

Lucid Rapid Dyslexia Screening - Individual Report

Jones Gemma

ID: JONGEM030LLO

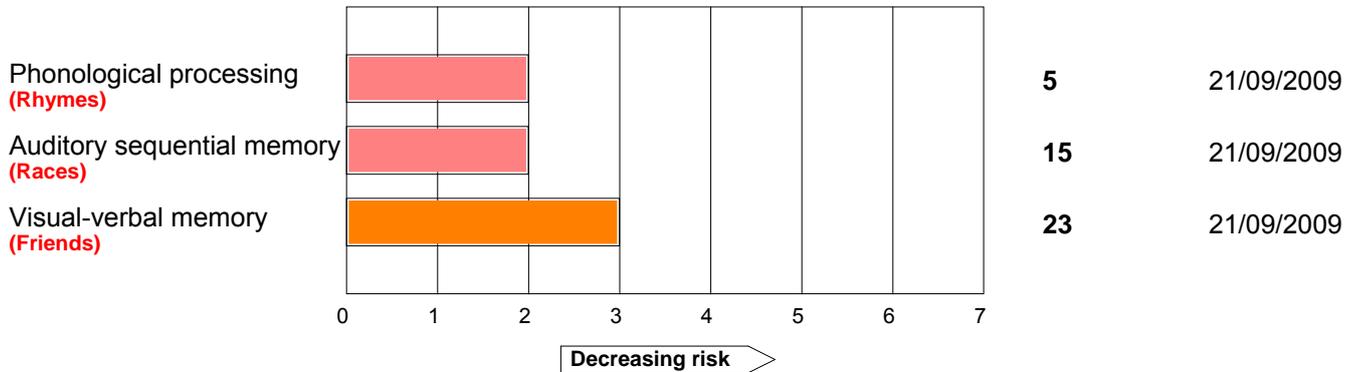
DOB: 22/12/2002 Age when assessed: 6:09

Printed on: 22/09/2009

Graphical Profile

Centiles

Dates



Probability of dyslexia: High

Guidance for interpretation

Mild difficulties shown on the Phonological Processing test
Mild difficulties shown on the Auditory Sequential Memory Test
Borderline difficulties shown on the Visual-verbal Integration Memory Test
These results indicate a probability of dyslexia which is: High
Please see the Administrator's Manual for further guidance.

Assessor's comments

Case study 1 - High Probability of Dyslexia

Gemma (aged 6 years 9 months) made satisfactory early progress in reading but now seems to have hit a barrier and is falling steadily behind the other children in her class. She enjoys stories but prefers being read to rather than to read them herself. When she does read she makes a lot of mistakes and guesses at words she does not recognise rather than sounding them out phonically. As a consequence she often misunderstands what she is reading. Lucid Rapid has rated Gemma as having a 'high' probability of dyslexia. She has significant weaknesses in both phonological processing and short-term auditory sequential memory. However, her visual-verbal integration memory is a little better. It is most likely that in her literacy development she has been relying largely on her visual memory and this enabled her to survive the first couple of years in school. But this has left her unable to decode new or unfamiliar words by sounding them out; in other words, she is struggling with phonics. Many children find phonics hard to learn and a great deal depends of the skill of the teacher in teaching these skills. In Gemma's case, poor memory and underlying phonological difficulties point fairly strongly to dyslexia.

If a more detailed understanding of Gemma's difficulties is required, it is recommended that she should be tested on Lucid CoPS Cognitive Profiling System. Among other things, this would provide assessment of her visual memory and auditory discrimination, and thus enable a clearer diagnosis to be made.

Important note

Lucid Rapid is a scientifically validated dyslexia screening program but it does not purport to provide full diagnostic evidence of dyslexia. Lucid Research Limited accepts no liability for decisions taken on the basis of Lucid Rapid results, as these are outside the company's control.

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Smith Jake

ID: SMIJAK200ONF

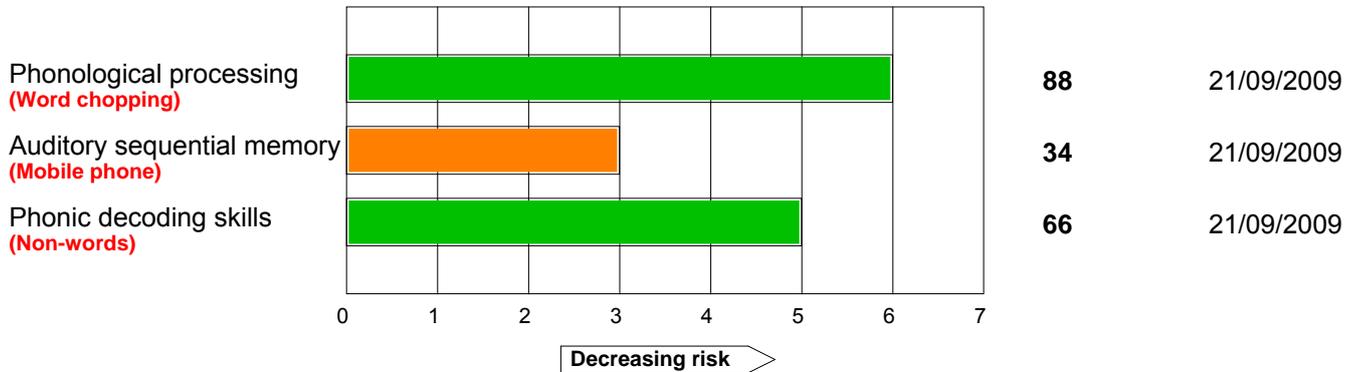
DOB: 22/08/1999 Age when assessed: 10:01

Printed on: 22/09/2009

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Probability of dyslexia: Low

Guidance for interpretation

No difficulties shown on the Phonological Processing test
Borderline difficulties shown on the Auditory Sequential Memory Test
No difficulties shown on the Phonic Decoding Skills Test
These results indicate a probability of dyslexia which is: Low
Please see the Administrator's Manual for further guidance.

