imagination
- Ability to fire things out; gets the gist of things
- Eager embrace of new ideas
- A good understanding of new concepts
- Surprising maturity
- A larger vocabulary than typical for age group
- Enjoys solving puzzles
- Talent for building models
- Excellent comprehension of stories read or told to him

4.3 Grade 2 through to High School

Reading:

- Very slow in acquiring reading skills
- Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

Grade 2 through to High School

Speaking:

- Searches for a specific word and ends up using vague language, such as "stuff" or "thing", without naming the object.
- Pauses, hesitates, and/or uses lots of "um's" when speaking.
- Confuses words that sound alike, such as saying "tornado" for "volcano", substituting "lotion" for "ocean".
- Mispronunciation of long, unfamiliar or complicated words.
- Seems to need extra time to respond to questions.

Grade 2 through to High School

School and Life:

- Trouble remembering dates names, telephone numbers, random lists.
- Struggles to finish tests on time.
- Extreme difficulty learning a foreign language.
- Poor spelling.
- Messy handwriting.
- Low self-esteem that may not be immediately visible.

Grade 2 through to High School

Strengths:

- Excellent thinking skills; conceptualization, reasoning, imagination abstraction.
- Learning that is accomplished best through meaning rather than rote memorization.
- Ability to get the “big picture”.
- A high level of understanding of what is read to him.
- A surprisingly sophisticated listening vocabulary.

5. 7 COMMON MYTHS ABOUT DYSLEXIA

Scientists know more than ever about dyslexia and yet there are still a lot of misconceptions about this common learning disability.

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.
- In fact, young children commonly reverse letters. It's not unusual to see them confuse *b* and *d* or write *p* instead of *q*. If your child is still doing so by the end of third grade, however, it may signal the need for an evaluation.

Myth #2: Dyslexia doesn't show up until elementary school.

- Fact: Signs of dyslexia can show up in preschool, or even earlier. That's because dyslexia can affect language skills that are essential skills for reading. Some signs that a pre-schooler may be at risk for dyslexia include difficulty rhyming and being a “late talker.”

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. It's the type of instruction that makes a difference, not how hard kids try. With good instruction and practice, kids with dyslexia can make lasting gains in reading.
- There are a number of reading programs designed for struggling readers. Many use what's called a multisensory approach. This type of instruction uses sight, sound and touch as pathways to learning.

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.
- On top of making it hard to *decode*, dyslexia can make it difficult to read fluently. It can impact how well kids comprehend what they've read. Kids with dyslexia may also continue to struggle with spelling and writing even once they've learned to read.

Myth #5: Dyslexia is a vision problem.

- Fact: Vision problems don't cause dyslexia. Kids with dyslexia are no more likely to have eye and vision problems than other kids.
- It's true that 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. But they're not a part of dyslexia.

Myth #6: Kids who don't speak English can't have dyslexia.

- Fact: Dyslexia exists all over the world and in all languages. But it often takes longer to pick up on reading issues in kids who are bilingual than in their peers. That may be due to teachers and parents thinking these kids are struggling because they're learning a new language.
- However, if kids have trouble reading in their first language and their second language, it's a good indication that they need to be evaluated. Watch as an expert talks about dyslexia in different 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. People who don't know your family may wrongly assume you're not doing enough reading with your child. You may need to explain that dyslexia is caused by differences in how the brain functions.

6. OUTLAY of the SGJDA:

- Theory Manual
- Questionnaire of 30 Q's (asked to the parent)
- Reversals Exam (Piaget & Jordan Exercises)
- Perceptual Exam
- Name It – Eidetic Identification
- Phonological Awareness Assessment – Phonetic Skills
- Triangular book:
Examinee Questions on 1st page
Examiner instructions on reverse page

7. JUNIOR DYSLLEXIA ASSESSMENT QUESTIONNAIRE

1. Started talking later than most children
2. May have difficulty pronouncing words, i.e., *busgetti* for *spaghetti*, *mawn* for *lawn mower*
3. May be slow to add new vocabulary words
4. May be unable to recall the right word
5. May have difficulty with rhyming
6. May have trouble learning the alphabet, numbers, days of the week, colours, shapes, how to spell and write his or her name
7. May have trouble interacting with peers
8. May be unable to follow multi-step directions or routines
9. Fine motor skills may develop more slowly than in other children

