



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

*Adapted from*

Miciak, J., & Fletcher, J. M. (2020). The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities. *Journal of learning disabilities*, 22219420906801. Advance online publication. <https://doi.org/10.1177/0022219420906801>

## 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