COMMON SIGNS OF DYSLEXIA IN YOUNG CHILDREN

To:  All Healthcare Professionals

   o Administer with all **Well-Child Check-ups** and with appointments in which parent is concerned about academic performance issues.

   o If several boxes are checked, either in present or past child performance, please direct parent to investigate dyslexia further.

   o 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; lelfant 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 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?

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

**Evaluation**

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


**Intervention**


**Providers**

IDA Find a Provider List by State -  [http://www.interdys.org/FindAProvider.htm](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 – locate your state’s links  [http://decodingdyslexia.net](http://decodingdyslexia.net)

International Dyslexia Association Fact Sheet on Dyslexia & Related Language-Based Learning Disabilities  [http://www.interdys.org/FactSheets.htm](http://www.interdys.org/FactSheets.htm)

U of M Dyslexia Help  [http://dyslexiahelp.umich.edu/](http://dyslexiahelp.umich.edu/)


**Current Events**

Bipartisan Congressional Dyslexia Caucus – Representative Lamar Smith of Texas and Representative Julia Brownley of California co-chair the Bipartisan Congressional Dyslexia Caucus

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*.

<table>
<thead>
<tr>
<th>Age 5 – 8</th>
<th>LANGUAGE Does your child have difficulty:</th>
<th>READING Does your child have difficulty:</th>
<th>WRITING Does your child have difficulty:</th>
<th>EMOTIONAL Does your child have:</th>
<th>ADDITIONAL SIGNS and SYMPTOMS Does your child have difficulty:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning the alphabet</td>
<td>Naming Letters</td>
<td>Learning to write and copy at an age-appropriate level</td>
<td>Poor self-confidence</td>
<td>Assuming a good sense of direction</td>
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<td>Rhyming words</td>
<td>Matching letters to sounds</td>
<td>Writing letters in correct order</td>
<td>Low self-esteem</td>
<td>Learning new games easily</td>
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<td></td>
<td>Repeating what has been said</td>
<td>Learning to read at expected age</td>
<td>Writing numbers in correct order</td>
<td>Poor social skills - making and keeping friends</td>
<td>Learning and remembers new skills easily</td>
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<td>Staying focused</td>
<td>Remembering printed words</td>
<td>Spelling correctly and consistently</td>
<td>A quick temper/frustration</td>
<td>Remembering numbers</td>
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<tr>
<td></td>
<td>Learning to speak</td>
<td>Remembering sight words</td>
<td>Writing neatly</td>
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<tr>
<td>Age 9 - 13</td>
<td>Rhyming words</td>
<td>Reading at age-appropriate level</td>
<td>Understanding spelling rules</td>
<td>Fitting in with peers confidently</td>
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<td></td>
<td>Pronouncing words correctly</td>
<td>Enjoying reading</td>
<td>Spelling words consistently correct</td>
<td>Maintaining a positive social status</td>
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<td>Speaking smoothly</td>
<td>Remembering sight words</td>
<td>Writing letters and numbers in the correct order</td>
<td>Maintaining a positive attitude</td>
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<td>Understanding directions</td>
<td>Learning and remembering new words</td>
<td>Writing neatly</td>
<td>Interpreting non-verbal actions (e.g. body language) of others</td>
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<td></td>
<td>Understanding grammar/vocabulary</td>
<td>Understanding math word problems.</td>
<td>Listening and taking notes</td>
<td>Maintaining an even temper</td>
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<td>Age 14 – 18</td>
<td>Speaking fluently</td>
<td>Reading at expected grade level and accuracy</td>
<td>Consistently spelling words accurately</td>
<td>Identifying social strengths and weaknesses</td>
<td>Memorizing information</td>
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<td>Grasping a wide vocabulary</td>
<td>Reading aloud proficiently</td>
<td>Fully developing ideas</td>
<td>Dealing with being teased</td>
<td>Organizing information</td>
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<td></td>
<td>Using the correct grammar and vocabulary</td>
<td>Recognizing sight words</td>
<td>Preparing accurate, comprehensive outlines</td>
<td>Making and keeping friends</td>
<td>Being even keeled from day to day</td>
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<td></td>
<td>Knowing the difference between words that look and sound similar</td>
<td>Enjoying reading</td>
<td>Editing written work</td>
<td>Dealing with unexpected challenges</td>
<td>Understanding space and direction</td>
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<td></td>
<td>Getting to a point quickly</td>
<td>Reading confidently</td>
<td>Being logical and organized</td>
<td>Identifying what others are feeling</td>
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</tbody>
</table>

*www.decodingdyslexia.net*