10. May have difficulty telling and/or retelling a story in the correct sequence
11. Often has difficulty separating sounds in words and blending sounds to make words
12. Has a hard time learning song lyrics that rhyme
13. Has trouble learning letter names and remembering the sounds they make
14. Often confuses letters that look similar (*b, d, p, q*) and letters with similar sounds (*d/t; b/p; f/v*)
15. Struggles to read familiar words (like *cat* or *the*), especially if there aren't pictures
16. Substitutes words when reading aloud, like saying *house* when the story says *home*
17. Has trouble hearing the individual sounds in words and blending sounds to make a word
18. Has difficulty decoding single words (reading single words in isolation)
19. May confuse small words – *at/to, said/and, does/goes*
20. Letter reversals – *d* for *b* as in, *dog* for *bog*
21. Word reversals – *tip* for *pit*
22. Inversions – *m* and *w, u* and *n*
23. Transpositions – *felt* and *left*
24. Substitutions – *house* and *home*
25. May be slow to learn new skills; relies heavily on memorizing without understanding
26. Often uses an awkward pencil grip (fist, thumb hooked over fingers, etc.)
27. Confuses or skips small words like *for* and *of* when reading aloud
28. Has trouble sounding out new words and quickly recognizing common ones
29. Avoids reading whenever possible or gets frustrated or upset when reading
30. May transpose number sequences and confuse arithmetic signs (+ - x / =)

8. VISUAL PERCEPTUAL SKILLS

Vision Perception is the ability to interpret, analyze, and give meaning to what we see. These skills help us recognize and integrate visual stimuli with previously stored data to form a stable, predictable, familiar world. In other words, vision perception allows us to *understand*, not just see.

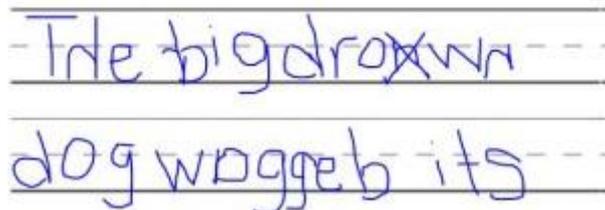
In school, visual perceptual skills are particularly important. Without good perceptual skills, we could not recognize words we've already seen, tell the difference between a *p* and *q*, sequence the order of letters when spelling, visualize reading content for comprehension, determine left from right, scan a busy worksheet, mentally manipulate objects in math, conceptualize relationships in science, and connect other sensory stimuli to our visual construct, such as the sound of a keyboard to a piano.

Visual perception skills are generally broken down into distinctive subcategories based on their analytical function. These subsets of skills do not work in isolation but operate in combination with each other for efficient visual function. Whether considered separately or collectively, these skills are critical to learning.

Visual Discrimination – the ability to determine exact characteristics and distinctive features among similar objects. In reading, this skill helps children distinguish between similarly spelled words, such as *was/saw* or *then/when*. Children with poor visual discrimination will often confuse words.

Visual Memory – the ability to remember for immediate recall the characteristics of a given object or form. Children with poor visual memory may struggle with comprehension. They often subvocalize as they read because they must rely on auditory input to help them compensate. They may have difficulty remembering what a word looks like or fail to recognize the same word on a different page. They may also take longer copying assignments because they can't retain information long enough to transfer it from the board to their page.

Visual Sequential Memory – the ability to remember forms or characters in correct order. This skill is particularly important in spelling. Letter omissions, additions, or transpositions within words are common for children who struggle with this skill. They often subvocalize as they write. Recognizing and remembering patterns may also be a problem.



Visual Spatial Relations – the ability to perceive the position of objects in space, both in relation of object to each other and to one's own self. Children with poor

spatial development can have difficulty with spatial concepts such as left and right or up and down. They may struggle with following a line of print left to right during reading and evidence frequent letter reversals and poor spacing during writing. If they don't have a good understanding of their body's position within space, they may struggle with gross motor function, often misjudging distances, bumping into things, having poor ball skills, and exhibiting a general awkwardness in their movements.

Children who reverse letters are often lacking in this important perceptual skill. Two important considerations in spatial relationships are laterality and directionality.

1. **Laterality** is the ability to know right from left on oneself. For example, because of laterality, you know which one of your hands to place over your heart when you recite the Pledge of Allegiance.
2. **Directionality** is the ability to see right and left on other objects. With directionality, you would be able to detect how words appear left to right on a page of text or know the difference between a *b* and *d*.

Visual Figure Ground – the ability to perceive and locate an object within a busy field without getting confused by the background or surrounding images. This skill keeps children from getting lost in details. Children with poor figure-ground become easily confused with too much print on the page, affecting their concentration and attention. They may also have difficulty scanning text to locate specific information.

Visual Closure – the ability to visualize a complete whole when given incomplete information or a partial picture. This skill helps children read and comprehend quickly; their eyes don't have to individually process every letter in every word for them to quickly recognize the word by sight. They may also confuse similar objects or words, especially words with close beginning or endings. This skill can also help children recognize inferences and predict outcomes.

