**Dyslexia Screening Questionnaire**

*(For Parents, Teachers, or Self-Assessment for Older Individuals)*

This questionnaire helps identify potential signs of dyslexia. It is not a diagnostic tool but can indicate whether further assessment by a specialist is necessary.

**Section 1: General Information**

* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Age: \_\_\_\_\_\_\_\_\_\_\_
* Grade/Occupation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Date: \_\_\_\_\_\_\_\_\_\_\_

**Section 2: Early Childhood Development *(For parents/guardians of young children)***

1. Did the individual have delayed speech development (e.g., first words after 18 months)? **(Yes/No)**
2. Were there difficulties learning nursery rhymes or songs? **(Yes/No)**
3. Did they struggle with recognizing letters, numbers, or colors at an early age? **(Yes/No)**
4. Did they have trouble remembering sequences (e.g., days of the week, the alphabet)? **(Yes/No)**

**Section 3: Reading Skills**

1. Does the individual confuse similar-looking letters (e.g., "b" and "d", "p" and "q")? **(Yes/No)**
2. Do they have difficulty sounding out unfamiliar words? **(Yes/No)**
3. Do they skip or substitute words when reading aloud? **(Yes/No)**
4. Do they read significantly slower than peers? **(Yes/No)**
5. Do they struggle with reading comprehension (understanding what they read)? **(Yes/No)**

**Section 4: Writing and Spelling Skills**

1. Does the individual have poor spelling, often spelling the same word differently in the same document? **(Yes/No)**
2. Do they struggle with organizing thoughts in writing? **(Yes/No)**
3. Do they frequently make letter reversals in writing (e.g., "was" instead of "saw") beyond early childhood? **(Yes/No)**
4. Do they have difficulty copying text accurately from a board or book? **(Yes/No)**

**Section 5: Memory and Processing**

1. Do they have trouble remembering instructions or sequences? **(Yes/No)**
2. Do they struggle with recalling names, dates, or facts? **(Yes/No)**
3. Do they have difficulty with left and right directions? **(Yes/No)**
4. Do they often misplace or forget items (e.g., homework, keys)? **(Yes/No)**

**Section 6: Math and Numbers**

1. Do they struggle with remembering multiplication tables or basic arithmetic facts? **(Yes/No)**
2. Do they have difficulty understanding word problems in math? **(Yes/No)**
3. Do they confuse mathematical symbols (e.g., +, -, x, ÷)? **(Yes/No)**

**Section 7: Attention and Emotional Impact**

1. Do they experience frustration or anxiety related to reading and writing? **(Yes/No)**
2. Do they avoid reading aloud or writing assignments? **(Yes/No)**
3. Do they show signs of low self-esteem due to academic struggles? **(Yes/No)**

**Scoring & Interpretation**

* **0-5 "Yes" responses** → Likely typical learning variation. No immediate concerns.
* **6-10 "Yes" responses** → Possible mild difficulties. Consider targeted support.
* **11-15 "Yes" responses** → Moderate risk of dyslexia. A professional evaluation is recommended.
* **16+ "Yes" responses** → High risk of dyslexia. Formal assessment by a specialist is strongly advised.

**Section 1: Phonological Awareness (Sound Recognition & Manipulation)**

1. Do these words rhyme? *(Yes/No responses)*
   * Hat & Bat
   * House & Mouse
   * Dog & Car
2. **What word do you get if you remove the first sound from "cat"?** *(Expected: "at")*
3. **Which word rhymes with "ball"?** *(Options: tall, dog, run – Expected: tall)*
4. **What is the first sound in "sun"?** *(Expected: "s")*
5. **Say "frog" backward.** *(Expected: "gorf")*

**2. Vocabulary Understanding**

1. **What is the opposite of "hot"?** *(Cold)*
2. **What is another word for "happy"?** *(Joyful, glad, excited)*
3. **Can you name three things that fly?** *(Examples: Bird, airplane, butterfly)*
4. **Point to the picture that shows someone feeling sad.** *(Use a set of images with different emotions.)*
5. **Which of these objects is a type of fruit?** *(Options: Chair, Apple, Car)*
6. **Can you find the word "fish" in this list?** *(dog, sun, fish, car, rain)*
7. **Which of these words is the longest?** *(car, elephant, bat – Expected: elephant)*

