



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

Adapted from

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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, background 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