Visual Form Constancy – the ability to mentally manipulate forms and visualize the resulting outcomes. This skill also helps children recognize an object in different contexts regardless of changes in size, shape, and orientation. Children with poor form-constancy may struggle to recognize objects when turned a different direction or viewed from a different vantage point. They can fail to recognize words they know that are presented in a different manner, i.e., written on paper, in a book, or on the board.

9. **LETTER REVERSALS**

Reversing letters is common until around age 8. Writing letters backwards is not necessarily a sign that your child has dyslexia. It's not unusual for young kids to reverse letters when they read and write, however when they still frequently write backwards or upside down beyond age 8, it could signal trouble with reading or language.

People often think writing letters backwards is a sign of dyslexia, but that's often not the case.

Reversing letters means a child writes certain letters (or numbers) backwards or upside down. This is sometimes referred to as *mirror writing*. It's different from transposing letters, which means switching the order of letters.

The most common letter reversal is *b* and *d*, when the child writes a *b* for a *d* or vice versa. Another common reversal is *p* and *q*. An example of an upside-down reversal is *m* for *w*.

10. **PIAGET'S THEORY OF COGNITIVE DEVELOPMENT**

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. It was first created by the Swiss developmental psychologist Jean Piaget (1896–1980).



Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. Piaget's stages are:

- Sensorimotor stage: birth to 2 years
- Preoperational stage: ages 2 to 7
- Concrete operational stage: ages 7 to 11
- Formal operational stage: ages 12 and up

Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

Modified Piaget Right-Left Awareness Test:

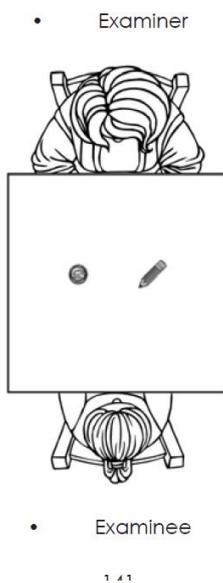
A. Instructions:

- 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:

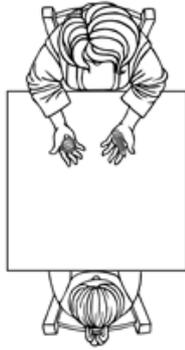


- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?
- Have the child go around to the opposite side of the table.
- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?

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:

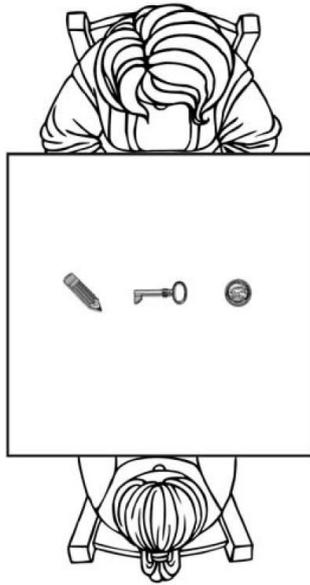
- Have I got the coin in my right hand or in my left?
- And the pencil, is it in my right or my left hand?



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?

- Examiner



- Examinee

11. **EIDETIC SIGHT WORD RECOGNITION**

Eidetic memory is an ability to recall images from memory after only seeing it once, with high precision for a brief time after exposure, without using a mnemonic device.

Dyslexics generally battle with frequently used words in the English language which we refer to as 'trigger words'.

12. **PHONOLOGICAL AWARENESS**

Phonological awareness is the ability to recognize and manipulate the spoken parts of words. The levels of phonological awareness are, from simplest to most complex: syllables, onset-rime, and phonemes. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words. We know that a student's skill in phonological awareness is a good predictor of later reading success or difficulty.

13. **PHONOLOGICAL AWARENESS SKILLS TEST**

The Phonological Awareness Skills Test (PAST) in this book is an informal, diagnostic, individually administered assessment tool to help you determine the point of instruction for your students and monitor progress made from doing the activities you select. Because it is not a normal test, there can be flexibility in its administration. For example, you can reteach the directions as necessary or add your own word for the child to blend, segment, or delete if you want to gather additional information on a particular student.

The materials the administrator of the assessment needs include the assessment itself, a pencil, and counters or chips for the student to use for the segmentation part. If counters are not available, the student can clap the number of segments instead. The assessment is administered orally since PA has to do with the sounds of language.

When Skills Are Typically Mastered

Although children develop their PA skills at different rates, it is helpful to have a general window of when specific skills are typically mastered.

