

What's Trending In Structured Literacy?

October is Dyslexia Awareness Month, which presents an opportunity for each of us to recognize the many myths and misunderstandings and to do our part to promote dissemination of accurate information.

Here is a list of some of the most prevalent myths about dyslexia
shared by Stephanie Stollar, creator of The Reading Science Academy:

1. Schools should avoid using the term dyslexia.
2. The direct, explicit instruction that is essential for students with dyslexia isn't necessary or recommended for typical readers.
3. Students with dyslexia are more creative, imaginative, talented or gifted.
4. Students identified as gifted can't also be dyslexic.
5. Students with limited English proficiency can't be dyslexic.
6. Students from low socioeconomic backgrounds can't be dyslexic.
7. A discrepancy between IQ and achievement is required for identifying dyslexia.
8. Schools must provide special education services if a parent presents the school with a diagnosis of dyslexia by an outside provider.
9. Dyslexia can't be diagnosed until grade 3.
10. Students grow out of dyslexia.
11. Screening for dyslexia requires assessments that are different from screening for risk of reading difficulties.
12. Dyslexia can be determined without measuring response to instruction.
13. Brain training and colored overlays are effective interventions to improve reading for students with dyslexia.
14. Only dyslexia specialists or certified language therapists can provide effective intervention for students with dyslexia.
15. All students with dyslexia have the same needs.

Consider sharing this article by Vaughn & Fletcher to spark a discussion with others to better support and identify students with dyslexia.

Source: Dr. Stephanie Stollar,

<https://www.readingscienceacademy.com/>

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