



Article

# The Detection of Early Reading Performance and Its Relationship with Biopsychosocial Risk Factors in the Study of Learning Difficulties

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**Abstract:** The study of the multiple processes involved in learning how to read can contribute towards the early detection of good and bad readers. However, it is necessary to take into consideration different biopsychosocial risk factors (pre- and perigestational, neonatal, medical, developmental and family-related) that may have a significant impact on neurodevelopment, producing atypical cognitive development that could lead to the presence of reading difficulties. The objective of this study was to identify the main psycholinguistic abilities involved in the early reading performance and analyse their relationship to biopsychosocial risk factors. A total of 110 subjects between the ages of 4 and 7 years old and enrolled in state-run schools in Spain participated in the study. Significant correlations were found between different psycholinguistic abilities and certain biopsychosocial risk factors (having had hyperbilirubinemia, having obtained a score lower than 9 on the Apgar test, having had language problems or a sibling with dyslexia). This relationship should be taken into account in the study of learning difficulties as a potential indicator to predict later reading development and even the presence of developmental dyslexia.

**Keywords:** reading predictors; reading difficulties; developmental dyslexia; learning disabilities; alphabet knowledge; phonemic awareness; maternal risk; perigestational; biopsychosocial factors; psycholinguistic abilities

## 1. Introduction

Developmental dyslexia is defined as a neurocognitive learning disorder affecting reading and writing characterised by the persistent and specific non-fluid identification of words in children who do not present sensorial deficits, intellectual disabilities, other mental or neurological disorders, psychosocial adversity, or inadequate educational experiences [1]. It seems to originate from an alteration in neurodevelopment, and at the present time, its aetiology is recognised as being multifactorial, involving multiple interacting risk factors, which may be genetic or environmental [1,2]. These risk factors alter the development of multiple neural systems and the cognitive functions necessary for normal development, thereby producing the behavioural symptoms which define DD [3]. Given that additional environmental factors increase the risk of developing this reading disability and its related neuropsychological components, it can be supposed that different ecological niches moderate the strength of the genetic signal in accordance with a more articulated framework of gene-environment (GxE) interaction and interdependence [4,5]. Thus, the learning of reading is a complex issue as it requires mastery of multiple processes and the involvement of many factors.

# Early Detection Of Reading Difficulties

**Manuel Soriano-Ferrer, Simone  
Aparecida Capellini, Giseli Donadon  
Germano**

## **Early Detection Of Reading Difficulties:**

The Early Detection of Reading Difficulties Marie M. Clay,1972 Techniques for identifying children who by six years of age are having difficulty learning to read and procedures for an individual reading recovery programme The Early Detection of Reading Difficulties Marie M. Clay,1972 **The Early Detection of Reading Difficulties** Marie M. Clay,1985-01-01 **Early Intervention for Reading Difficulties, Second Edition** Donna M. Scanlon,Kimberly L. Anderson,Joan M. Sweeney,2016-12-14 Grounded in a strong evidence base this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K 2 The interactive strategies approach ISA is organized around core instructional goals related to enhancing word learning and comprehension of text The book provides guidance for assessment and instruction in whole class small group and one to one settings using the curricular materials teachers already have Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1 2 x 11 size Of special value the website also features nearly 200 pages of additional printable forms handouts and picture sorts that supplement the book s content New to This Edition Incorporates the latest research on literacy development and on the ISA Describes connections to the Common Core State Standards CCSS Explains how to use the ISA with English learners Chapter on fluency Expanded coverage of morphological knowledge Companion website with downloadable reproducible tools and extensive supplemental materials The Early Detection of Reading Difficulties Marie M. Clay,1979 **The Early Detection of Reading Difficulties** Marie W. Clay,1981 **Preventing Reading Difficulties in Young Children** National Research Council,Division of Behavioral and Social Sciences and Education,Board on Behavioral, Cognitive, and Sensory Sciences,Committee on the Prevention of Reading Difficulties in Young Children,1998-07-22 While most children learn to read fairly well there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive technology driven society This book explores the problem within the context of social historical cultural and biological factors Recommendations address the identification of groups of children at risk effective instruction for the preschool and early grades effective approaches to dialects and bilingualism the importance of these findings for the professional development of teachers and gaps that remain in our understanding of how children learn to read Implications for parents teachers schools communities the media and government at all levels are discussed The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field In a clear and readable narrative word identification comprehension and other processes in normal reading development are discussed Against the background of normal progress Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades including evaluation of philosophies systems and materials commonly used to teach reading *The Early Detection of Reading Difficulties, a Diagnostic Survey Including*

