

EARLY WARNING SIGNS OF DYSLEXIA

One out of every three children who enters first grade lacks the basic skills for success in school (Carnegie Foundation, 1991).

As much as 20 percent of our nation's children have substantial difficulties learning to read, and in California 57 percent of fourth-graders cannot read at a basic level. (National Center for Educational Statistics, 2008). Children diagnosed with dyslexia by second-grade are 8 times more likely than those diagnosed after fifth-grade to have their reading skills remediated to grade-level standards. (Yale Child Study Center, 2005).

The following chart provides a standard of normal development, concerns, and early interventions to assist children in getting interventions as early as possible. If you suspect your young child has a learning problem, you may want to talk to a speech-language pathologist, or have your child evaluated by a learning disabilities specialist or child psychologist. There are many assessment techniques that can be used with preschoolers. For more information contact Dr. Philip Levin, Director of The Help Group - UCLA Neuropsychology Program at assessment@thehelpgroup.org

WHAT TO EXPECT	WHEN TO BE CONCERNED	AT HOME INTERVENTIONS
6-12 MONTHS		
<ul style="list-style-type: none"> ▪ Reaches for books ▪ Can keep head steady ▪ Can pat pages ▪ Can focus on pictures 	<ul style="list-style-type: none"> ▪ Cannot cue parents for demands such as “stop” or more” ▪ Cannot focus eyes on a single object ▪ Difficulties in holding head steady 	<ul style="list-style-type: none"> ▪ Point and name pictures ▪ Verbalize the child’s commands, such as, “Do you want more milk?” ▪ Maintain a face-to-face gaze while speaking to the child
13-24 MONTHS		
<ul style="list-style-type: none"> ▪ Points to areas of interest, not just for desired objects ▪ Can carry a book ▪ Can turn thick or board page ▪ Can repeat common animal sounds 	<ul style="list-style-type: none"> ▪ Cannot point with one finger ▪ Difficulty in determining if the print is right side up ▪ Cannot answer “where’s ...” in a picture 	<ul style="list-style-type: none"> ▪ Let the child turn pages while reading ▪ Ask questions while reading about the location of objects ▪ Pick books that are short and fit the child’s attention span
2-3 YEARS OLD		
<ul style="list-style-type: none"> ▪ Can recognize familiar signs such as fast food outlets ▪ Can name family members in pictures ▪ Can turn pages one at a time ▪ Can find favorite picture in a book 	<ul style="list-style-type: none"> ▪ Doesn’t notice if parents skip a word while reading ▪ Cannot fill in rhyme to a common poem or song ▪ Difficulty in naming shapes and colors 	<ul style="list-style-type: none"> ▪ Deviate from the text of a book while reading ▪ Pause to indicate to the child to fill in rhymes ▪ Repeat reading the same book three to four times per week
3-5 YEARS OLD		
<ul style="list-style-type: none"> ▪ Can follow text with finger when read to ▪ Can name letters by flashcard ▪ Can listen to longer stories 	<ul style="list-style-type: none"> ▪ Doesn’t recognize their name in print ▪ Cannot retell a familiar story ▪ Cannot repeat the alphabet without the “ABC” song 	<ul style="list-style-type: none"> ▪ Ask the child to predict the outcome of a story ▪ Draw pictures of scenes from familiar stories ▪ Encourage the child to make up names of characters for stories