Assessor's comments

Case study 2 - Low Probability of Dyslexia

Jake (10y 1m) is an average boy who prefers most things to reading and writing. He is good at sports and spends most of his time out of doors playing football, cycling and skateboarding. When he is indoors he is inseparable from his computer games console. In school he is popular but does the minimum to get by in his work. Recent poor school reports have caused his parents to query whether he might have dyslexia and so he was tested on Lucid Rapid and the results are shown above. Lucid Rapid rated the probability of Jake having dyslexia as 'low'. It is not difficult to see why. His phonological processing ability and phonic decoding skills are both above average for his age. His short-term auditory sequential memory is a little below average, but by itself this does not give great cause for concern. On the basis of these results there is no cognitive reason why Jake should under perform in literacy and school work generally. In other words, no evidence for dyslexia. Most likely he simply lacks interest in such pursuits and consequently lacks the practice and experience that is essential to develop fluent and efficient reading and writing skills. A more detailed understanding of Jake's case could be obtained by testing him on LASS Junior, which would also enable regular monitoring of his progress in reading and spelling. If Jake needs assistance in learning material for tests and examinations, the program Time to Revise would be very useful.

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Patel Nita

ID: PATNIT831XKO

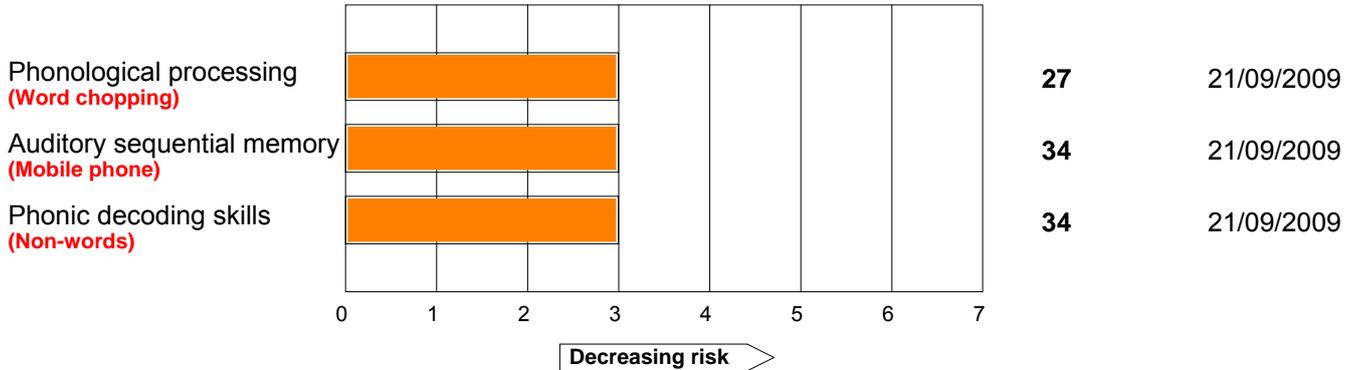
DOB: 22/02/1997 Age when assessed: 12:07

Printed on: 22/09/2009

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Probability of dyslexia: Moderate

Guidance for interpretation

Borderline difficulties shown on the Phonological Processing test
 Borderline difficulties shown on the Auditory Sequential Memory Test
 Borderline difficulties shown on the Phonic Decoding Skills Test
 These results indicate a probability of dyslexia which is: Moderate
 Please see the Administrator's Manual for further guidance.

Assessor's comments

Case study 3 - Moderate Probability of Dyslexia

Nita (aged 12y 7m) has Anglo-Indian parentage and has lived in the UK for about four years. Prior to that she was educated in India and when she first came to the UK her written and spoken English was not strong. Since then she has made good progress and her oral ability in English is now rated above average, but she is still well below average in reading and spelling and her written work fails to come up to expected standards. She is a quiet, well-behaved girl who lacks confidence and does not draw attention to herself. General screening of the whole school year with Lucid Rapid yielded the results shown. Lucid Rapid rated the probability of Nita having dyslexia as 'moderate'. Her scores for all three tests were in the 'borderline' category. Her previous inexperience in English, which obviously complicates the interpretation, might account for her rather weak phonic skills, but is a less satisfactory explanation for her weak phonological processing ability and not a tenable reason for the weak auditory sequential memory result. Her results may have also been affected by poor confidence. Nevertheless, there is a bona fide reason for further investigation of Nita's case. She could be tested in more detail using LASS Secondary, which should enable a clearer diagnosis to be made, or she could be referred to an educational psychologist for full assessment.

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