

COMMON SIGNS OF DYSLEXIA IN YOUNG CHILDREN



To: All Healthcare Professionals

- Administer with all **Well-Child Check-ups** and with appointments in which parent is concerned about academic performance issues.
- If several boxes are checked, either in present or past child performance, please direct parent to investigate dyslexia further.
- Include *Parent Packet What Is Dyslexia?* with resources and information.

Dyslexia affects 1 in 5 people; **early intervention can be invaluable**. Dyslexia affects both boys and girls and all races; research shows that it is hereditary. The list below offers some of the common warning signs of dyslexia in young children, which may not be present in all dyslexic individuals, nor is this list all inclusive. If several of these areas are noted however, you may want to research dyslexia, and/or seek possible evaluation. This packet is brought to you by Decoding Dyslexia, a nation-wide parent-led group whose mission is to raise awareness of dyslexia, allowing for early intervention and reduced barriers to future success.

- Delayed speech development
- Difficulty with rhyming
- Delayed speech development, articulation issues
- Difficulty following directions, especially 2+ step directions
- Difficulty reciting the alphabet or isolating l, m, n, o, & p from 'lelomenopee'
- Difficulty pronouncing words that have 3 or more syllables, for example: saying things like 'buskettee for spaghetti; turch for church; lefant for elephant; etc.
- Misnaming common nouns and/or proper nouns (mixing up names of familiar people; places; objects)
- Remembering the sequence of the days of the week
- Remembering the sequence of numbers
- Difficulty making connections between sounds and letters
- Difficulty recognizing words that begin with same sounds (verbalized)
- Difficulty clapping their hands to the rhythm of a beat
- Difficulty with directionality (up/down, front/back, right/left)
- Switching handedness when coloring, drawing or writing
- Difficulty learning to write (writing letters or words backward is not a sign until after 1st grade).
- Difficulty learning to tie shoe laces
- Unexpected difficulty with reading/spelling compared to intellectual ability
- A distant or close family member has/had difficulty with reading and/or spelling

Parent Packet



What is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. **Secondary consequences may include problems** in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the IDA Board of Directors, Nov. 12, 2002. This definition is also used by the National Institute of Child Health and Human Development (NICHD).

Studies show that individuals with dyslexia process information in a different area of the brain than do non-dyslexics. People with dyslexia are of average to above average intelligence.

Decoding Dyslexia is a grassroots movement led by parents and professionals with chapters in every state as well as several Canadian Provinces. Attached is a chart with common characteristics of dyslexia; this chart is one of several good lists of potential indicators. Included below are links to other lists and resources; we encourage you to review these also. Taken together, these tools can help you understand dyslexia and some of its characteristics. We present this information as a starting point for gathering information to address academic concerns and as consideration for further evaluation if needed.

Resource links:

Bright Solutions for Dyslexia Email: info@BrightSolutions.US (408) 559-3652
www.BrightSolutions.US

The Yale Center For Dyslexia & Creativity, Signs of Dyslexia <http://dyslexia.yale.edu/clues1.html>

International Dyslexia Association (IDA) Fact Sheet – [Is My Child Dyslexic?](http://www.interdys.org/ewebeditpro5/upload/IsMyChildDyslexic.pdf)
<http://www.interdys.org/ewebeditpro5/upload/IsMyChildDyslexic.pdf>

Bright Solutions for Dyslexia, great video on dyslexia
http://www.dys-add.com/videos/dyslexiaSymptomsSolutions_Part01.html

Learning Ally, Potential Indicators for Dyslexia <http://www.learningally.org/wp-content/uploads/2013/06/Dyslexia-signs-and-Symptoms.pdf>



Evaluation

Early intervention is very important when it comes to dyslexia. If you suspect your child has dyslexia, have your child evaluated.

National Center for Learning Disabilities – Testing for Dyslexia <http://nclid.org/parents-child-disabilities/ld-testing/testing-for-dyslexia>

International Dyslexia Association – Testing and Evaluation
<http://www.interdys.org/ewebeditpro5/upload/TestingandEvaluation.pdf>

Intervention

International Dyslexia Association, Comparison of Multi-Sensory Programs
<http://www.interdys.org/ewebeditpro5/upload/MSL2007finalR1.pdf>

Introduction to the Orton-Gillingham Multi-Sensory Method
<http://www.dys-add.com/getHelp.html#anchorOrtonIntro>

