



Enhancing Digital Tools for an Inclusive Dyslexia Adult Education

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Report with evidenced-based Indicators
of
Dyslexia In Adult learners

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Introduction

An absent element in many adult education preparation programs is sufficient knowledge and awareness on dyslexia and how to effectively remediate and cope with this disorder in adult classes. Dyslexia is one of the specific disabilities about which educational professionals are beginning to sense an urgency to gain further knowledge and skills.

Dyslexia is a learning disability that affects reading abilities. It is one of the most common learning disabilities, and often co-occurs with other conditions like attention deficit disorder (ADHD or ADD). Adults with both conditions, especially if undiagnosed, may face adverse effects ranging from poor academic and work performance to low self-esteem. Once diagnosed, adults with dyslexia can benefit from accommodations in school, the workplace, and at home that can help them compensate for challenges and perform to the best of their abilities.

Indeed, studies show that there is a sense of urgency in the adult education systems for educators to have more in-depth knowledge on how to identify students who have dyslexia and how to intervene in their educational process. Taking into account these shortcomings and the lack of information, knowledge and resources, this report will collect all the evidenced based indicators of Dyslexia in adult learners.

An evaluation is the process of gathering information to identify signs contributing to a adult's difficulty with a number of activities. First, the educator can use the check list to identify if there are common signs/characteristics found in one or more areas of activities: *General, Reading, Writing, and Spelling, Math, Time Management, Directions, Behavior, Health, and Personality, Career*. Most dyslexics will exhibit about 10 of the following traits and behaviors. These characteristics can vary from day-to-day or minute-to-minute. The most consistent thing about dyslexics is their inconsistency.

Furthermore, screening self-tests can be administered to identify additionally symptoms that lead to a diagnosis and a tentative road map for intervention. Conclusions and recommendations are developed and reported.

Target group: Adult educators, Adult Education providers, researchers, and policymakers.

General Indicators

INDICATOR	EXPLANATION
Highly intuitive	Known to have "street smarts." Is often "dead on" in judging personalities of others.
May be able to sense emotions and energy of others	<p>Many adults with dyslexia see themselves as more emotionally sensitive than other people. In its most extreme form, high levels of emotional sensitivity are both a blessing and a weakness. The positive features of this trait helps adults build meaningful relationships with others. They are often very intuitive and in tune with both their own and other people's emotions. However, this strength also serves as weakness due to its propensity to overwhelm the individual.</p> <p>Can express ideas and feelings well; has exceptional empathy with people</p>
Remembers struggling in school.	<p>Labelled lazy, dumb, careless, immature, "not trying hard enough," or "behavior problem."</p> <p>stigmatised, they may be unfairly considered lazy or be teased by other classmates for difficulties in reading and writing.</p>
Frequently have dyslexic children	Experience guilt when seeing own child struggle. Insecurities arise while reading to own children or helping them with homework.

<p>Easily distracted/annoyed by noises and other things in environment</p>	<p>Adults are often overwhelmed by too much environmental stimuli (e.g. background noise, more than one person talking at a time, side conversations, reading and listening at the same time). Many people also have specific sensitivities to their environment such as certain fabrics they cannot wear, and food they cannot tolerate, etc.</p> <p>Noises and other strong environmental stimuli cause anxiety and tension, so adults with developmental dyslexia use headphones as much as people with autism spectrum disorders.</p>
<p>May appear to “zone out” and be unaware that it is happening</p>	<p>Seems to “zone out” or daydream often; gets lost easily or loses track of time.</p> <p>They have difficulty maintaining attention; they appear 'distracted' or 'dreamy'.</p>
<p>Enjoys video games</p>	<p>Video games had already demonstrated a connection between reading speed and video game use, which can be explained by the fact that the frequent use of video games supports the development of visual spatial attention.</p> <p>Video games are an opportunity to escape from everyday stress and the difficulty of comprehending a read text. There are studies showing that video games contribute to the development of attention, perception, memory and visual-spatial perception, thereby reducing the difficulties caused by dyslexia.</p>
<p>Misspeaks, misuses, or mispronounces words without realizing it.</p>	<p>Misspeaking occurs when someone uses the wrong word or phrase to express a thought or an idea. E.g, I need to buy some groceries 'at' the house, instead of 'for' the house. Misusing a word refers to incorrect usage of a word E.g, using 'literally' instead of 'figuratively'.</p> <p>Mispronouncing means to say a word incorrectly - E.g, saying</p>