The following is a suggested timeline:

SKILL TYPICALLY MASTERED

Concept of spoken word (sentence segmentation)

Preschool

Rhyme recognition

Preschool

Rhyme completion

Preschool Grade R

Rhyme production

Grade R

Syllable blending

Grade R

Syllable segmentation

Preschool Grade R

Syllable deletion

Grade R

Phoneme isolation of initial sound

Grade R

Phoneme isolation of final sound

Grade R/Grade 1

Phoneme blending (onset and rime)

Grade 1

Phoneme blending (all phonemes)

Grade 1

Phoneme segmentation

Grade 1

Phoneme deletion of initial sound

Grade 1

Phoneme deletion of final sound

Grade 1

Phoneme deletion of first sound in consonant blend

Grade 2

Phoneme substitution

Grade 2

MODULE 7: 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)

1. 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

2. 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.

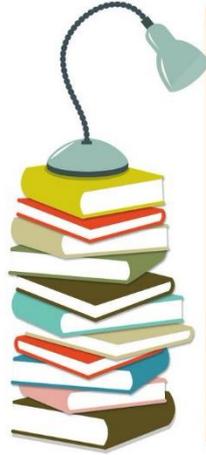
3. CONDUCT POLICY FOR ACCOMMODATIONS – SEPTEMBER 2016

- 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



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



The introduction of the Policy on Screening, Identification, Assessment and Support (promulgated at the end of 2014) with the concomitant development of funding, post provisioning and infrastructure norms for an Inclusive Education system, will also ensure a new dispensation in which children with disabilities will have expanded opportunities to access their local neighbourhood schools and receive support in inclusive settings from an early age onwards.



<p>Is it a... MODIFICATION</p>	<p>or an ACCOMMODATION</p>
<p>A modification is a change in WHAT the student is taught or expected to learn and alters the curriculum.</p> <ul style="list-style-type: none">▪ Fewer questions▪ Lower level text▪ Alternate projects▪ Adjusted curriculum▪ Shortened assignments▪ Adjusted grading scale	<p>An accommodation is a change in HOW the student will learn the same material as their peers and alters the environment.</p> <ul style="list-style-type: none">▪ Breaks▪ Large print▪ Additional time▪ Small group setting▪ Use of assistive tech▪ Preferential seating

© The Bender Bunch

4. ACCOMMODATIONS:

- Reader
- Scribe
- Separate Venue

5. CONCESSIONS:

- Exemption from subjects like Mathematics and languages.



6. ASSISTIVE TECHNOLOGY:

- Livescribe Pen
- Reader Pens
- Dragon
- Computer Text-to-Speech Programs
- Claro Reader

7. 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.

8. 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,
- digital translators,
- audio books, digital school books,
- concise study layouts,
- abridged or illustrated dictionaries,
- software for the development of maps, time lines, geographic and historical maps,
- list of points to talk about (for oral testing),
- a number line,
- a diary,
- conceptual maps,
- CD or MP3 players with earphones,
- multimedia encyclopedias, school books including CD ROMs,
- books in PDF format, and OCR scanners

9. STARK GRIFFIN™ VAKT APP

<https://www.sgda-app.co.za/>

MODULE 8: BEFORE, DURING & AFTER

AN OVERVIEW OF THE STARK GRIFFIN™ DYSLEXIA ASSESSMENT

1. 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.
- 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.
- Revise the summaries of the DST & DDT prior to assessing.
- No assessment material may be copied.

2) Consultation with parents/guardians

- Parent questionnaire to be completed by the SGDA professional with the parents or guardians.
- No parent questionnaire to be completed at home.
- Remember that dyslexia is a hereditary condition and dyslexic parents are most likely unable to complete and/or comprehend the questionnaire.
- 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.
- 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.
- Consent should **ALWAYS** be obtained before the commencement of assessment.

3) Spectacles/Medication

- Ensure that if the examinee wears prescribed spectacles, it **MUST** be worn during the assessment.
- Ensure that if the examinee is on prescribed medication for concentration, hyperactivity, anxiety, etc., they **MUST** take their medication before the assessment.

4) One-to-one assessment

- One-to-One assessment (only the examiner and examinee) allows the examinee to demonstrate his/her skills in reality without external interferences.
- 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.

5) Establishing rapport

- Examiner should establish rapport with examinee before assessment.
- 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 and 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."

* * * * *

2. DURING: DST

- **NB:** The examiner needs to complete the examinee's information on the summary form.
- No examinee must view this summary form and thereby jeopardize the test when the examinee sees the list of words, he/she is meant to read later on.