**3. Sentence Comprehension**

1. **Which sentence makes sense?** *(Choose the correct one)*
   * "The dog flew in the sky."
   * "The dog ran in the park."
2. **Listen to these two sentences. Are they the same or different?**
   * "The cat chased the mouse."
   * "The mouse chased the cat."
3. **Can you complete this sentence?**
   * "At night, the sky is \_\_\_\_." *(Expected answer: dark, black, full of stars, etc.)*

**4.Logical Reasoning**

15. Can you tell what comes next in a simple pattern? *(Example: Red, Blue, Red, Blue, \_\_?)*

**16. What comes next in this sequence?** *(Apple, banana, apple, banana, \_\_\_? Expected: Apple.)*

1. **Why do we wear a coat in the winter?** *(Expected answer: To stay warm.)*
2. **What should you do if you spill water on the floor?** *(Expected answer: Clean it up.)*
3. **What would you say if you accidentally bump into someone?** *(Expected answer: "Sorry" or "Excuse me.")*
4. **If you are hungry, what should you do?** *(Expected answer: Eat food, ask for a snack, etc.)*

**Section 5: Reading Comprehension**

*(Read the sentence and answer the question.)*

**10.**"Sara lost her teddy bear. She looked under her bed, but it wasn’t there. Then she checked the sofa and found it. Where was the teddy bear?" *(Answer: On the sofa.)*  
11. **"The boy ate an apple. What did he eat?"** *(Expected: Apple.)*  
12. **"The cat climbed the tree because it was scared. Why did the cat climb?"** *(Expected: It was scared.)*  
13. **"Sally bought five apples. She gave two to her friend. How many does she have left?"** *(Expected: Three.)*  
14. **"John’s shoes were too small, so he bought a bigger size. Why did John buy new shoes?"** *(Expected: His shoes were too small.)*  
15. **"Tom forgot his umbrella. What might happen if it rains?"** *(Expected: He will get wet.)*

Handwriting

Copy the following paragraph:

"The little brown dog ran across the garden to chase a red ball. The wind blew softly, and the leaves danced in the air. Suddenly, a cat jumped onto the fence, watching the dog with curious eyes. The dog barked happily, wagging its tail, and the cat quickly disappeared behind the bushes."

**Section 1: Number Sense and Recognition**

1. Can you count from 1 to 20? *(Observe if the child skips numbers or loses track.)*
2. Can you say the number that comes after 7? *(Expected: 8)*
3. Can you say the number that comes before 12? *(Expected: 11)*
4. Point to the biggest number: *(Options: 5, 12, 3 – Expected: 12)*
5. If you have 3 apples and I give you 2 more, how many do you have? *(Expected: 5)*

**Section 2: Basic Arithmetic**

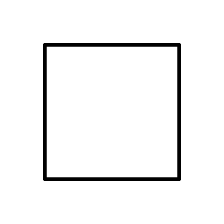
1. What is 2 + 3? *(Expected: 5)*
2. What is 6 - 2? *(Expected: 4)*
3. Can you double the number 4? *(Expected: 8)*
4. What is half of 10? *(Expected: 5)*
5. If you have 10 candies and give away 4, how many are left? *(Expected: 6)*

**Section 3: Number Sequencing and Patterns**

1. Fill in the missing number: 2, 4, \_\_, 8, 10 *(Expected: 6)*
2. What comes next: 5, 10, 15, \_\_? *(Expected: 20)*
3. Which number is missing? 3, \_\_, 9, 12 *(Expected: 6)*
4. Arrange these numbers in order from smallest to largest: *(Options: 9, 2, 5 – Expected: 2, 5, 9)*

**Section 4: Spatial Awareness & Number Alignment**

1. Select the number three.(3,E,8)
2. Select the number six (6,9,P)
3. Can you match the number of objects to the correct numeral? 
4. Select the square. *(Observe spatial alignment.)*



**Section 5: Memory & Math-Related Language**

1. What number is between 3 and 5? *(Expected: 4)*
2. If today is Monday, what day is tomorrow? *(Expected: Tuesday)*
3. Which is more: 3 dimes or 2 quarters? *(Expected: 2 quarters)*
4. If a pizza is cut into 4 pieces and you eat 2, how much is left? *(Expected: 2 pieces or ½ of the pizza.)*