	<p>'Expresso' instead of 'Espresso' These can all lead to confusion and misunderstanding.</p> <p>Speech difficulties, including lack of fluency and precise language.</p> <p>The reasons for this can be manifold. One reason is the difficulty in reading and remembering the phonetics of words, which can lead to pronunciation errors.</p>
<p>May have poor balance or is/was very athletic</p>	<p>People with dyslexia may have a variety of problems with their sense of balance, such as poor motor coordination, balance difficulties or postural instability. For people with dyslexia, these problems with the sense of balance may be due to difficulties in sensory integration or difficulties in processing spatial information.</p> <p>At the same time, people with dyslexia in may also be very athletic, as physical activity can be a way for them to improve their motor coordination and increase their self-esteem.</p> <p>Having poor balance can manifest in many ways, such as being prone to injury, having a lack of coordination, stumbling or falling frequently, difficulty standing still or needing support when walking.</p> <p>It can affect a person's ability to perform physical activities such as playing sports on dancing. On the other hand, being athletic means a person is skilled in various physical activities. They have good coordination, agility and balance.</p>
<p>May have excellent recall of events that were experienced or not remember at all</p>	<p>Having excellent recall means a person has the ability to remember details and specifics of past events, such as conversations, people's names, and important dates. People with good recall are usually able to recall past events with a high degree of accuracy. At the opposite end of the spectrum, some people struggle to remember events from the past, despite experiencing them firsthand. People who have</p>

	<p>difficulty with recall may often forget important dates or have difficulty remembering events altogether.</p>
<p>May confuse past conversations or be accused of “not listening.”</p>	<p>Individuals may have trouble with language processing which can make it challenging to distinguish between similar-sounding words or to accurately decode and interpret written text which can also extend to verbal communication, where the individual struggles to process and remember spoken information, especially in situations with background noise, this can lead to details being confused about past events and the individual being perceived as not paying attention.</p>
<p>Difficulty remembering names of people without tricks, but remembers faces.</p>	<p>Difficulty remembering names of people and places; confusing names that sound alike</p> <p>Some individuals with dyslexia have difficulties remembering the names of people, particularly if they are not familiar or have only met them briefly. However, they may have a stronger ability to remember faces, and recognising individuals even if they cannot recall their names. This can be frustrating and challenging in social situations, particularly if the individual is trying to build relationships or network with new people. some people develop 'tricks' or compensatory strategies to help them remember names more effectively, such as associating a person's name with a visual image or a mnemonic device.</p> <p>If it is remembering people's names, then they try to associate them with some visual cues that would resemble the sound of the word. They also have no problem asking a person's name to avoid awkward situations.</p>

<p>Difficulty remembering verbal instructions or directions.</p>	<p>May have difficulty remembering verbal instructions or directions, particularly if they are complex or involve multiple steps. This can be particularly challenging in academic or work settings, where verbal instructions are common, or in social situations where directions or instructions may be important for safety or navigation.</p>
<p>Poor recall of conversations or sequence of events</p>	<p>For dyslexic people, poor recall of conversations or the sequence of events may be due to difficulties in processing verbal information, problems with concentration or difficulties with memory work.</p>