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.
- Alternatively, the Phonetic Equivalent animation video may be showed to the examinee.
- Be sure to watch the video with the examinee to make sure he/she understands the equivalents and the examiner is able to answer any questions the examinee may have during the video presentation.
- 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.
- Should examiner notice that examinee had struggled to grasp phonetic equivalents:
 - i. Revise the equivalents with which the examinee struggled in the DST.
 - ii. Demonstrate additional examples by writing it down and explaining the individual sounds.

3. DURING DDT

- **NB:** The examiner needs to complete the examinee's information on the DDT Recording form.
- No examinee should view this recording form and thereby jeopardize the test when the examinee sees the words he/she is meant to read later on.

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 (\pm 10 seconds)
- U column = words not eidetically or phonetically decoded (unknown)

ENCODING

1. Examiner instructs examinee:

- a. Write numbers 1-10
- b. Print (not cursive) alphabet from A-Z (uppercase)
- c. Print alphabet a-z (lowercase)
- d. Optional: Print name and address
- e. 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:

- a. Examiner dictates Odd-numbered "E" words.
- b. Start dictating at the DDT decoding level. Dictate from the bottom of the decoding level and proceed to lower grades.

Not enough **E** words

- ❖ Dictate all **ODD** number 'E' words on Form A from the decoding level proceeding to lower levels.
- ❖ Then use the **EVEN** number 'E' words on Form A from the decoding level proceeding to lower grades.
- ❖ If you still don't have enough words to dictate, then proceed to Form B, where:
 - 1) Examinee will read Form B
 - 2) Start from grade R and allow examinee to continue reading to the highest decoding level (same as Form A)
 - 3) Dictate **ODD** number 'E' words from the highest decoding level on Form B

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.

Not enough **U** words

- ❖ Have the examinee read Form B
- ❖ Examinee to start reading from the same highest grade level as Form A:
 - For example: if the examinee's highest decoding level is grade 11 on Form A, then the examinee will start reading from Grade 11 on Form B
- ❖ The assessment procedure for dictating eidetic and phonetic words still remains the same as the DDT:
 - 1) Dictate 'U' words
 - 2) From the decoding level proceeding to higher levels
 - 3) Not enough 'U' words on Form A, move to Form B
 - 4) First dictate 'U' words in Form A and then proceed to Form B and dictate from the decoding level proceeding to higher grades.

