Abstract

This longitudinal study examined dyslexia among 80 Hong Kong Chinese children at-risk for dyslexia compared to controls. These at- risk children were further divided into either familial group, children had a sibling diagnosed with dyslexia, or delayed group, children that had difficulties in word recognition. Furthermore, the familial group consisted of 11 dyslexic and 11 non-dyslexic children and the delayed group consisted of 9 dyslexic and 9 non-dyslexic children. These children were tested at Time 1 on one literacy task Chinese word recognition and five cognitive tasks rapid automatised number naming, syllable deletion, tone detection, morphological awareness and visual skill. At Time 2 three literacy tasks were administered; Chinese character recognition, one minute reading and Chinese dictation. The results showed that at Time 1 from all the six tasks only the Chinese word recognition could significantly distinguish the at-risk group with dyslexia from the at- risk group without dyslexia. Further analyses revealed that all the literacy tasks from Time 1 and Time 2 but only two cognitive tasks, morphological awareness and rapid automatised number naming could significantly distinguish these two at- risk groups when compared to the control group. The other two tasks tone detection and syllable deletion could significantly distinguish the control group from the at- risk dyslexic group. Finally, analyses of the visual skill task failed to reveal any significant differences between the three groups.