

National Institutes of Health Results Released in 1994

These research results have been independently replicated and are now considered to be irrefutable.

- Dyslexia affects at least 1 out of every 5 children in the United States.
- Dyslexia represents the most common and prevalent of all known learning disabilities.
- Dyslexia is the most researched of all learning disabilities.
- Dyslexia affects as many boys as girls.
- Some forms of dyslexia are highly heritable.
- Dyslexia is the leading cause of reading failure and school dropouts in our nation.
- Reading failure is the most commonly shared characteristic of juvenile justice offenders.
- Dyslexia has been shown to be clearly related to neurophysiological differences in brain function.
- Dyslexic children display difficulty with the sounds/symbol correspondences of our written code because of these brain differences in brain function.
- Early intervention is essential for this population.
- Dyslexia is identifiable, with 92% accuracy, at ages 5 1/2 to 6 1/2.
- Dyslexia is primarily due to linguistic deficits. We now know dyslexia is due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards.
- Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness.
- Children do not outgrow reading failure or dyslexia.
- Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness.
- Children do not mature out of their reading difficulties.
- Research evidence does not support the use of “whole language” reading approaches to teach dyslexic children.
- Dyslexia and ADD are two separate and identifiable entities.
- Dyslexia and ADD so frequently coexist within the same child that it is always best to test for both.
- Children with both dyslexia and ADD are at dramatically increased risk for substance abuse and felony convictions if they do not receive appropriate interventions.
- The current “discrepancy model” testing utilized by our nation’s public schools to establish eligibility for special education services is not a valid diagnostic marker for dyslexia.