4. 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

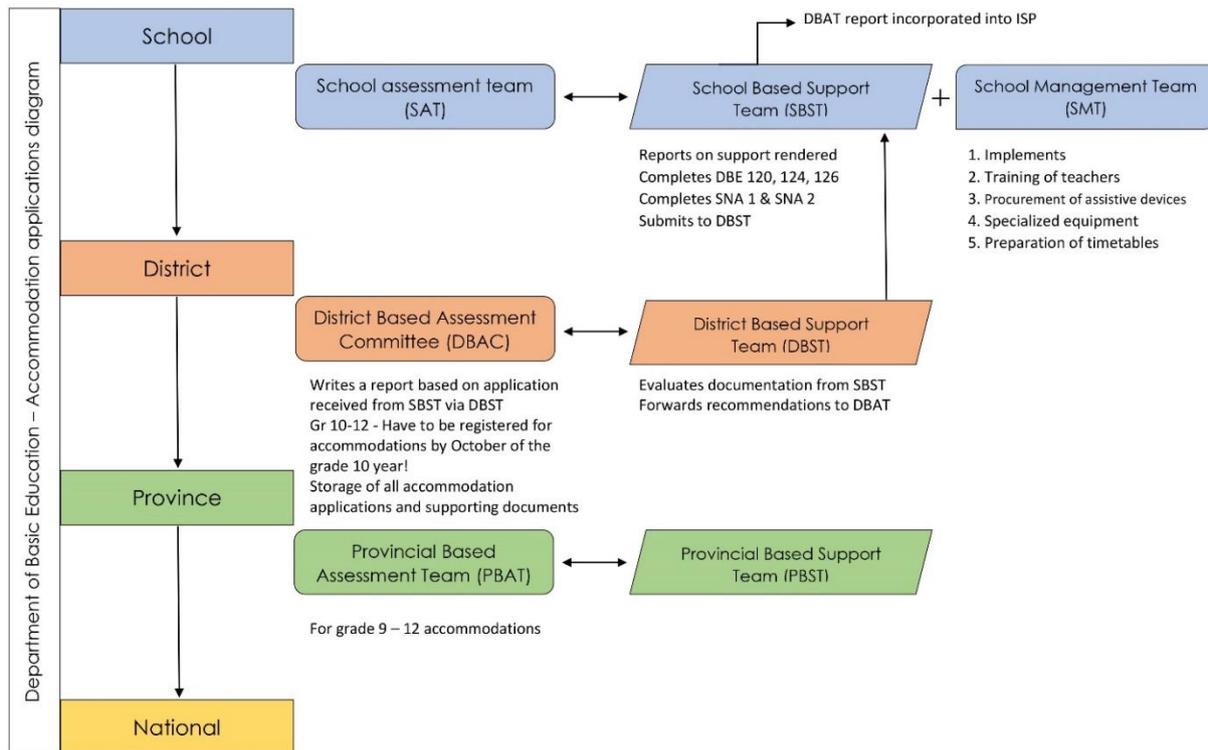
3) REPORT AND FEEDBACK

- 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 SGDA dyslexia assessment report to the school.



IP & TRADEMARK

- **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™ Dyslexia Assessment is protected by IP law.
- **Trademarks:** Against the background of intellectual property, trademarks are unquestionably the most recognizable expression of these rights. A trademark is a distinctive sign that identifies certain goods or services produced or provided by an individual or a company.
- Trademark protection ensures that the owners of marks have the exclusive right to use them to identify goods or services, or to authorize others to use them in return for payment. 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.
- ADAMS & ADAMS – Africa's leading Intellectual Property law firm trademarked the Stark Griffin brand to Stark Griffin™.

SGDA ASSESSMENT MATERIAL

On completion of online course, please request **internship documentation** via email to psychometrists@sgda.co.za or reports@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 Equivalent Book (Tweetalig / Bilingual – 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 Color)

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 KIT INCLUDES THE FOLLOWING:

- 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 Color)

Replacement kits should be ordered in advance before current kit (10x tests) have been used up.

3. THE REPLACEMENT KIT INCLUDES THE FOLLOWING:

- 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 Color)

All assessment material **orders** should be emailed 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.**

MODULE 9: FOUNDATIONAL DELAY PHENOMENON

FOUNDATIONAL DELAY PHENOMENON

- Since 2020 lockdown, **1999** learners in grades RR -3 at the time, were referred to SGDA for a dyslexia assessment
- Were they all dyslexic?
- Which grades were more referred?
- And why?
- Looking at the mind-blowing statistics opened our eyes to a new phenomenon.

1. THE HYPOTHESIS:

- Our hypothesis was the following:

Born	2020	2021	2022	2023
2011	3	4	5	6
2012	2	3	4	5
2013	1	2	3	4
2014	R	1	2	3
2015	RR	R	1	2

2. THE RESULTS:

BIRTH YEAR	Age of examinee	Grade (age) in year: 2020	Grade (age) in year: 2021	Grade (age) in year: 2022	Grade (age) in year: 2023	No. of overall referrals to SGDA out of 1999	% of 2011-2015 born-referrals	% of DsDx with family history	No. referred WITHOUT Family History of Dyslexia	% of referred Examinees with possible FDD
2011	12	3	4	5	6	689	34.46%	95.67%	42.96%	45.43%
2012	11	2	3	4	5	649	32.46%	94.54%	46.38%	49.31%
2013	10	1	2	3	4	469	23.46%	96.04%	46.06%	48.19%
2014	9	R	1	2	3	189	9.45%	97.56%	34.92%	36.51%
2015	8	RR	R	1	2	3	0.15%	50%	33.33%	66.66%

3. RESULTS VS. HYPOTHESIS:

- It was in fact the grades **1,2 & 3's** that were more affected.

- Did all of these 1999 referrals have dyslexia?

NO!

- Look at the results:
 - 45.43% of those who were in grade 3 in 2020 are NOT DYSLEXIC**
 - 49,31% of those who were in grade 2 in 2020 are NOT DYSLEXIC**
 - 48,19% of those who were in grade 1 in 2020 are NOT DYSLEXIC**
 - 36,51% of those who were in grade R in 2020 are NOT DYSLEXIC**

- If they are not dyslexic, what are they then?

