The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities

Adapted from

Identifying Dyslexia in Schools
This article proposes a “hybrid” model for dyslexia identification that documents:

- **Low Reading Achievement**
  - EXAMPLE: Low scores on measures of word reading and spelling

- **Inadequate Response to Instruction**
  - EXAMPLE: Persistent lack of adequate response to quality instruction documented by individual student progress monitoring

- **Exclusionary Factors**
  - EXAMPLE: Lack of sensory disorders, language-learner status, cultural or linguistic factors

- This identification process works best in multi-tiered systems of support (MTSS)
- In addition to student performance data, well-implemented MTSS will collect data to measure the extent to which implementation of assessments, instruction, interventions, and procedures match the school or district plan