

## **RISK FACTORS ASSOCIATED WITH DYSLEXIA**

### **Preschool**

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti" or "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers
- Trouble remembering and/or recognizing the letters in his/her name
- Aversion to print (e.g., doesn't enjoy following along when books are read aloud)

### **Kindergarten and First Grade**

- Difficulty breaking words into smaller parts or syllables (e.g., "baseball" can be pulled apart into "base" and "ball"; "napkin" can be pulled apart into "nap" and "kin")
- Difficulty identifying and manipulating sounds in syllables, such as "man" sounded out as m/a/n
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words or reading words in isolation
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

## **Second and Third Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words, such as “to”, “said”, “been”
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (reading is slow, inaccurate and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

## **Fourth through Sixth Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty and/or fear of reading aloud in front of others
- Avoidance of reading (particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension
- Difficulty completing assignments that require a large amount of reading and writing

## **Middle and High School**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work required
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Tendency to avoid reading, particularly for pleasure
- Difficulty learning a foreign language
- Difficulty with note-taking
- Difficulty remembering sequences, such as mathematical and/or scientific formulas