

# School

## Lucid Adult Dyslexia Screening - Individual Report

**Anthony Appletree**

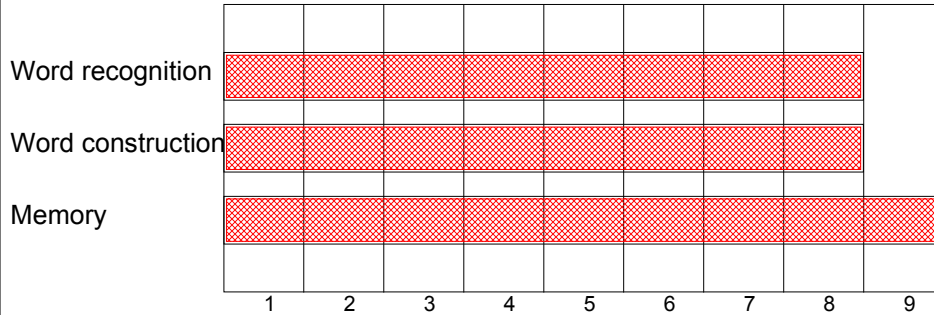
User ID: APPANN472DBM

DOB: 11/03/89

Age when assessed: 17:09

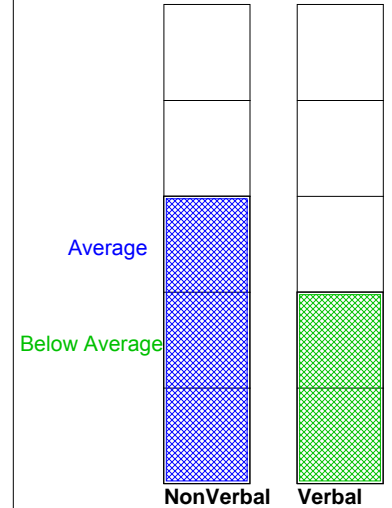
Printed on: 17/01/2007

### Graphical Profile



**Probability of dyslexia: High**

### Reasoning Ability



### Guidance for interpretation

Major difficulties shown in the Word Construction, Word Recognition and Working Memory tests.

These results are unexpected even though overall general ability is below the average range. Dyslexia is therefore suspected, but results should be treated with caution. For assistance in interpreting and acting on these findings please consult the Administrator's Manual.

### Assessor's comments

This young man, aged 17, who was in a youth offender institution, had a very disadvantaged background and experienced many disruptions to his education from age 11 onwards. His tested reading skills were equivalent to those of an average 12 year-old and his spelling skills in the bottom 1% of his age group. He had poor oral vocabulary knowledge (reflected in his below average verbal reasoning score) but his non-verbal reasoning was in the average range. He had good practical skills and loved tinkering around with cars (in fact, his period in this secure institution was as a direct result of several incidents of taking cars without the owners' consent). He had plans to become a motor mechanic but needed to improve his literacy skills in order to undertake the necessary training.

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### Tanja Subject B

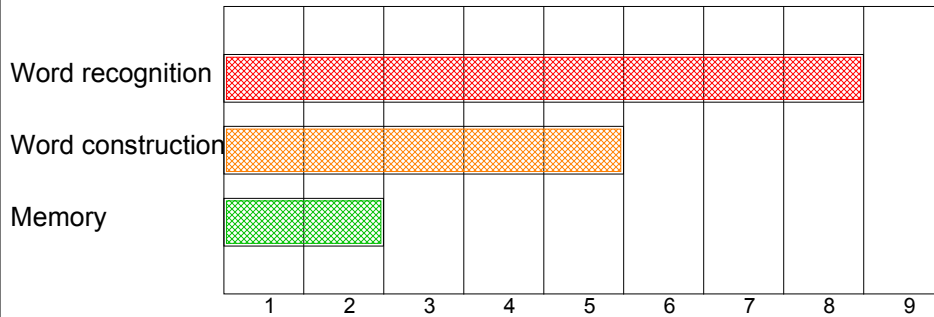
User ID: SUBCPO288QDE

DOB: 15/09/83

Age when assessed: 22:03

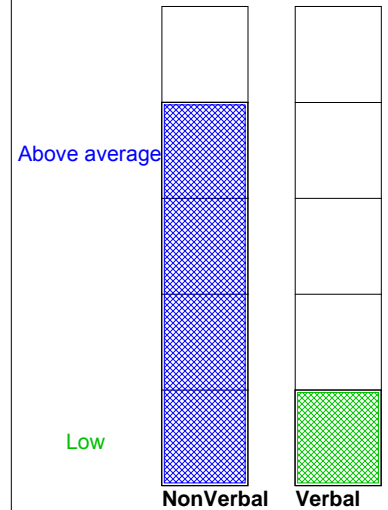
Printed on: 24/01/2006

#### Graphical Profile



**Probability of dyslexia: Low**

#### Reasoning Ability



#### Guidance for interpretation

Major difficulties shown in the Word Recognition test.

Some weaknesses shown in the Word Construction test.

Cognitive difficulties revealed by LADS Plus are more likely to be due to overall general ability being below average rather than to dyslexia. For assistance in interpreting and acting on these findings please consult the Administrator's Manual.

