

How to Tell if a Pre-K to Kindergarten Child may be At-Risk for Dyslexia

Do you have a child or student who puzzles you, displaying well-developed skills and abilities in some areas and unexpected difficulties in others? Complete this checklist to determine if that child could be at risk for dyslexia.

Child's Name _____ Teacher _____

<p>BACKGROUND</p> <ul style="list-style-type: none"> ○ family history of literacy learning problems ○ delay in the onset and/or the development of speech and language ○ seems bright and capable but not making expected progresses ○ is unhappy soon after starting school <p>Compared to their age peers dyslexic children often display difficulties in the following areas:</p> <p>SPEECH DIFFICULTIES Dyslexic children typically have well-developed oral language skills but display specific speech problems, such as:</p> <ul style="list-style-type: none"> ○ gets sounds in words muddled up (e.g., says 'flutterby' for butterfly) ○ mixes up words (e.g., says 'jungled' for 'jumbled') ○ displays word finding difficulties (e.g., calls a 'stamp' a 'sticker' or often uses words like 'thing', 'stuff' or 'junk') <p>MEMORY DIFFICULTIES</p> <ul style="list-style-type: none"> ○ finds it hard to remember the words in nursery rhymes, songs, poems, etc. ○ has a poor memory for names (of friends, teacher, etc.) ○ difficulty remembering instructions 	<p>DIFFICULTIES IN ACQUIRING PRE-LITERACY SKILLS</p> <ul style="list-style-type: none"> ○ has unexpected difficulty developing reading and spelling skills ○ enjoys listening to stories read aloud but shows little interest in letters or words ○ has trouble learning and remembering the sounds corresponding to the letters of the alphabet ○ has trouble learning and remembering common sight words (e.g., you, have, like, come, etc.) ○ cannot write own name correctly from memory by age 5 ○ has difficulty recognizing numbers after considerable exposure at pre-school/school <p>PHONOLOGICAL PROCESSING DIFFICULTIES</p> <ul style="list-style-type: none"> ○ displays poor phonological awareness skills (i.e., finds it hard to reflect upon the sound structure of spoken word) ○ has difficulty analyzing spoken language into its component parts (e.g., sentences, words, sounds) ○ has trouble recognizing and predicting rhyme (e.g. trouble picking the odd one out of sand/hand/cup) ○ fails to appreciate alliteration (e.g., trouble picking the odd one out of jam/jug/bed) ○ confuses similar sounding words (e.g., cone/comb)
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