Reading, Writing and Spelling

INDICATOR	EXPLANATION
<p>Difficulty reading unfamiliar fonts</p>	<p>They have difficulty with unfamiliar typefaces or handwritten materials</p> <p>Complains of dizziness, headaches or stomach aches while reading. Serifs are small decorative bits that can distract from basic letter shapes and make for a busy visual. Adults who have dyslexia may struggle to read text when it is printed in a font with numerous flourishes</p> <p>People with dyslexia may find it difficult to read unfamiliar fonts due to their difficulties in processing words and letters. Often people with dyslexia find it difficult to distinguish between similar-looking letters, e.g. 'b' and 'd', 'p' and 'q'. They may also find it difficult to read words that</p>

	<p>are spelt differently than usual, for example because of unfamiliar foreign words or technical terms.</p> <p>Unfamiliarly shaped letters can cause problems, especially if the text is dense and narrowly spaced. An adult with developmental dyslexia cannot read when given printed material, the letters of which may sometimes be faded. It's the same with misspelled words, it takes time or you can't understand and read them at all.</p>
<p>Avoids reading out loud. May dislike public speaking</p>	<p>Difficulty putting thoughts into words; speaks in halting phrases; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking</p> <p>They often avoid reading aloud or public speaking because of their difficulties in reading and pronouncing words. They may feel stress or uncertainty about how their language errors or pronunciation will be perceived.</p> <p>e.g a 26 y/o young man came for assessments; shared that when he needs (or is asked) to read something aloud he often makes an excuse saying that he has forgotten his glasses. He is feeling himself very unsecure to read in front of other people as he is aware of his poor reading skills. He was diagnosed with dyslexia.</p>
<p>Will commonly perceive that they “read better silently.”</p>	<p>Dyslexia affects the way individuals break words down into their component sounds. This is why spelling is tricky, but it is also why decoding or sounding out words in reading can be a struggle. Because of early issues with decoding, some adults with dyslexia may have developed coping</p>

	<p>strategies that include sight-reading, which relies on whole word recognition.</p> <p>It is typical not only for adults but for all dyslexic people. Always when we are conducting an assessment for dyslexia, we record a few minutes of their reading aloud and let them listen to the record. In the most of cases the assessed person (no matter a child or an adult) is surprised by the poor quality of his/her reading. Usually in such situation they try to defend themselves saying that they "read better silently".</p>
<p>Has adopted compensatory tricks to remember spelling and homonyms (their, there, they're), or misuses homonyms and has poor or inconsistent/phonetic spelling.</p>	<p>Spells phonetically and inconsistently. This means they can spell a word correctly one day, but not the next. They may also misspell the word in a different way each time. Poor spelling can cause problems when it undermines confidence and gets in the way of fluency in written language production.</p>
<p>Reading fluency and comprehension fluctuates depending upon subject matter</p>	<p>They often have difficulty reading and processing information quickly, which can lead to stuttering when reading aloud or speaking in public.</p>
<p>Frequently has to re-read sentences in order to comprehend</p>	<p>They read and reread with little understanding.</p> <p>The level of reading comprehension is (considerably) lower than the level of listening comprehension.</p> <p>A preference to answer questions if content is read aloud to them, rather than if they have to read the text themselves</p>
<p>Fatigues or becomes bored quickly while reading</p>	<p>They get very tired when reading</p> <p>They can't be interested if the level of comprehension is low, and when reading requires too much efforts.</p>

	The pace of reading is slower, but an adult can sometimes read fast enough, but then he has not always understood what he read. Reading more slowly increases fluency.
Reliance on others (assistants, spouses, significant others) for written correspondence.	They try to avoid activities that require writing. Relying on others is very characteristic, however, growing up there is a greater desire to be independent. Then also possible approaches are used that have been used before or there is interest in new technologies.
Uncertainty with words, punctuation, and spelling when writing. Reliance on spell-check and grammar-check.	Confused by letters, numbers, words, sequences, or verbal explanations. Punctuation signs don't mean anything to them.
Words out of context look "wrong."	If the word is not used in a specific sentence, cannot be easily understood.
Poor handwriting - masks spelling mistakes.	Writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words. Not everyone with dyslexia will have poor handwriting, but many individuals find it difficult to write neatly because they are distracted by problems associated with spelling. There's also a tendency for dyspraxia and dyslexia to co-present. Dyspraxia is a motor-skills difficulty that can make handwriting painful, which in turn results in messy handwriting. Often dyslexic people try to hide their poor spelling with writing very small letters; or writing similarly looking letters "the same way" (like u/n; o/a, etc).

