

Possible indicators you may observe in your child in the primary years.

Dyslexia	Dysgraphia	Dyscalculia
<ul style="list-style-type: none"> ❖ Lacks confidence and has poor self-image; may manifest low self-esteem and anxiety ❖ Surprising in other ways as bright and often articulate ❖ Longer than average time to complete tasks ❖ Poor concentration ❖ Inconsistent use of direction terms such as “left” and “right”, ordering days of the week, etc. ❖ Difficulty processing language at appropriate speed ❖ Writes letters in the wrong sequence ❖ Difficulty recalling most applicable language e.g. “lamppost” instead of “lampshade” ❖ Leaves letters out of words ❖ Particular difficulty with reading / spelling ❖ When writing, figures and letters around the wrong way ❖ Difficulty remembering letter sequences / alphabet ❖ Difficulty with sequencing for example months of the year, seasons which also transposes to letter sequences ❖ Confuses letters such as “b” with “d” and mixes up words such as “saw” and “was” ❖ Has problems understanding what he / she has read 	<ul style="list-style-type: none"> ❖ Lacks confidence and has poor self-image; may manifest low self-esteem and anxiety ❖ Surprising in other ways as bright and often articulate ❖ Longer than average time to complete tasks ❖ Poor concentration ❖ Inconsistent use of direction terms such as “left” and “right”, ordering days of the week, etc. ❖ Difficulty processing language at appropriate speed ❖ Writes letters in the wrong sequence ❖ Difficulty recalling most applicable language e.g. “lamppost” instead of “lampshade” ❖ Leaves letters out of words ❖ Starting writing from the wrong side of the page (e.g. right to left) or from bottom to top ❖ Continued difficulty with everyday tasks such as getting dressed, tying shoelaces 	<ul style="list-style-type: none"> ❖ Lacks confidence and has poor self-image; may manifest low self-esteem and anxiety ❖ Surprising in other ways as bright and often articulate ❖ Longer than average time to complete tasks ❖ Poor concentration ❖ Difficulty remembering times tables ❖ Still using fingers or marks to do simple computation ❖ Difficulty remembering times tables ❖ Poor sense of direction and time management ❖ Useful checklist: Chinn, Steve. (2012. <i>More trouble with maths</i>, chapter 3, <i>The Dyscalculia Checklist: 31 characteristics that can lead to maths failure.</i>