

Dyslexia: True or False?

Statement	True/False
Writing letters and words backwards are signs of dyslexia	FALSE Writing letters and words backwards are common in the early stages of learning to read and write among average and dyslexic children alike. It is a sign that letter forms and spellings of words have not been firmly established, not that a child has a reading disability.
Reading difficulties are not caused by visual perception problems	TRUE Research suggests that dyslexia is best characterised as a problem with language processing at the phoneme level not a problem with visual processing. Some people with dyslexia have co-occurring visual stress but many people with visual stress do not have dyslexia.
With time, children will not 'grow out' of dyslexia	TRUE There is no evidence that dyslexia is a problem that can be outgrown. There is strong evidence that children with dyslexia continue to experience reading and literacy problems into adolescence and adulthood as their underlying cognitive differences persist.
More boys than girls have dyslexia	FALSE Longitudinal research shows that as many girls as boys are affected by dyslexia.
Dyslexia only affects people who speak English	FALSE Dyslexia occurs in all cultures and languages in the world with written language, including those that do not use an alphabetic script, such as Korean and Hebrew.
People with dyslexia will not benefit from coloured text overlays or lenses	TRUE There is no strong research evidence that intervention using coloured overlays or special lenses has any effect on the word reading or comprehension of children with dyslexia.
Children who have difficulties with reading and literacy beyond the early years are not dyslexic	FALSE Children with dyslexia who are taught reading well, using structured phonics-based methods, may progress well initially but as the demands on literacy increase through school, their dyslexic difficulties may become apparent.
It is important to identify and teach to each child's preferred learning style	FALSE Research has shown that the VAK (Visual, Auditory and Kinaesthetic) model of learning styles has no basis in evidence. Emerging neuroscientific evidence suggests multi-sensory interventions are likely to be best.

Taken from: A Whole School Approach to Improving Access, Participation and Achievement Primary Training Pack, nasen. Research based on Hudson, High & Al Otaiba (2007)