![Dyslexia Empowering Parents by [Martin  Murphy, Orla Callan]]()Parents, we have designed the following questionnaire to help you as a parent to identify the specific difficulties your child may be experiencing.

No two individuals with dyslexia have exactly the same learning profile and therefore each student will exhibit a different combination of learning difficulties.

While reading through the following aspects of dyslexia, remember that your child will exhibit some of these aspects and not others, and some aspects to a lesser degree than others.

You can read the relevant chapters in ‘**Dyslexia- Empowering Parents’** (available to download for free [www.dyslexia-at-bay.com](http://www.dyslexia-at-bay.com) ) to inform yourself as to

 why the difficulties are occurring.

**Book Content**

**Section 1: Introduction to Empowering Parents**

**Section 2: Phonics – Why some students cannot spell words by sounding them out**

**Section 3: The Perceptual Screen**

**Section 4: Spellings- Using a Visual Strategy**

**Section 5 : Unconscious Learning**

**Section 6 : Writing Stories and Reading Comprehension**

**Section 7 : Eye Tracking Difficulties**

**Section 8 : Sequencing Difficulties**

**Section 9 : Other difficulties experienced by students with dyslexia**

Contact us at info@interestedparents.com to find out more about our programme and how you can help your child.

**READING DIFFICULTIES**

*WHILE READING DOES YOUR CHILD:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relevant****chapter** | **Difficulty experienced** | **Always** | **Sometimes** | **Never** |
| 7 | Read in a hesitant manner? |  |  |  |
| 7 | Run his/her finger underneath the line? |  |  |  |
| 7 | Lose his/her place when reading? |  |  |  |
| 7 | Skip words/lines when reading? |  |  |  |
| 7 | Insert words that are not there? |  |  |  |
| 7 | Re-read same line again? |  |  |  |
| 7 | Read some words backwards? |  |  |  |
| 7 | Complain of tiredness after reading for a period of time? |  |  |  |
| 7 | Complain of headaches/nausea after a period of time? |  |  |  |
| 7 | Complain of words blurring or moving? |  |  |  |
| 7 | Cover/close one eye when reading? |  |  |  |
| 7 | Move his/her head excessively while reading? |  |  |  |
| 7 | Exhibit sensitivity to glare or sunlight while reading? |  |  |  |
| 7 | Read in a monotone voice? |  |  |  |
| 7 | Ignore punctuation? |  |  |  |
| 6 | Enjoy reading?  |  |  |  |
| 6 | Remember the content of the story s/he has read?  |  |  |  |

**SPELLING DIFFICULTIES**

*WHILE SPELLING DOES YOUR CHILD:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relevant****chapter** | **Difficulty experienced** | **Always** | **Sometimes** | **Never** |
| 3 | Forget spellings after a period of time? |  |  |  |
| 2 | Have difficulties sounding out words? |  |  |  |
| 2 | Have difficulty breaking down longer words into constituent parts?  |  |  |  |
| 4 | Insert/omit letters when spelling? |  |  |  |
| 2 | Confuse similar sounding words? |  |  |  |
| 4 | Spell well orally but have difficulty with spelling during free writing? |  |  |  |
| 4 | Have difficulty writing down a word even when dictated? |  |  |  |
| 3 | Spell small words with ease but struggle with long words? |  |  |  |

**WRITING DIFFICULTIES**

*WHILE WRITING DOES YOUR CHILD*:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relevant****chapter** | **Difficulty experienced** | **Always** | **Sometimes** | **Never** |
| 7 | Have difficulty writing along ruled line? |  |  |  |
| 7 | Have difficulty keeping to the margin?  |  |  |  |
| Page 109 | Confuse similar letters: b/d? |  |  |  |
| Page 110 | Write letters or numbers backwards? |  |  |  |
| 6 | Lose the point of the story being written? |  |  |  |
|  | Have lack of or inappropriate use of punctuation? |  |  |  |
| 3 & 7 | Omit words/letter or in the wrong order? |  |  |  |