No difficulties shown in the Working Memory test.

#### Assessor's comments

Where the profile contains a high score for word recognition and a moderate score for word construction but a low score for memory it is worth exploring with the client whether or not their difficulties are the result of a lack of opportunity to develop literacy skills due to such factors as mentioned previously which might well indicate a true lack of basic literacy skills as opposed to a dyslexic difficulty. Taking a similar approach to developing skills as that which would be taken with a dyslexic client may still be appropriate and bring significant benefits. To illustrate this we consider the case of a young woman aged 23 in a basic skills class. She was a refugee who came to Britain in 1999, during the war in Bosnia. She has been working as a kitchen helper and subsequently waitress in a hotel, during which time her spoken English has improved considerably. Recently she decided she needed to be able to read and write in English to improve her employment prospect and so has been attending adult literacy education classes. As a routine measure, LADS Plus was administered and the results are shown in Figure 16. From this it can be seen that her non-verbal reasoning was in the above-average range. However, her verbal reasoning score is low, and her Word Recognition score is high/red (8), indicating that she has little ability to recognise real English words. Both these results probably reflect the fact that there are many aspects of spoken and written English that she has yet to master. But her Word Construction score is moderate/amber (5), indicating that she has acquired some skills in recognising the sounds of syllables and linking them up with her very limited knowledge of English orthography. Finally, her Memory score is low/green (2), indicating that there are no problems with her working memory. The automatic interpretation algorithm has classified this young woman as having a 'low' probability of dyslexia. Indeed, her poor performance on Word Recognition is to be expected in view of her background. If we therefore put that result to one side we can see that there is not a great deal of evidence to support the view that she has dyslexia. Her teachers can therefore be reasonably confident that with conscientious application to an adult literacy course, she should be able to develop a satisfactory standard of English literacy as well as continuing to develop her spoken English proficiency.

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### Sarah Subject A

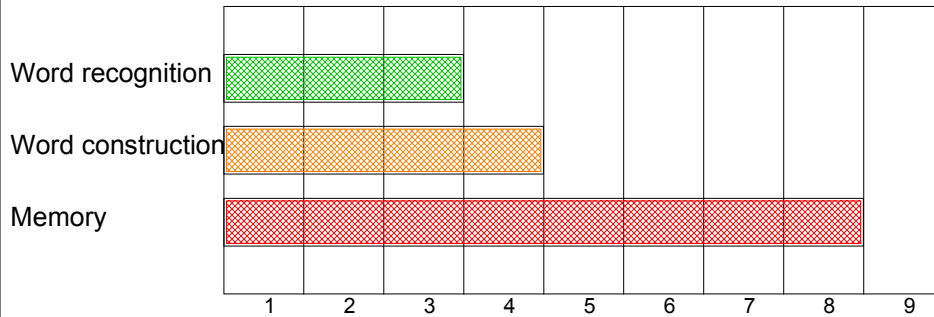
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DOB: 16/04/89

Age when assessed: 17:08

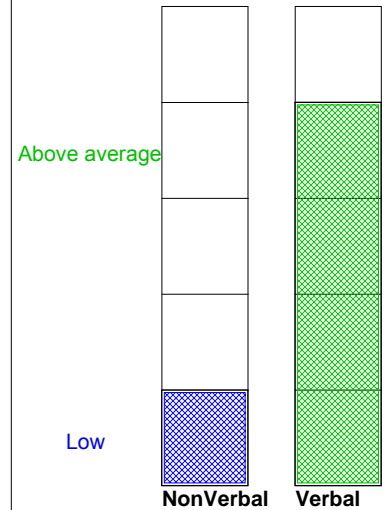
Printed on: 16/01/2007

#### Graphical Profile



**Probability of dyslexia: Moderate**

#### Reasoning Ability



#### Guidance for interpretation

Major difficulties shown in the Working Memory test.

Some weaknesses shown in the Word Construction test.

This is unexpected in view of overall general ability (see scores for verbal and nonverbal reasoning) and thus appropriate action is indicated. For assistance in interpreting and acting on these findings please consult the Administrator's Manual.

No difficulties shown in the Word Recognition test.

#### Assessor's comments

Sarah is a 17 year-old juvenile offender with a history of shoplifting and handling stolen goods. No other members of her family have criminal records. Her parents are both in employment and her older brother is an apprentice bricklayer. She has one other sibling: a sister, aged 14, who is doing well at school. Sarah fell out with her parents because of her drug taking habits and as a result left the family home six months ago. At school she had been an argumentative and rebellious pupil who left at age 16 with minimal qualifications. She had been working on a production line in a local factory but was dismissed after a vociferous argument with a supervisor. Sarah is currently being supervised by the Youth Offending Team, which administered LADS Plus as part of routine screening of its clients. Her results show that she has above average verbal ability but low nonverbal ability. LADS Plus has classified Sarah as having a moderate probability of dyslexia. In particular, her very poor Working Memory result is strongly suggestive of dyslexia, and although her Word Recognition and Word Construction results are not typical of dyslexia, they are nevertheless consistent with her above average verbal intelligence.