DYSLEXIA FACTS

Summarized for you by Dyslexia Institutes of America

1. At least 20% of the population of the United States is functionally illiterate

2. 50% of those that are functionally illiterate are **DYSLEXIC**

3. 80% of all diagnosed Learning Disabled children are **DYSLEXIC**

4. To be dyslexic you must have at least normal intelligence

5. Dyslexia is a coding problem: There are two types of coding:

   DECODING: Involves either sight recognition of words which are phonetically irregular such as "should, enough, etc…" or phonetic decoding where words are read by breaking them down into "units or syllables". Both of these decoding processes are needed to read or decode words.

   ENCODING: Ability to spell words. Words are spelled two ways:
   (A) Spelling by sight or visualizing the word as a whole
   (B) Spelling by sound or breaking the word down into its sound parts or phonemes.

6. If a child can't read (decode) and/or spell (encode) because he or she is unable to remember whole, irregular sight words (also known as eidetic words) this condition is known as *Dyseidetic Dyslexia.* Such a person reads slowly and laboriously and will have special difficulty with irregular words such as 'should', 'enough', etc.

7. If a child can't read (decode) and/or spell (encode) because he or she is unable to break phonetically regular words (also known as phonetic words) down into their sound parts, his condition is known as *Dysphonetic Dyslexia.* Such a person will have difficulty decoding unknown words, even those that are phonetically regular (also known as phonetic words.)

8. If a child can't read (decode) and spell (encode) words wither eidetically or phonetically, this is known as *Mixed Dyslexia or Dysphoneidetic Dyslexia.* This is the severest form of dyslexia because it involves both types of coding functions.

9. It has been assumed for many years that dyslexia was three times more prevalent in boys than in girls. Recent research indicates that there are about the same number of boys and girls with dyslexia, but that boys are more likely to be referred for assessment than girls. This may be due to the problem of ignoring girl's problems in the classroom (called referral bias).

10. There is strong evidence that at least one type of dyslexia, *Dyseidetic Dyslexia,* is genetic, and that it is passed down to each generation in varying degrees regardless of the sex of the child.

11. *Dysphonetic Dyslexia* appears to be polygenic. That is, there is not a clear-cut genetic influence. There is however some evidence that this type of dyslexia may be linked to chronic otitis media (regularly occurring ear infections) before the end of the second year of the child's life.

12. Other conditions such as *Attention Deficit Hyperactive Disorder* (ADHD), *Attention Deficit Disorder* (ADD), visual problems and perceptual dysfunctions appear as co-factors in dyslexia. In other words, they do not cause or are they caused by dyslexia, rather they co-exist with dyslexia.

13. Currently the most successful way of identifying dyslexia involves direct assessment with a variety of tests including Boder classification system as modified by Griffin & Walton where the eidetic decoding level is established followed by a spelling test which determines the relative spelling ability for both regular and irregular words.

14. The most successful method of overcoming dyslexia is through intensive decoding and encoding procedures specifically tied to the clients achievement level as provided by the Dyslexia Institutes of America together with school accommodations and treating co-factors found by a battery of professionals, including educators, pediatricians, eye doctors, audiologists, and psychologists.