Well-known Orton-Gillingham based systems
<http://www.dys-add.com/getHelp.html#anchorOrtonSystems>

Providers

[IDA Find a Provider](http://www.interdys.org/FindAProvider.htm) List by State - <http://www.interdys.org/FindAProvider.htm>

Learning Ally – [Find a Provider List by State](https://www.learningally.org/parents-students/learning-ally-approach/dyslexia-resources/resource-locator/) - <https://www.learningally.org/parents-students/learning-ally-approach/dyslexia-resources/resource-locator/>

Resources

[Decoding Dyslexia](http://decodingdyslexia.net) –locate your state’s links <http://decodingdyslexia.net>

International Dyslexia Association Fact Sheet on Dyslexia & Related Language-Based Learning Disabilities <http://www.interdys.org/FactSheets.htm>

U of M Dyslexia Help <http://dyslexiahelp.umich.edu/>

National Center for Learning Disabilities <http://www.nclid.org/>

Current Events

[Bipartisan Dyslexia Caucus](http://dyslexiacaucus-brownley.house.gov/) – Representatives Bill Cassidy and Julia Brownley of California co-chair the Bipartisan Congressional Dyslexia Caucus -- <http://dyslexiacaucus-brownley.house.gov/>

[Find your House of Representative](http://www.house.gov/representatives/find/) - <http://www.house.gov/representatives/find/>

[Find your US Senator](http://www.senate.gov/general/contact_information/senators_cfm.cfm) - http://www.senate.gov/general/contact_information/senators_cfm.cfm

Check with your state’s [Decoding Dyslexia Chapter](#) for local legislative information.

DYSLEXIA SIGNS + SYMPTOMS

Following you will find some of the more common Signs and Symptoms associated with dyslexia, broken down by age. Take a moment to review the list that is most closely associated with your child's age. If you notice that a majority of the signs and symptoms are apparent in your child's progression, a logical next step could be taking the *Dyslexia Symptoms Quiz*, or learning more about **Getting Diagnosed**.

| | LANGUAGE Does your child have difficulty: | READING Does your child have difficulty: | WRITING Does your child have difficulty: | EMOTIONAL Does your child have: | ADDITIONAL SIGNS and SYMPTOMS Does your child have difficulty: |
|-------------|---|--|---|--|--|
| Age 5 – 8 | <ul style="list-style-type: none"> Learning the alphabet Rhyming words Repeating what has been said Staying focused Learning to speak | <ul style="list-style-type: none"> Naming Letters Matching letters to sounds Learning to read at expected age Remembering printed words Remembering sight words | <ul style="list-style-type: none"> Learning to write and copy at an age-appropriate level Writing letters in correct order Writing numbers in correct order Spelling correctly and consistently Writing neatly | <ul style="list-style-type: none"> Poor self-confidence Low self-esteem Poor social skills - making and keeping friends A quick temper/frustration | |
| Age 9 - 13 | <ul style="list-style-type: none"> Rhyming words Pronouncing words correctly Speaking smoothly Understanding directions Understanding grammar/vocabulary | <ul style="list-style-type: none"> Reading at age-appropriate level Enjoying reading Remembering sight words Learning and remembering new words Understanding math word problems. | <ul style="list-style-type: none"> Understanding spelling rules Spelling words consistently correct Writing letters and numbers in the correct order Writing neatly Listening and taking notes | <ul style="list-style-type: none"> Fitting in with peers confidently Maintaining a positive social status Maintaining a positive attitude Interpreting non-verbal actions (e.g. body language) of others Maintaining an even temper | <ul style="list-style-type: none"> Assuming a good sense of direction Learning new games easily Learning and remembers new skills easily Remembering numbers |
| Age 14 – 18 | <ul style="list-style-type: none"> Speaking fluently Grasping a wide vocabulary Using the correct grammar and vocabulary Knowing the difference between words that look and sound similar Getting to a point quickly | <ul style="list-style-type: none"> Reading at expected grade level and accuracy Reading aloud proficiently Recognizing sight words Enjoying reading Reading confidently | <ul style="list-style-type: none"> Consistently spelling words accurately Fully developing ideas Preparing accurate, comprehensive outlines Editing written work Being logical and organized | <ul style="list-style-type: none"> Identifying social strengths and weaknesses Dealing with being teased Making and keeping friends Dealing with unexpected challenges Identifying what others are feeling | <ul style="list-style-type: none"> Memorizing information Organizing information Being even keeled from day to day Understanding space and direction |