

EARLY WARNING SIGNS OF DYSLEXIA

One in five children in the US has a learning disability, 80% of those children have a reading disability (US Department of Education, 2000). 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 818.781.0360, or plevin@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