Defining Dyslexia

National Centre of Literacy and Numeracy for Adults
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What is dyslexia?

Greek

dys  =  difficult

lexia  =  words
What is dyslexia?

1896, British Medical Journal,

In 1896 Morgan wrote, “Percy F., … aged 14, … has always been a bright intelligent boy, quick at games, and in no way inferior to others his age. His great difficulty has been – and is now – his inability to read.” According to Shaywitz (1996, p. 12) this is “the first description of the learning disorder that would come to be known as developmental dyslexia.”
Dyslexia (NZ)


2008: The MOE published a resource for teachers.

http://literacyonline.tki.org.nz/Literacy-Online/News/About-Dyslexia
Dyslexia (NZ)

MOE working definition

Dyslexia is a spectrum of specific learning difficulties and is evident when accurate and/or fluent reading and writing skills, particularly phonological awareness, develop incompletely or with great difficulty. This may include difficulties with one or more of reading, writing, spelling, numeracy, or musical notation. These difficulties are persistent despite access to learning opportunities that are effective and appropriate for most other children.

People with dyslexia can be found across the achievement spectrum and sometimes have a number of associated secondary characteristics which may also need to be addressed, such as difficulties with auditory and/or visual perception; planning and organising; short-term memory; motor skills or social interaction.

People with dyslexia often develop compensatory strategies and these can disguise their difficulties. People with dyslexia can also develop compensatory strengths which can provide an opportunity to further advance their learning.

Early identification followed by a systematic and sustained process of highly individualised, skilled teaching primarily focused on written language, with specialist support, is critical to enable learners to participate in the full range of social, academic, and other learning opportunities across all areas of the curriculum.
What is dyslexia?
(Tunmer, 2009; Tunmer & Greaney, 2010)

Dyslexia (four part definition.) – persistent literacy learning difficulties (especially difficulties in word recognition, spelling and phonological recoding) in otherwise typically developing children (i.e., those who do not satisfy standard criteria for exclusion from the diagnosis of dyslexia) despite exposure to high quality evidenced based literacy instruction and intervention, due to an impairment in the phonological processing skills required to learn to read and write.
What is dyslexia?
(Tunmer, 2009; Tunmer & Greaney, 2010)

Summary

1. persistent literacy learning difficulties
2. in otherwise typically developing children [now adults]
3. despite exposure to high quality, evidenced based literacy instruction and intervention,
4. due to an impairment in the phonological processing skills required to learn to read and write.
What is dyslexia?
(International Dyslexia Association, 2002)

“It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

[Adopted by the IDA Board of Directors, Nov. 12, 2002]
References


