



## **Common Characteristics/Definition of Dyslexia**

### **Always**

- Inaccurate reading
- Slow or dysfluent reading
- Difficulty learning the alphabet
- Difficulty learning to match sounds with letters (the alphabetic principle)
- Poor spelling

### **Often**

- Dysgraphia: poor handwriting, non-standard pencil grip
- Can match sounds to letters, but cannot blend (recode) them into syllables or words
- Sequencing confusion (left to right, days of the week, months, alphabet)
- Reversal and/or rotation of letters (b-d, m-w)
- Weak organizational skills, especially for writing and/or speaking
- Memory problems: word retrieval, rapid naming, specific facts, following directions (oral or written), math facts
- Low self-esteem
- Wide variation in sub-test scores on intelligence tests
- Poor arithmetic skills
- Difficulty acquiring a foreign language

### **Sometimes**

- Poor social skills
- Impulsivity, distractibility, inattentiveness
- Perseveration (trouble changing tasks)
- Poor sensory-motor integration

### **Scientific Consensus Definition of Dyslexia (2003)** *National Institutes of Child Health and Human Development / International Dyslexia Association.*

- Dyslexia is a specific learning disability that is **neurological** in origin. It is characterized by **difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities**. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.