SGDA COINED IT THE FOUNDATIONAL DELAY PHENOMENON

- The learning crisis we experience in so many learners in South Africa and across the globe, is not a result of COVID-19
- The pandemic has only made it worse!*

- Before the Covid outbreak, **53%** of children in low- and middle-income countries were living in Learning Poverty, i.e., they were unable to read and understand a simple text by age 10.
- In South Africa, schoolchildren are between 75 per cent and a full school year behind where they should be
- Some 400,000 to 500,000 learners reportedly dropped out of school altogether between March 2020 and July 2021
- Being experts in the field of Dyslexia Diagnosis one realizes the affect Covid lockdown has had on a vast majority of learners throughout the world
- Distinguishing between Covid Delay in foundational skills development and Developmental Dyslexia (DD); has urged SGDA to investigate this new phenomenon

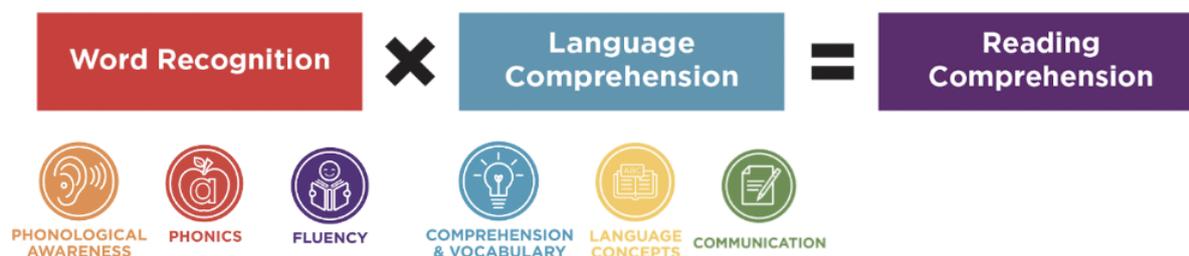
4. WHAT IS FOUNDATIONAL LEARNING?

- Foundational learning is exactly what it says – the foundations of a child's education
- It refers to basic **literacy, numeracy, and transferable skills**, that are the building blocks for a life of learning
- Just as we would not build a house without solid foundations, we cannot expect a child to thrive without solid foundational skills
- Yet today, across most of the developing world, these foundations of learning are not strong enough
- Primary education forms the bedrock of development. It is in primary school that children learn foundational skills that prepare them for life, work and active citizenship
- Even for students *in* school, far too many are not learning the critical foundational skills (literacy and numeracy), but also digital and transferrable skills they need to thrive

One of the most compelling findings from research is that children who get off to a poor start in reading rarely catch up!

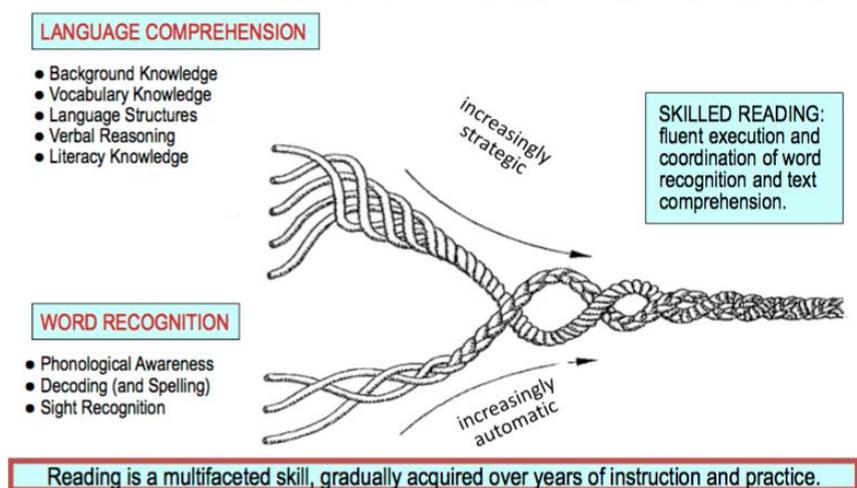
- Quality education empowers children and young people, safeguards their health and well-being, and breaks cycles of poverty
- It also empowers countries, ushering in economic prosperity and social cohesion
- These benefits come not just from getting children in school, but from getting them learning to their full potential
- SGDA will work together to close the education resource gap, and enable the investments, leveraging technologies and other reforms, needed to effectively advance foundational learning
- We plan on doing it by building Block-for- Block