<p>Writes with all capital letters, or mixes capital letters within words. Abbreviates words frequently.</p>	<p>Adults hide bad handwriting under the pretext that they will write better on a computer. It also reduces the chances of making mistakes if a text editor is available.</p>
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Math, Time Management, Directions

INDICATOR	EXPLANATION
<p>May understand higher math, but can't show it on paper.</p>	<p>High in IQ, yet may not test well academically; tests well orally, but not written.</p> <p>They may find it difficult to express their thoughts on paper, even if they understand complex content.</p>
<p>May excel at math, or may still rely on tricks for remembering math facts.</p>	<p>They can do operations, but fail at problems; they cannot understand algebra or advanced mathematics</p>
<p>Relies on calculators or finger counting. May have difficulty with making change.</p>	<p>Serious difficulties for learning the multiplication tables; formula; prefer to use calculators or to perform multiplication through addition</p> <p>There are often problems with writing numbers, when eg 32 is written instead of 23, especially difficulty when the numbers are larger, with more units.</p>
<p>Difficulty with left/right and/or North, South, East, West</p>	<p>While all adults mix up their left and right, if this is a consistent issue, it could be a sign of undiagnosed dyslexia.</p> <p>Confuses directions (e.g. over/under, in/out)</p>
<p>Gets lost easily or never forgets a place they've been.</p>	<p>Having excellent recall means a person has the ability to remember details and specifics of past events, such as conversations, people's names, and important dates. People with good recall are usually able</p>

	to recall past events with a high degree of accuracy. At the opposite end of the spectrum, some people struggle to remember events from the past, despite experiencing them firsthand. People who have difficulty with recall may often forget important dates or have difficulty remembering events altogether.
Difficulty reading maps.	Maps often require the ability to read and interpret symbols, colours and other visual information to understand the information they want to convey. Dyslexics often have difficulty processing such information which can make it difficult to navigate unfamiliar terrain.
May have anxiety or stress when driving in unfamiliar places. Relies on others to drive when possible.	
May lose track of time and is frequently late - or is highly aware of it and is very rarely late.	Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time
Finds it difficult to estimate how long a task will take to complete	It is difficult for them to understand what time it is, to manage their time, to learn information in sequence or to be punctual.

Behavior, Health, and Personality

INDICATOR	EXPLANATION
<p>May have a short fuse or is easily frustrated, angered, or annoyed.</p>	<p>people with dyslexia may feel frustration, anger or irritation when they encounter difficulties with reading and writing. This is because these difficulties can affect self-esteem.</p>
<p>Easily stressed and overwhelmed in certain situations.</p>	<p>Difficulty performing everyday activities—including social interaction, memory and stress management—due to frustration and anxiety caused by dyslexia</p>
<p>Low self-esteem.</p>	<p>Individuals with undiagnosed dyslexia may lack confidence because of past educational failures. For adults with mild dyslexia who are generally able to manage their literacy problems through self-developed coping strategies, confidence can still be an issue. When dyslexia goes undiagnosed, it can cause an individual to believe they are somehow lacking and less intelligent than their peers. Over time, this may not only undermine their confidence, but cause them to think poorly of themselves and their own abilities.</p> <p>These individuals may experience difficulties related to reading, writing and learning, which can lead to feelings of lower self-worth and a sense of low self-efficacy in various areas of life.</p>
<p>Self-conscious when speaking in a group. May have difficulty getting thoughts out - pause frequently, speak in</p>	<p>They have difficulty turning thoughts into words; they have difficulty finishing a sentence; they stutter when</p>

