

Step 2. Self-Reporting Indicators of a Specific Learning Disability

A number of studies have assessed the validity of interview with adults as a means of determining reading difficulties, with ¹research highlighting that the accuracy of retrospective self-reporting correlates well with formal measures of word recognition and learning difficulties.

The following questionnaire developed by ²Smythe and Everatt, (2001) targets literacy skills, word finding and organisation and is broadly used as a self-reporting questionnaire for specific learning disabilities, with high accuracy in predicting the need for further assessment in the area of dyslexia. Please note: It is not recommended that the questionnaire is used by disability practitioners without exploration and clarification that encourages the student to provide examples of their experiences with each question. This is important information that can guide the steps for intervention through accommodations.

		Rarely	Occasionally	Often	Most of the time	Total
1	Do you confuse visually similar words such as cat and cot?	3	6	9	12	
	Notes					
2	Do you lose your place or miss out lines when reading?	2	4	6	8	
	Notes					
3	Do you confuse the names of objects, for example, table for chair?	1	2	3	4	
	Notes					
4	Do you have trouble telling left from right?	1	2	3	4	
	Notes					
5	Is map reading or finding your way to a strange place confusing?	1	2	3	4	
	Notes					

6	Do you re-read paragraphs to understand them?	1	2	3	4	
	Notes					
7	Do you get confused when given several instructions at once?	1	2	3	4	
	Notes					
8	Do you make mistakes when taking down telephone messages?	1	2	3	4	
	Notes					
9	Do you find it difficult to find the right word to say?	1	2	3	4	
	Notes					
10	How often do you think of creative solutions to problems?	1	2	3	4	
	Notes					

		Easy	Challenging	Difficult	Very Difficult	Total
11	How easy do you find it is to sound out words such as e / le / phant?	3	6	9	12	
	Notes					
12	When writing, do you find it difficult to organise your thoughts on paper?	2	4	6	8	
	Notes					
13	Did you learn your multiplication tables easily?	2	4	6	8	
	Notes					
14	How easy do you find it to recite the alphabet?	1	2	3	4	
	Notes					
15	How hard do you find it to read aloud?	1	2	3	4	
	Notes					
Total Score			Name		Date	

Score	Indication	Research Notes (The Adult Checklist was trialled on people who had formal diagnosis of dyslexia and people who had no diagnosis to validate the correlation of the questions with the likelihood of indicators of dyslexia).
Less than 45	Probably Non-Dyslexic	No individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45 on this assessment and therefore it is unlikely that if a person scores under 45, they will be dyslexic.
45 – 60	Showing signs consistent with mild dyslexia	Most of the research participants who were in this category showed signs of being at least moderately dyslexic.
Greater than 60	Signs consistent with moderate or severe dyslexia	All of those who recorded scores of more than 60, were previously diagnosed as moderately or severely dyslexic. Therefore, we would suggest that a score greater than 60 suggests a high likelihood of moderate or severe dyslexia with formal assessment recommended.
<p>Smythe I, Everatt J. 2001. Adult Checklist. Retrieved from http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Adult-Checklist.pdf.</p>		

¹ Lindgren SA, Laine M. (2007). The adaptation of an adult group screening test for dyslexia into Finland-Swedish: Normative data for university students and the effects of language background on test performance. *Scand J Psychol*;48(5):419–432.

² Smythe I, Everatt J. 2001. Adult Checklist. Retrieved from <http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Adult-Checklist.pdf>