**NON-LANGUAGE DIFFICULTIES**

 *DOES YOUR CHILD:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relevant****chapter** | **Difficulty experienced** | **Always** | **Sometimes** | **Never** |
| Page 103 | Confuse left and right?  |  |  |  |
| 8 | Have difficulty following a set of oral instructions? |  |  |  |
| 8 | Have difficulty remembering months of the year or days of the week? |  |  |  |
| 8 | Have difficulty remembering Maths tables? |  |  |  |
| 7 | Exhibit poor concentration skills? |  |  |  |
| 7 | Get easily distracted? |  |  |  |
| 3 | Have difficulty copying down from the board in school? |  |  |  |
| Pages109-111 | Have difficulty learning to tell the time? |  |  |  |
| 7 | Show signs of clumsiness? |  |  |  |
|  | Have poor self-image or low self-esteem? |  |  |  |

**What is the dyslexia@bayTM System?**

The dyslexia@bayTM System is a comprehensive system to deal with all of the following aspects of dyslexia:

* Long-term recall of spellings

Students are unable to remember a spelling after one, three or nine days. A student has only learned to spell successfully if she/he can remember spellings one month later.

* Sound blending difficulties

Students are unable to successfully read or spell by the “sound” of words.

* Mechanical reading difficulties

Students reading without fully remembering what they are reading

* Eye-tracking difficulties

Students running their finger underneath the line when reading, otherwise losing their place on the page, skipping lines, reading the same line again, leaving out small words such as “of” or “a”, or becoming “tired” after reading for a relatively short period of time.

* Sequencing difficulties

Students are unable to follow a set of instructions, e.g. “Go to your bedroom, get your slippers underneath your bed, pajamas underneath your pillow, and the book beside your bed and bring them to me”. Many individuals with dyslexia cannot follow more than two instructions at a time.

* Writing difficulties

Students are unable to put thoughts down on paper in a logical order and hence underachieving in written work in school, despite the fact that they can relate the story orally. Teachers often observe that the student “performs well in the classroom but gets disappointing results in exams”.

**Why did the dyslexia@bayTM System evolve?**

No two people with dyslexia have exactly the same difficulties or learning profile and therefore logically there needs to be an individual solution for each individual case. The dyslexia@bayTM System is a systematic approach to diagnose the individual learning needs of each individual child or adult. The dyslexia@bayTM Programme is tailored and modified to meet these individual needs. During the consultation the student immediately experiences the benefits of the dyslexia@bayTM Programme

and hence is motivated to continue the programme at home.

**The role of the dyslexia@bayTM Association?**

Publishers of books “Dyslexia An Explanation” and “Dyslexia Empowering Parents” written in everyday language for parents and teachers to give an explanation and understanding of the signs and symptoms of dyslexia.

www.dyslexia-at-bay.com

* Irish based organisation helping people with dyslexia in seven countries worldwide.
* Work on a one-to-one basis with adults and children with dyslexia.
* Workshops on dyslexia conducted for teachers from over 500 schools in Ireland and England.
* On-going research in the area of learning:

Developed the unique Murphy Reading Programme [www.murphyreading.com](http://www.murphyreading.com) for 4- 6 year olds and a Visual Study Skills Programme Learning4Learning [www.learning4learning.com](http://www.learning4learning.com)

**What happens during a dyslexia@bayTM Consultation?**

* Before a dyslexia@bayTM Consultation is arranged the parent is requested to answer a series of questions by telephone regarding the profile of the child.
* Two consultations with parent (who is present at all times) and child which includes diagnosis and individual training in reading methods, mental skills and eye-tracking exercises to help deal with the difficulties of dyslexia.
* After the consultation in general a 28-day programme of the required skills is carried out at home by the child with the aid of the parent, who has been instructed during the consultation.