<p>halting phrases, or leave sentences incomplete. This may worsen with stress or distraction.</p>	<p>nervous; they leave speech incomplete; they mispronounce long words or change the order of sentences, words and syllables when speaking.</p> <p>Usually, they are aware of that and avoid talking in a group, especially if it is "official"</p>
<p>Sticks to what they know - fear of new tasks or any situation where they are out of comfort zone.</p>	<p>Stressful situations make everything worse, especially the progress of negotiations, fluency of expression. Sentences often remain incomplete; the thought is not always fully understood. In other situations, such signs are not observed.</p>
<p>Extremely disorderly or compulsively orderly.</p>	<p>Often loose their belongings or don't know where they have put them</p>
<p>Confusion, stress, physical health issues, time pressure, and fatigue will significantly increase symptoms.</p>	

Memory and Cognition

INDICATOR	EXPLANATION
<p>Excellent long-term memory for experiences, locations, and faces.</p>	<p>They have an excellent long-term memory and can remember events, places and faces without problems (episodic memory).</p> <p>Long time memory is sometimes excellent. When someone reads a text, dyslexic person can retell, solve different tasks remembering things. Sometimes there are problems with short time memory when difficulties remembering the beginning of the task occur.</p>

<p>Poor memory for sequences, facts and information that has not been experienced.</p>	<p>Poor memory for sequences of events and experiences not directly experienced (semantic memory). Verbal information remains with difficulty, especially if it is new, not experienced before</p>
<p>Thinks primarily with images and feeling, not sounds or words (little internal dialogue).</p>	<p>They think mainly through images and feelings, not sounds and words (reduced internal dialogue). People with dyslexia may have a different type of memory - visual-spatial memory, which is the ability to remember visual information such as images, shapes and colours.</p>

Behavior, Health, Development & Personality

INDICATOR	EXPLANATION
<p>Extremely disorderly or compulsively orderly.</p>	<p>Keeping order is not their forte, even when things are in order, it doesn't stay that way for long.</p>
<p>Can be class clown, trouble-maker, or too quiet.</p>	<p>They can pass as the class clowns, always in trouble, or perhaps on the contrary be too quiet. At school age, the inability to acquire reading skills in a sufficient quality causes learning disorders, which are easier to expose than weak reading skills. If it is not noticed and corrected, even an adult person retains some oddities of performance, with which he compensates for his poor reading skills.</p>
<p>Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).</p>	<p>They showed unusually early or delayed development (e.g. in speaking, crawling, walking, tying their shoes). It is not conclusively established that people with dyslexia have early or late developmental milestones.</p>

	<p>Delayed or late development in several areas is very characteristic of children with developmental dyslexia (speech, coordinated movements, etc.), which are not always fully developed in an adult. Observes various clumsiness.</p>
<p>Prone to ear infections; sensitive to foods, additives, and chemical products.</p>	<p>They tend to have ear infections; they are allergic or intolerant to certain foods, additives and chemicals.</p>
<p>Can be an extra deep or light sleeper; bedwetting beyond appropriate age</p>	<p>They may be too heavy or too light sleepers; they also pee the bed after the age limit contemplated.</p>
<p>Unusually high or low tolerance for pain.</p>	<p>They tolerate too much or too little pain.</p>
<p>Strong sense of justice; emotionally sensitive; strives for perfection.</p>	<p>Many adults also possess a strong sense of justice which often serves as a double-edged sword. On the one hand, it is refreshing to behold the passion of many of these individuals in their fight to overcome injustice. While on the other hand, this very passion, when it crosses the line into aggression, can cause social rejection and or emotional overload. Often the individual may be unaware that their behaviour has turned aggressive as they only wish to make their point of view known and have others understand it. This type of overreaction is not a purposeful attempt to hurt anybody. It is more likely to be caused by difficulty with monitoring emotions and consequent behaviour.</p> <p>The tendency to perfectionism is observed quite often, which further intensifies the experience of failure.</p>
<p>Mistakes and symptoms increase dramatically with confusion, time pressure,</p>	<p>People with dyslexia may have difficulties concentrating, processing information and organising thoughts, leading to</p>

