

Is my child at risk for reading difficulties?



By observing and listening to your child you can discover whether he/she may have trouble learning to read. Be aware and alert for:

- Delay in speaking
- Difficulties with pronunciation; leaving out sounds in a word, or mixing up the sounds in a word
- Difficulty with rhyming
- Difficulty discriminating between sounds and confusing words that sound alike
- Difficulty breaking words apart into units of sound
- Difficulty putting sounds together to make words
- Difficulty learning the alphabet (by age 3), the letter names (by age 4-5) and the sounds of the letters (by age 5-6)
- Avoidance of print and reading aloud
- Avoidance of writing and in a child beyond 3rd grade - difficulty spelling
- Difficulty expressing or conveying what they want to say, trouble retrieving words from memory
- Family history; family members with reading difficulties

Noticing that a child reverses letters is not in itself an indicator of reading or language difficulty. Letter reversals are fairly normal through the second grade. Take care not to single out just one difficulty and claim that there is a language deficit, rather look at all of the clues when observing a child.

If your child has multiple clues that seem to lead to a language or reading problem, you may want to seek help.

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Where can I learn more?



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LDA of Minnesota

For more than 36 years, **Learning Disabilities Association of Minnesota** has been serving the needs of people of all ages at risk for learning disabilities or related learning difficulties by maximizing their potential so that they may lead more productive and fulfilled lives. Services include educational assessments, one-to-one and small group tutoring, consultations, family literacy activities, school-to-work transition programming, professional training, public education, and high-quality educational products.

LDA of Minnesota is the state affiliate of LDA of America, a non-profit organization of volunteers dedicated to identifying causes, promoting prevention of learning disabilities, and enhancing the quality of life for all individuals with learning disabilities and their families by encouraging effective identification and intervention, fostering research, and protecting their rights under law.