**Dyslexia**

**Adult Checklist/Screening Tool**



**Results from the Adults Test - what it all means.**

The research and development of the checklist has provided a valuable insight into the diversity of difficulties and is a clear reminder that every individual is different and should be treated and assessed as such. However, it is also interesting to note that a number of questions, the answers to which are said to be characteristics of dyslexic adults, are commonly found in the answers of non-dyslexics.

It is important to remember that this test does not constitute an assessment of one’s difficulties. It is just an indication of some of the areas in which you or the person you are assessing may have difficulties. However, this questionnaire may provide a better awareness of the nature of an individual’s difficulties and may indicate that further professional assessment would be helpful.

Whilst we do stress that this is not a diagnostic tool, research suggests the following:

* **Score less than 45** - probably non-dyslexic.
	+ Research results: no individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45 and therefore it is unlikely that if you score under 45 you will be dyslexic.
* **Score 45 to 60** - showing signs consistent with mild dyslexia.
	+ Research results: most of those who were in this category showed signs of being at least moderately dyslexic. However, a number of persons not previously diagnosed as dyslexic (though they could just be unrecognised and undiagnosed) fell into this category.
* **Score Greater than 60** - signs consistent with moderate or severe dyslexia.
	+ Research results: all those who recorded scores of more than 60 were diagnosed as moderately or severely dyslexic. Therefore, we would suggest that a score greater than 60 suggests moderate or severe dyslexia. Please note that this should not be regarded as an assessment of one’s difficulties. But if you feel that a dyslexia-type problem may exist, further advice should be sought.

Copyright Ian Smythe and John Everatt, 2001