



To assess or not to assess?

A formal cognitive assessment (possibly identifying dyslexia or another SpLD) may seem a bit scary – I mean, who wants to be labelled?! But finding out more about ourselves, and the way we work, is always a positive step forward.

Often, an assessment helps us to make sense of the challenges we face, so we can forgive ourselves for not being brilliant at everything. One woman told me that her teenage son arrived home after his assessment “full of confidence ... he felt so much better knowing that it wasn't just him being not as ‘clever’ as his peers”.

Apart from this all-important self-awareness, another possible outcome could be access to the kind of resources that make study, work (and life generally) so much easier and more fulfilling. A young woman wrote to me after her assessment to tell me that after a whole year of being asked to do admin work (which was not her forté) the identification of her dyslexia had changed her life. She wrote: “My employers are now getting me the help that was recommended, i.e. computer software, mentoring etc, and deciding to move me to a totally different role, one in which I can excel. I no longer feel stressed and tearful at work. I cannot recommend ELT well highly enough and would advise anyone who is struggling to get the help that they can offer.”

Most people seek an assessment as a way of addressing stressful situations in their lives, such as impending exams, unreasonable work-loads or even rigid immigration procedures. It can be a huge relief to finally understand what our barriers are, and find ways to overcome them.

[Contact me directly](#) to arrange your cognitive assessment, whether for yourself or for a student who is not yet fulfilling their potential. Or maybe you'd like to start the assessment process yourself? Get your free [CAML observation and checklist here](#).