

## What are some assumptions about dyslexia?

Topic	Myth	Reality
<p><b>Reversals</b></p>	<p><b>Myth:</b> People with dyslexia see and write letters and words backward. Writing letters and words backwards means that a child has dyslexia.</p>	<p>Many young children reverse letters when learning to read and write. Reversing letters is not necessarily an indicator of the presence or absence of dyslexia in beginning readers (Elliot and Grigorenko 2014; Hasbrouck 2020; Kilpatrick 2016), although its persistence may indicate dyslexia.</p>
<p><b>Visual Issues</b></p>	<p><b>Myth:</b> Dyslexia is a vision problem. It can be corrected or mitigated by using colored overlays, tinted lenses, or vision therapy.</p>	<p>Dyslexia is not a vision problem. It is a language-based problem. Therefore, treating dyslexia with therapies to improve visual function or tinted lenses/filters is not indicated (AAP 2009).</p>
<p><b>Special Education Eligibility</b></p>	<p><b>Myth:</b> If a student has dyslexia or displays characteristics of dyslexia, he or she will automatically receive special education supports through an Individual Education Program (IEP). An IEP is the only way to get the appropriate instruction and accommodations needed.</p>	<p>All reading difficulties, including dyslexia and related conditions, present in various ways from mild to severe. Some children with characteristics of dyslexia meet the eligibility requirements for special education in the specific learning disability (SLD) category. Some do not. All students receive appropriate high-quality universal, differentiated, responsive instruction. If reading challenges are identified, students may receive additional interventions within the regular education class. Students who do not respond to these interventions may be eligible to receive interventions through the</p>

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		state's defined special education eligibility process.
<b>Intelligence &amp; School Success</b>	<b>Myth:</b> If you perform well in school, you must not have dyslexia or related conditions.	<p>The ability to learn to read does not directly correlate with a person's intelligence (Elliot and Grigorenko 2014; Vellutino et al. 2000). Some students with dyslexia or related conditions perform well in school while others may not. Some higher performing students with dyslexia or related conditions have received appropriate instruction, accommodations, and/or supports, and/or have developed their own coping skills and strategies.</p>
<b>Reading Ability</b>	<b>Myth:</b> Individuals with dyslexia cannot learn to read.	<p>Students with dyslexia can learn to read with comprehensive, responsive, and targeted instruction (Vellutino et al. 1996; Kilpatrick 2020). However, they often do so with greater effort.</p>
<b>Comprehension</b>	<b>Myth:</b> All students who have dyslexia have poor reading comprehension skills.	<p>Individuals with dyslexia can have good comprehension skills, but their comprehension may be impacted by the amount of mental effort required to decode. In addition to decoding skills, reading comprehension depends upon many factors like vocabulary, background knowledge, text complexity, working memory, purpose for reading, engagement, and interest (Fletcher et al 2019).</p>

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<p><b>Reading Difficulties</b></p>	<p><b>Myth:</b> All reading difficulties can be attributed to dyslexia.</p>	<p>Dyslexia is not the only reading difficulty. There are other profiles and conditions that may impact learning to read (Valencia and Buly 2004; Spear Swerling 2015) See Appendix D for more information.</p>
<p><b>Effort</b></p>	<p><b>Myth:</b> If students with dyslexia just tried harder, they would learn to read.</p>	<p>When students with dyslexia appear capable and successful in other domains of learning, people may think that if they just tried harder during instruction and intervention, they would learn to read. Many individuals with dyslexia suffer from low self-esteem, anger, anxiety, hopelessness, and shame, especially when they are working as hard as they can without improvement (Hasbrouck 2021; Shaywitz and Shaywitz 2020).</p>
<p><b>Lifelong Reading Difficulties</b></p>	<p><b>Myth:</b> Students with dyslexia will never become proficient and/or functional readers.</p>	<p>Early identification of students with characteristics of dyslexia followed by “powerful and age-appropriate instruction” (Hasbrouck 2020, 37) can help prevent the reading difficulties associated with dyslexia for many children (Hasbrouck 2020; Kilpatrick 2020; Vellutino et al. 1996). Studies such as Vellutino et al. 1996 have shown “most reading difficulties can be successfully remediated. Furthermore, they showed we can prevent most reading</p>

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		difficulties from happening in the first place” (Kilpatrick 2020, 28). However, some dyslexic learners may only become accurate but not automatic word readers (Fletcher et al. 2019).