*Full Details for the Administration of the Concepts about Print Test, Entitled "Sand". Marie M. Clay,1904*     Reading Problems Of Learners (11) Tara Chand Sharma,2005     The Early Detection of Reading Difficulty Colin Dunkeld,Zola Dunbar,1984     **Early Identification of Reading Difficulties Experienced by Spanish-speaking English Language Learners** Allison A. Lundahl,2008     **The Important Role of the Early School Years for Reading, Writing and Math Development: Assessment and Intervention at School Entry** Christoph Weber,Martin Schöfl,Susanne Seifert ,Natalie Förster,2025-12-01 School entry is a critical life event for young children Students begin this new phase of their lives with very different abilities due to their individual characteristics previous experiences and education While some children hardly know any letters or numbers others can already read write and calculate quite fluently To optimally support young learners according to their respective starting conditions teachers must recognize students learning prerequisites and adapt instruction to students needs To this end both valid and economical assessments as well as effective and differentiated interventions are needed This Research Topic addresses new developments in early assessments and assessment based interventions around the time of school entry from the last year before enrollment until second grade In particular this Research Topic aims to bring together research that directly contributes to assessing children s difficulties and providing evidence based support We highly welcome new innovative approaches from the fields of education didactics and psychology that focus on the assessment and assessment based instruction in reading writing and maths Any empirical studies that help to improve the assessment and assessment based interventions for the competencies mentioned are welcome We are looking for empirical quantitative or qualitative studies dealing with the target group of children around the age of school entry last year of kindergarten to second grade elementary school that include at least one of the following topics the presentation or testing of new assessment procedures that focus on performance in and prerequisites for reading writing and maths assessment based interventions both whole class or individual approaches in reading writing and maths the co development of sub skills in reading writing and maths and consequences for assessment and intervention Please note that manuscripts without prior submission of an abstract will not be considered for the research topic     Fluency and Reading Comprehension in Typical Readers and Dyslexic Readers: Volume II Manuel Soriano-Ferrer,Simone Aparecida Capellini,Giseli Donadon Germano,2024-03-06 This Research Topic is the second edition of Fluency and reading comprehension in typical readers and dyslexics readers Volume I This Second Edition Research Topic is focused on the characterization of the reading writing difficulties and their comorbidities and in the analysis of evidence based recommendations for early interventions and treatment of these difficulties within the fields of neuropsychology speech language pathology and educational psychology Reading involves decoding and comprehension components and to become efficient it requires a large number of cognitive and linguistic processes Among those decoding failures can have different origins such as deficits in phonological and or visual processing In addition a child with reading difficulties might also have

problems in the acquisition of writing and handwriting performance This is an important point to be discussed as reading and writing both suffer interference from vocabulary acquisition linguistic skills memory skills reading and writing practices and literacy methods These processes become important only when the professional needs to deal with students presenting learning difficulties Difficulty in using the knowledge of conversion rules between grapheme phoneme to word reading construction or phoneme grapheme for writing can be identified in schoolchildren with dyslexia dysgraphia and dysortography being a specific learning disorder with a neurological etiology In addition there is established evidence of a speech language processing basis students with specific learning disabilities can show a range of cognitive difficulties e g rapid naming executive functioning working memory These presented difficulties interfere in their learning process impairing their learning development Resources in Education ,1989 *Reading Difficulties* Guy Loraine Bond,1984

*Diagnosis and Correction of Reading Problems, First Edition* Darrell Morris,2008-02-26 Darrell Morris demonstrates how to conduct a comprehensive diagnostic assessment interpret reading scores and provide individualized instruction that takes each student s specific strengths and weaknesses into account Small group and whole class applications are discussed and a special chapter describes an exemplary teacher training approach from publisher description The Psychology of Learning and Reading Difficulties Harold A. Solan,1973 **Early Intervention for Reading Difficulties, First Edition** Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney,2010-07-03 This book presents a research supported framework for early literacy instruction that aligns with multi tiered response to intervention RTI models The book focuses on giving teachers a better understanding of literacy development and how to effectively support children as they begin to read and write The authors interactive strategies approach is designed around essential instructional goals related both to learning to identify words and to comprehending text Detailed guidance is provided on ways to target these goals with K 2 students at risk for reading difficulties Assessment and instructional strategies for whole class small group and one to one settings are discussed in depth Numerous reproducible forms for documenting student learning are included **Multiage Classrooms** ,1993 Multiage programs in other schools Also many articles by Ernest Boyer Albert Shanker Kathleen Cushman John O Neil etc

**Dyslexia and Reading Difficulties** Carol A. Spafford, George S. Grosser,2005 Drawing on hundreds of scientifically based research studies and informed teaching practices this book provides teachers and parents with a repertoire of strategies and interventions to build rich literacy environments Back cover

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