

# Important Pieces of School-Based Intervention for Students with or at Risk for Dyslexia: Evidence from 40 Years of Research

Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C. L., ... & Kehoe, K. F. (2022). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.477>

Researchers conducted a meta-analysis involving studies conducted between 1980 and 2020 that aimed to improve reading outcomes for Grade K-5 students with or at risk for dyslexia. They were interested to know which factors and characteristics may be consistently associated with effective interventions.

## WORD READING

Students with or at risk for dyslexia benefited from interventions targeting word reading skills.

## DOSAGE MATTERS

Amount of time spent on reading intervention is important, with results showing that students receiving more intervention showed greater gains.

## EARLIER IS BETTER

Effects were larger for students in grades K-2 than for those in grades 3-5.

## FUTURE RESEARCH

Future research is needed to understand what other components are most effective for intervention with students with or at risk for dyslexia.