

Dyslexia/Reading Disability Or Neuro-Visual deficits

Can you tell the difference?

Symptoms caused by Dyslexia or Reading Learning Disabilities http://www.dyslexia.com/library/symptoms.htm	Symptoms caused by Neuro-Visual skill deficits
Appears bright, highly intelligent, and articulate but unable to read, write, or spell at grade level	Unable to read, spell or write at grade level. Appears intelligent and verbally articulate but unable to perform successfully at visual or written tasks.
Labelled lazy, dumb, careless, immature, "not trying hard enough," or "behavior problem."	Teachers report that child is "lazy" or "careless". May have reports of being a behavior problem. Peers label child "dumb".
Isn't "behind enough" or "bad enough" to be helped in the school setting.	May not be behind enough to qualify for learning assistance. Teachers blame student for not working hard enough.
High in IQ, yet may not test well academically; tests well orally, but not written.	Performs well on oral tests and with manipulatives but not written. May have high IQ but cannot demonstrate knowledge in written form.
Feels dumb; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.	Easily frustrated by school. Gets emotional about testing or activities involving written words. Feels dumb and not equal to their classmates. Often has poor self-esteem.
Seems to "Zone out" or daydream often; gets lost easily or loses track of time. Difficulty sustaining attention; seems "hyper" or "daydreamer."	Is easily distracted. Appears to daydream or lose track of time. Has difficulty sustaining attention to written tasks.
Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.	Excels at hands-on-experiences. Does well verbally or when using manipulatives. Does not do well with visual tasks.
Complains of dizziness, headaches or stomach aches while reading.	May complain of headaches or dizziness whenever focusing on fine-motor tasks or when playing sports.
Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.	Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.
Complains of feeling or seeing non-existent movement while reading, writing, or copying.	May see extra movement of letters or words while reading or writing. Can complain of seeing two of things when there is only one.

Extremely keen sighted and observant, or lacks depth perception and peripheral vision.	Lacks depth perception or peripheral vision. Has issues with judging distance or depth.
Reads and rereads with little comprehension.	Appears to have little comprehension after reading.
Spells phonetically and inconsistently.	Weak speller. Relies on phonetics rather than memory.
Trouble with writing or copying; pencil grip is unusual; handwriting varies or is illegible.	Has difficulty writing or copying.
Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks; prone to motion-sickness.	Is not successful with ball or team sports. Is seen to be clumsy and uncoordinated. Has difficulties with tasks that require fine and/or gross motor skills and can be prone to motion-sickness.
Can be ambidextrous, and often confuses left/right, over/under.	Often confuses left and right.
Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.	Cannot tell time on analog clocks.
Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.	Relies on manipulatives for Math. Shows dependence on finger counting or other concrete methods. Understands math concepts but cannot demonstrate them in written form.

Symptoms caused by Dyslexia or a Reading Disability cannot be treated. However symptoms caused by Neuro-Visual deficits can be treated and in the majority of cases, eliminated completely.

Read More: <http://www.thevisualprocess.com/>