<p>emotional stress, or poor health.</p>	<p>mistakes and errors. Some people with dyslexia cope well in stressful situations, while others need more time and support.</p> <p>The amount of mistakes also increases for an adult depending on the situation of stress and increased responsibility</p>
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Career

INDICATOR	EXPLANATION
<p>Employed in job/position that will hide difficulties or not require dealing with problematic areas</p>	<p>Avoiding jobs/positions that require reading, writing, note-taking</p> <p>If career counselors have done enough, people with dyslexia will not choose professions/jobs that involve reading. existence of active, sufficient literacy. Choosing a profession is also relevant when exploring your strengths. If there is the necessary support, the choice of professions can be wider, if assistive technologies are available and it is possible to use them on a daily basis, then the options also expand.</p>
<p>Hides difficulties from co-workers, friends and even family.</p>	<p>Hides or covers up weaknesses with ingenious compensatory strategies</p> <p>Seeks coping strategies to hide difficulties from colleagues</p>
<p>Becomes frustrated at "planning meetings" and sequential tasks - already has the answer and how to do it.</p>	<p>The understanding of time is often inadequate, especially when you have to think about how long it will take to perform an action.</p>
<p>Becomes frustrated or overwhelmed with long forms or sequential processes</p>	<p>Dislikes administrative work, such as filling in repetitive forms</p>

<p>Thrives in careers where visual-spatial/kinesthetic talents can be realized</p>	<p>For example - Entrepreneurs, Engineers, Trades (carpentry, plumbing, electrical), Artisans, Interior Decorating, Actors, Musicians, Police/Investigation, Athletes, and Business Executives (usually with staff/assistants).</p>
<p>May pass up promotions or advancement opportunities that would require more administrative work.</p>	<p>For example, some people feel a secret sense of shame and doubt their own abilities, which can hold them back and keep them from pursuing promotions at work or positions where a certification test must be passed. That’s when it’s useful to have a diagnosis of dyslexia, which can be used to secure additional time and accommodations, such as the ability to use a computer for writing. Often occupy positions that are "below their intellectual abilities"; can't reveal their full potential</p>
<p>Has difficulty focusing and staying on task - may feel more comfortable managing many different tasks simultaneously.</p>	<p>Difficulty sustaining attention; seems “hyper” or “daydreamer.” Some will have trouble moving from one work task to another without completely finishing the first task and can be frequently described as inflexible when it comes to considering other people's point of view or different way of doing something.</p>
<p>Difficulty with tests - passing standardized tests can be a barrier to career advancement.</p>	<p>Adults with dyslexia often have difficulty with tests that rely on speed reading, reading comprehension and interpretation, and short-term memory. Such tests can be a major barrier to their career advancement, as they are often required for job recruitment or during vocational training and courses.</p>
<p>Highly successful/over achiever, or considered "not working up to potential." Either way, displays extreme work ethic.</p>	<p>Can be very successful if they find "their strengths" early enough and are supported to develop and improve them.</p>

