



NEVADA
Department of
Education



TOPIC: **DYSLEXIA**

Common Myths and Misperceptions About Dyslexia

MYTH:

Dyslexia is a visual processing problem.

Dyslexia is not a visual processing problem, children do not “see” letters and words as backward or jumbled up. Therefore, strategies focused on vision are not effective for improving reading, such as tinted/colored overlays or lenses, special dyslexia-specific fonts (e.g., “Dyslexie,” “Open Dyslexic”), or vision exercises.

MYTH:

Dyslexia is different from specific learning disability in reading.

Dyslexia is not distinct or unique from specific learning disability. Dyslexia is also synonymous with word-level reading disability, which is a term becoming more common in research. In some states, dyslexia is referred to as specific learning disability in basic reading; it means the same thing.

MYTH:

Specialized credentials specific to dyslexia are needed to provide instruction and intervention support for students who have characteristics or been diagnosed with dyslexia.

Teachers or intervention staff do not need dyslexia-specific credentials or certifications to provide instruction or support. Any teacher or paraprofessional trained in evidence-based reading instruction or trained to implement an evidence-based intervention can be effective teachers of students with or at-risk for dyslexia.

MYTH:

Specialized curriculum or teaching approaches specific to dyslexia are needed.

Support for students with or at-risk for dyslexia does not require unique or special teaching approaches or methods apart from evidence-based reading instruction. The key difference, however, is that students with reading difficulties, like dyslexia, often require intervention that is more explicit, systematic, intensive, data-driven, and provides more supported practice opportunities. The content and nature of instruction is not very different from teaching any student to read.

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