

Abstract

Archival data of Cantonese-speaking children participating in a dyslexia training in Hong Kong at pre-intervention stage was reviewed. With reading performance of normal reading children as a reference, it is identified that 23.9% of children previously diagnosed with dyslexia could read as proficiently as the control group. Cognitive profile and language proficiency for these inconsistent reading children were studied. Reasons behind the inconsistent reading phenomenon were discussed. There was a statistically significant difference in their verbal working memory and a statistical trend in their language proficiency represented by vocabulary knowledge when compared to their consistent reading peers with dyslexia. Regression to the mean, inconsistent assessment criteria, and representativeness of the control group may explain the inconsistent reading ability classification. It is also speculated that the development in working memory and vocabulary knowledge post-diagnosis helped these children improve their reading ability and resolve their dyslexia. This sheds light on potential interventions for children with borderline dyslexia that are currently not available.

Keywords: dyslexia, reading performance, inconsistency, working memory, vocabulary knowledge