5. SIMPLE VIEW OF READING



6. SCARBOROUGH'S READING ROPE

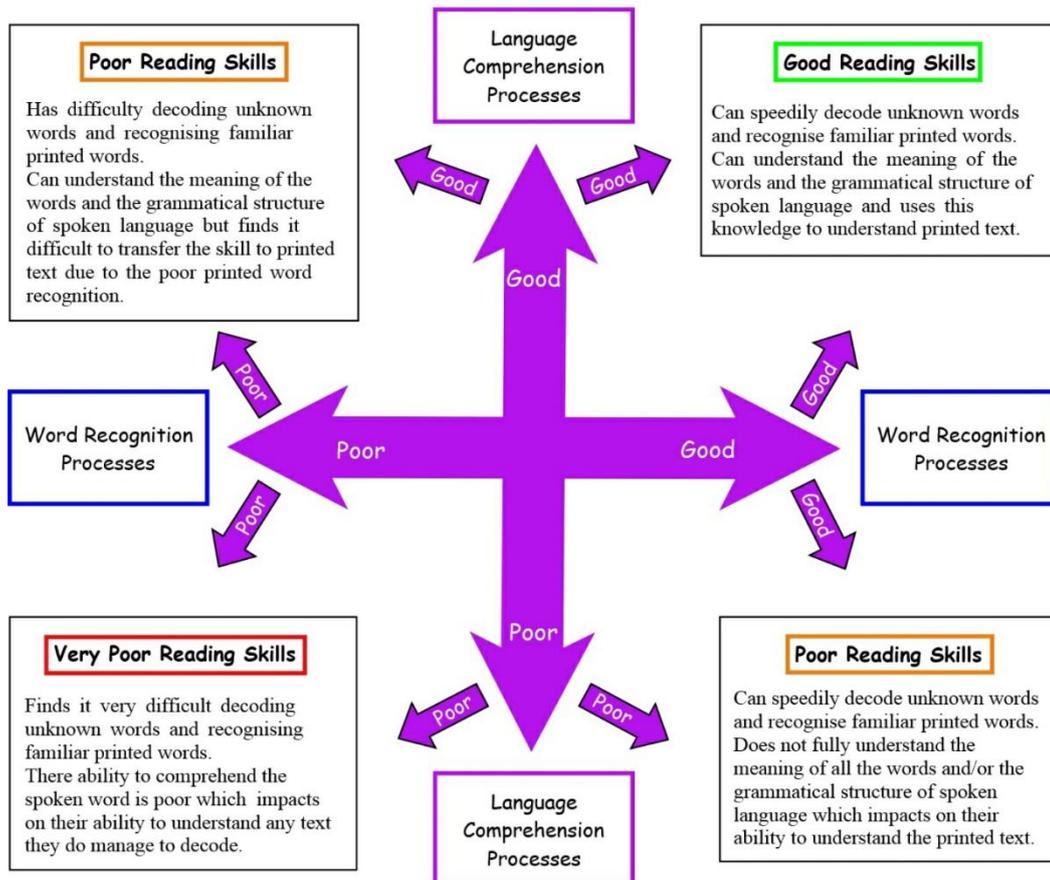
Scarborough's Reading Rope (2001)



- **Phonemic awareness** is the understanding that spoken words are made up of smaller parts and these parts can be pulled apart into individual sounds.
- The first step is recognizing that words can be broken down into their individual sounds (phonemes)
- Phonemes are the smallest unit of sound
- When a child has phonemic awareness, he can break a word up into its individual sounds

- **Phonological awareness is a more general term related to** larger parts of words, such as rhyming, syllables, or word endings like **-at** in **cat**.
- Phonological awareness is critical for learning to read any alphabetic writing system.
- In order to read, a child must be able to break apart the sounds in words
- Research shows that difficulty with phoneme awareness and other phonological skills is a predictor of poor reading and spelling development.
- A phonological weakness will impair a child's ability to decode words (Sally Shaywitz, 2003).
- **Decoding** involves translating printed words to sounds or reading.
- **Encoding** is just the opposite: using individual sounds to build and write words.
- In order to read and write, we must first become **phonologically aware** by acquiring the ability to understand that words are built from smaller sounds or phonemes.

The Simple View of Reading



- The earlier developmental delays are detected and intervention begins, the greater the chance a young child has of achieving his or her best potential.
- Governments and education stakeholders, such as the Stark Griffin™ Dyslexia Academy, around the world are urged to endorse the Commitment to Action on Foundational Learning to ensure all children, including the most marginalized, develop foundational learning to realize their full potential and participate in society.
- Children who cannot read and understand a simple text will struggle to learn anything else in school.
- They are more likely to repeat a grade and more likely to drop out of school.
- They are less likely to benefit from further training and skills programs.
- At a national level, this will lead to worse health outcomes, greater youth unemployment and deeper levels of poverty.
- Every child deserves the dignity and opportunity that foundational learning brings.
- SGDA endeavours to develop an evidence-based foundational learning curriculum for educators.



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

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



STARK GRIFFIN™ DYSLEXIA ACADEMY

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, dysgraphia and dyscalculia to enable HPCSA-registered psychologists, psychometrists, audiologists, speech therapists, occupational therapists and optometrists to subtype Specific Learning Disorders (SLD) in categories and 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 who experiences barriers to learning. 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



SGDA is a registered Professional Development Provider with the HPCSA and SACE.