<p>May be a perfectionist and overreact when they make a mistake</p>	<p>They have a strong sense of justice; they are emotionally sensitive; they strive for perfection.</p> <p>Mistakes are a natural part of the learning process and that making them does not mean that a person is inferior or incapable of completing a task .A person with dyslexia may find it difficult to cope with perfectionism and react to mistakes made, so it is worth looking for ways to reduce this stress and improve self-esteem.</p>
<p>Out-of-the-box thinker or operates with very strict rules for themselves.</p>	<p>Non-linear thinking: Some people refer to the dyslexic brain as nonlinear. This is because individuals with dyslexia tend to bring ideas together in a unique manner, which may give them an advantage in problem-solving activities.</p> <p>Has an inclination to think outside the box and see the bigger picture</p>
<p>Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.</p>	<p>Many adults with dyslexia are visual learners. This means they are more likely to succeed when material is presented with the addition of visuals, such as slides or illustrative charts. It’s also why learning in a multi-sensory way can be so effective.</p> <p>They learn by experiencing directly and through empirical evidence, observation and visual aids.</p>
<p>Difficulties taking notes</p>	<p>It is very difficult for dyslexic people to listen to the presenter/lecturer/teacher and to take notes at the same time. And it is not only because of difficulties with writing, but because they find difficult to extract information, to analyse and to structure it.</p> <p>Taking notes is a challenge. If it is possible, they try to record the information, then write out the most important.</p>

Screening Tests

Different tests for dyslexia look at different skills. Below there is a compilation of tests used to diagnose dyslexia in adulthood. Screening tests can give an indication of possible dyslexic difficulties. They are often free or available online for a small charge but they cannot provide a diagnosis and are not 100% accurate.

TEST	LINK
Take the test-Am I dyslexic? By Ronald D. Davis & Davis Dyslexia Association International	https://www.testdyslexia.com/cgi-bin/assessor.cgi?action=begin
Dyslexia Test - Screening for Signs of Dyslexia Learning Ally	https://learningally.org/Dyslexia/Dyslexia-Test
Self-Assessment Tool Fran Levin Bowman, Ed.D. & Vincent Culotta, Ph.D	https://dyslexiaida.org/dyslexia-test/
Online Dyslexia Test By Beatingdyslexia	https://www.beatingdyslexia.com/online-dyslexia-test.html
Adult Reading History Questionnaire Lefly & Pennington, 2000	https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-adults/

Adult Dyslexia Checklist Dyslexia Association of Singapore	https://www.das.org.sg/about-dyslexia/what-is-dyslexia/adult-dyslexia-checklist.html
Dyslexia Test For Adults ADDitude Medical Advisory Panel	https://www.additudemag.com/dyslexia-symptoms-test-adults/
Dyslexia Test Online	https://exceptionalindividuals.com/candidates/neurodiversity-resources/neurodiversity-quizzes/dyslexia-quiz-test/
EiP Checklist in Italian	https://www.odipa.it/dislessia-adulti/
Adult dyslexia test in Polish	https://www.diagnozyka-umyslu.pl/blog/dysleksja/dysleksja-u-doroslych-test-online/

Conclusion

Dyslexia is a lifelong brain-based learning difference that presents as an unexpected difficulty in learning to read in individuals of average to above average intelligence. As dyslexia is a life-long brain-based learning difference, it's something that people may be challenged with in different ways at different times in their lives. As adults move through post-secondary, job training, different employment opportunities, parenthood and other life experiences, they may face new or evolving challenges with navigating their dyslexia – or they may need some additional work on foundational skills that they either did not have the opportunity to acquire previously or need a bit of a brush up on.

Based on the collection of all common signs for adult dyslexia, it is observed that there is a misconception that dyslexia just affects the ability to read and write. If this were true, it would be much easier to identify. In fact, dyslexia can have an effect on areas such as coordination, organisation and memory. Each person with dyslexia will experience the condition in a way that is unique to them and as such, each will have their own set of abilities and difficulties. Common signs can help adult providers and educators to identify whether the difficulties being experienced could be indicative of dyslexia and would suggest that referral to a specialist should be recommended for an official diagnosis.

If a checklist and/or screener indicates a likelihood to be dyslexic, a formal Diagnostic Assessment is the only way to confirm whether or not the difficulties a student/employee encounters are due to dyslexia.