



Dyslexia

What you need to know

Dyslexia is the most common specific learning disability. It may affect up to 20% of the population—perhaps as many as one in five kids—which means that if you're an educator, it affects you. We've distilled decades of dyslexia research into critical insights you can use to best support your students and optimize your classroom instruction.

What is dyslexia?

Here's the definition of dyslexia developed by the International Dyslexia Association (IDA) and adopted by many state education codes:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

Dyslexia is primarily an issue of **phonological processing**, the ability to analyze speech or spoken language. In other words, students with dyslexia typically struggle to match letters with the sounds those letters make.

Ripple effects may include problems with reading comprehension and reduced reading overall, which can impede development of vocabulary, background knowledge, and overall academic success.

But with early intervention, targeted supports, and a flexible curriculum, **it's definitely possible to make sure that every student in your class can read and succeed.**

Screening for risk

Most states with dyslexia screening requirements have approved the use of Curriculum-Based Measures, or General Outcome Measures—DIBELS is known as the gold-standard measure. This screener can identify students at risk for reading difficulties and monitor their response to instruction. Typically, they're also brief and easy to administer, score, and interpret.

Regardless of the assessment used, most states require dyslexia screening methods to measure these critical skills:

Phonological/Phonemic awareness

Recognizing and manipulating the sound structure of language

Alphabetic principle

Associating letters with sounds and blending them into words

Rapid Automatized Naming (RAN)

Quickly retrieving information from phonological memory

Word reading

Fluently and accurately reading words using sound-symbol correspondences and sight-word recognition

Early intervention and effective teaching strategies can significantly minimize the impact of dyslexia on a child's reading development by helping teachers to provide the supports matched to students' needs as early as possible. By recognizing and addressing needs early, educators can help students achieve their full reading potential and experience greater academic success.

Beginning of Year Grade 1	Composite Goal 331	LNF Goal 51	PSF Goal 39
Ahmed, Emma	329 Below	40 Well Below	33 Below
Bao, Freddie	345 Benchmark	52 Benchmark	55 Above
Bell, Jon ⓘ	317 Well Below	24 Well Below	21 Well Below
Benitez, Tami	359 Above	53 Benchmark	44 Benchmark

Did you know **mCLASS® DIBELS® 8th Edition** is the industry's first all-in-one universal and dyslexia screener? This means with just one screener, you'll gain a complete picture of your students' grade-level reading skills and dyslexia risk factors. Our gold-standard assessment identifies students who need more support, then recommends targeted instruction they'll love.