



DYSLEXIA INDICATORS (3-5 YEARS*)

PROFILE

All members of Dyslexia Specialists Ireland (DySI) are practising and experienced teachers and tutors with many registered with The Teaching Council of Ireland. We are all graduates of a programme offering accreditation in the area of dyslexia in the Republic of Ireland – a level nine M. Ed. in SpLD/Dyslexia certified by DCU. The M. Ed. in SpLD/Dyslexia, a specialist teaching qualification, reflects the competences, knowledge and professional skills identified by the International Dyslexia Association, and the International Literacy Association. This qualification allows the members of DySI to carry out assessments of suspected dyslexic individuals and provide subsequent tailor-made tuition programmes. This is a unique and new form of specialist in the Irish education system.

CONTACT

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REFERENCE

Department of Education and Science (2001). Report of the task force on dyslexia.

*MANY OF THESE INDICATORS MAY ALSO BE NOTED IN CHILDREN WITH LEARNING DIFFERENCES NOT ARISING FROM DYSLEXIA.

- Is later than most children in learning to speak
- Has difficulty pronouncing some, especially multi-syllabic, words.
- Has difficulty separating spoken words into sounds and blending spoken sounds to make words (i.e., has difficulty with phonological awareness)
- Experiences auditory discrimination problems
- Is prone to spoonerisms (eg., fips and chish for fish and chips)
- Has difficulty with rhyming
- Has difficulty maintaining rhythm
- Is unable to recall the right word
- Is slow to add new vocabulary
- Exhibits delays in acquiring emergent literacy skills (e.g., understanding that written language progresses from left to right, discriminating between letters, words and sentences)
- Experiences problems learning the alphabet
- Has trouble learning numbers, days of the week, colours and shapes
- Has trouble learning to write and spell his/her own name
- Is unable to follow multi-step directions or routines
- Is developing fine motor skills more slowly than other children
- May have difficulty telling and/or retelling a story in correct sequence