

# Academic Skills Disorders

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D  
A  
N**



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Y  
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There are many reasons why someone would find academic skills difficult. In order to help us evaluate your child's condition, please ensure that you answer all the questions listed below. You must indicate " N" Only if you are definite that the symptom does not apply, other wise " Y" should be ticked. You may wish to add your comments and any other relevant observation in the comments box.

1. Difficulties in following verbal/written instructions Y/N
2. Difficulties in hearing/history of ear infections Y/N
3. Difficulties in telling time (watch or clock) Y/N
4. Difficulties in finding the right words to express him/herself\* Y/N
5. Poor Hand/Eye coordination (cannot do parallel lines, patterns) Y/N
6. Easily distracted/ Short attention span/ forgets aim of exercise Y/N
7. Tendency to reverse letters (e.g. d/b, p/q) or miswrite( s/z, x/v,n/h) Y/N
8. Poor Reading Skills, cannot get the meaning of the story read Y/N
9. Reads or writes words in reversal (e.g. was=saw) Y/N
10. Reluctant to read aloud or to read to others Y/N
11. Poor homework and presentation of written work Y/N
12. Great efforts and labour in completing homework or simple task Y/N
13. Poor or little if any organizational skills Y/N
14. Difficulties in copying from books/ class board/ OHP Y/N
15. Becomes frustrated with tasks leading to tantrums/bad tempers Y/N
16. Poor self esteem when associated with literacy difficulties Y/N
17. "It is unfair" and "why me" attitude when own peers do better Y/N
18. Good oral communications but reluctance to put ideas in writing Y/N
19. Poor/gross mistakes with simple words/ may miss simple words Y/N
20. Good at practical skills: Drawings/ DIY/Tools/manual projects Y/N
21. Poor Short term memory or poor working mental memory(Maths) Y/N
22. Difficulties with sequence/ logic /number or words relationship Y/N
23. Difficulties with place /ratio/ fraction or estimation value Y/N
24. Difficulties in estimating answers/time/distance Y/N
- 25 Using fingers to estimate/count or relate to mathematical answers Y/N

26. Misreads / substitutes familiar words: house=home/ mother=mom	Y/N
27. Reluctance at having a go: Reading complex words/ simple tasks	Y/N
28. Drifts away from looking at texts when reading or loses place	Y/N
29. Little or no expression /intonation with reading	Y/N
30. Does not recognize the same word on next page or else where	Y/N
31. Use of fingers with reading and gets irritable with reading	Y/N
32. Attempts to spell phonetically as a rule	Y/N
33. Difficulties in distinguishing vowels sounds and combination	Y/N
34. Poor use of capital letters and punctuation	Y/N
35. Erratic use of capital letters/ uses capitals in mid word	Y/N
36. Messy handwriting to hide poor spelling/ dislikes handwriting	Y/N
37. Negativism / bad temper when faced with school /academic tasks	Y/N
38. Cannot read or make sense of what was written	Y/N
39. Dictation is fair but copying is poor to impossible	Y/N
40. Word Blindness/ missing out words and skipping with reading	Y/N
41. Complains that words move/ shake/flutter/ disappears etc.	Y/N
42. Mixing Colours and cannot comprehend nearest colour match	Y/N
43. Cannot catch ball or objects thrown towards him/her	Y/N
44. Difficulties in standing on one leg/ balance a problem	Y/N
45. Sits too close to television or near objects	Y/N
46. Shades away from sunlight, prefers to watch TV in darker rooms	Y/N
47. Cannot make conversation / poor social skills	Y/N
48. Lack of confidence in shops/ activities/ visits	Y/N
49. Resents/dislikes some teachers/ unwillingness to attend classes	Y/N
50. "Dizzy head" attitude: forgets where he/she left/put things	Y/N

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*Please ask your child to copy the following pattern 3-5 times unaided:*

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β \_\_\_\_\_

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Please ask your child to copy the following sentence:

Peter wants to make a car to play with. He wants to make a car like Daddy's." I want to make it red, and we can have fun with it", says Peter. Daddy helped Peter to make the car and it looks nice.

**ZEIDAN INSTITUTE OF VISUAL SCIENCE  
& CONTACT LENS CENTRE**

1 Silver Street- Tamworth -Staffordshire-England

Tel. +44(0)1827 54411/21 Fax. +44(0)1827 54451

*Keratoconus, Astigmatism, Corneal Disfiguration, Dyslexia, Academic Skills Disorders, Dyspraxia., Nystagmus, Contrast Sensitivity Disorders, Prosthetic lenses, Colour Deficiency, Contact Lens Disorders, Orthokeratology*

Full Name: \_\_\_\_\_ Date of birth \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Post Code: \_\_\_\_\_

Day Contact telephone Number: \_\_\_\_\_ Home/Office\*  
(Please delete one)

E-Mail: \_\_\_\_\_

School's name (if applicable) \_\_\_\_\_

Address: \_\_\_\_\_

Head/Teacher's name: \_\_\_\_\_

GP name& address: \_\_\_\_\_

Medication if any /or any current treatment:

\_\_\_\_\_  
\_\_\_\_\_

Additional comments that may be appropriate and may be of value:

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



v-	Sequential Test
vi-	Spatial Test
vii-	Matrix
viii-	LUCID/LASS
ix-	Others:

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Tests carried out by: \_\_\_\_\_ Date of tests: \_\_\_\_\_

## Inspiration that lead to writing this book

As an optometrist, I have observed many cases of academic difficulties that appear to have been associated with dyslexia. The title appears to be liberally applied to any child or adult who have had the misfortune of visual dyslexia. Yet almost in all cases, to so many, the condition attributed and its title meant little. Parents and suffers alike searched for better resolution to “*the problem*” for there was obvious awareness of something wrong. They knew there was a long journey to possible resolution; however there was confusion as to how and where was the answer.

Labelling underachieving children as dyslexics may give some comfort, and place the child in a position of excuse to perform, yet from experience and history, we are fully aware of many so called dyslexics who went on to become society icons and very successful entrepreneurs.

Dyslexia often identified, assessed and investigated by many researchers and scientists as “*a problem associated with learning and the way the mind develops its cognitive ability*”. It has been dressed and re-dressed with different fashion and mode was of the popular season. Various methods and different approach were born each with its own style on how to deal with it. Considerable attention from media, society, and commerce was stirring; it was a circus coming to town!

Dyslexia is a concern in many industries, as it appears to have an impact at all levels of education, ultimate employment, future training, past experience and acquisition of new skills. It is widely accepted that much can be achieved to help sufferers fulfil their potential and aspire to their dreams.

Almost in all cases of dyslexia, the concept of visual dyslexia was identified as a cause of serious concern. It is widespread and has become an increasing currency and an industry in its own right. The awareness of Visual Dyslexia has almost certainly increased and has become a topic that engages parents, teachers and clinicians. These activities has boosted its understanding in terms of aetiology, identification, differentiation and potential therapy. Many of these principles remain characterised by controversy and are beyond the scope of this book.

The aim of this book is to help clarify one part of dyslexia. How to understand and deal with visual dyslexia through a journey that many of subjects had to endure in

order to achieve effective results and potential resolution through their determination, belief and hard work.

One of the aims of this book is to acknowledge the successes in effective training to overcome visual dyslexia and associated learning dysfunctions. By opening a small window of insight into the studies and observation made further strategies and resources may then supplement the resolution of visual dyslexia and learning skills disorder.

Chaaban Zeidan BSc. FCOptom MSc. PGD.BCOIP (*Ocular therapeutics*)  
**Consultant optometrist**

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