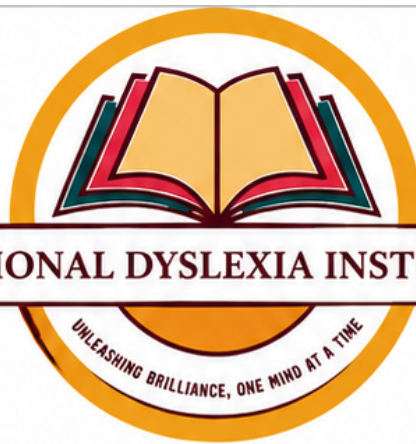


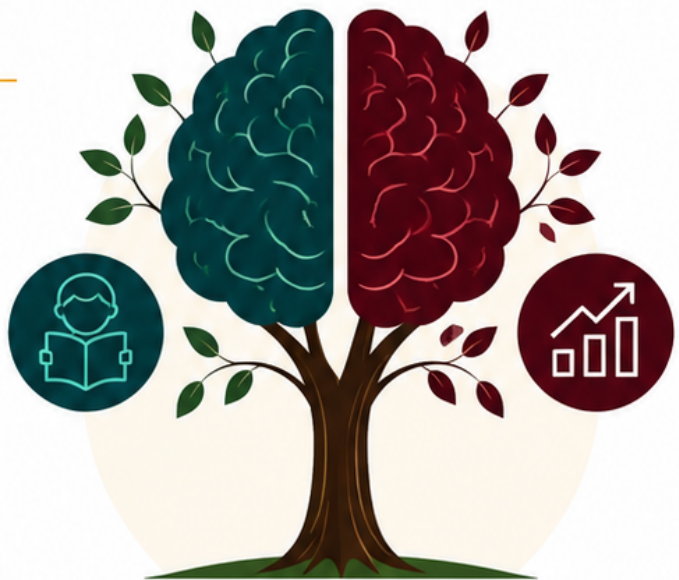


EDUCATIONAL DYSLEXIA INSTRUCTION

EARLY INTERVENTION VS. REMEDIATION

*Understanding the difference—
and why timing matters.*

A guide for parents about the
importance of early support
and evidence-based intervention
for reading success.



The **earlier** a child receives
the right instruction, the
easier it is for the brain to
build **strong** reading pathways.



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DYSLEXIA INSTRUCTION

UNLEASHING BRILLIANCE,
ONE MIND AT A TIME

1

WHAT IS EARLY INTERVENTION?



Early intervention is specialized, evidence-based instruction provided **before** reading difficulties become deeply established.

Rather than waiting for a child to fail, early intervention teaches the foundational skills needed for successful reading while the brain is still developing efficient reading pathways.

Early intervention is especially important for children who:

- ✓ have a family history of dyslexia
- ✓ struggle with rhyming or speech sounds
- ✓ have difficulty learning letters and sounds
- ✓ are at risk for reading difficulties
- ✓ show early warning signs of dyslexia



“
The earlier we support a child's reading development, the more opportunities we give their brain to build strong, lasting connections.

BENEFITS OF EARLY INTERVENTION



Builds Strong Neural Pathways

Helps the brain develop efficient connections for reading.



Prevents Gaps from Widening

Addresses challenges early—before they become harder to overcome.



Improves Confidence

Early success builds self-esteem and a positive attitude about learning.



Reduces Frustration

Prevents the cycle of struggle and the negative impact it can bring.



Makes Learning to Read Easier

Children learn in a way that works for their unique brain.



Research shows that children who receive early, explicit, and systematic **reading instruction** are far less likely to experience significant reading difficulties later on.



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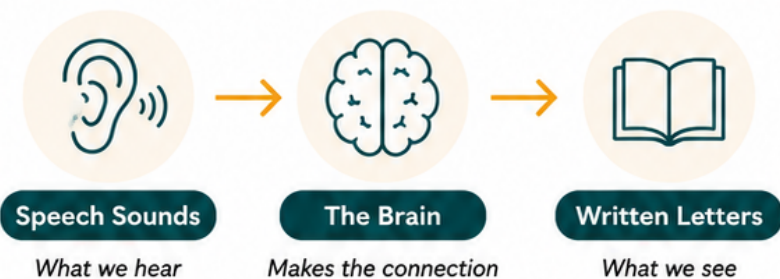
2

WHY DOES EARLY INTERVENTION MATTER?



Reading is not a skill the brain develops naturally.
It must be **explicitly taught**.

The brain must build connections between:



When instruction occurs early, these neural pathways are easier to build and become strong and efficient.

Waiting until a child has experienced years of reading difficulty often means inefficient pathways become more deeply established.

These pathways require much more time, intensity, and effort to change.



The early years are a critical window.

The brain is more flexible and responsive to instruction in the early years, especially from birth through the early elementary grades.

STRONG BEGINNINGS LEAD TO STRONG OUTCOMES

WITH EARLY INTERVENTION

- ✓ Efficient brain pathways are built
- ✓ Reading and spelling become easier
- ✓ Confidence grows
- ✓ Frustration is minimized
- ✓ Stronger foundation for lifelong learning



WITHOUT EARLY INTERVENTION

- ✗ Gaps in skills can widen
- ✗ Reading becomes more difficult
- ✗ Confidence may decrease
- ✗ Frustration can increase
- ✗ Harder to catch up later



Research consistently shows that **early identification and intervention** produce the best reading outcomes.

– National Reading Panel (2000); Shaywitz, S. (2020)



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WHAT IS REMEDIATION?



Remediation is intensive, structured instruction designed to rebuild the reading system after significant reading difficulties have already developed.

Children who need remediation often have accumulated years of reading gaps. Instead of simply learning new information, many students must:

- ✓ Replace ineffective reading habits
- ✓ Strengthen phonological processing skills
- ✓ Build accurate letter-sound relationships
- ✓ Develop automatic word recognition
- ✓ Strengthen spelling and writing skills
- ✓ Build reading comprehension and fluency



Remediation takes time, practice, and patience.

But with consistent, evidence-based instruction, the brain is capable of remarkable growth and change.



A HELPFUL ANALOGY

Imagine building a road.

Early intervention lays the correct road from the beginning.

Remediation often requires removing parts of an existing road before rebuilding it correctly.

With the right tools, time, and expert instruction, the road can be rebuilt so your child can get where they need and want to go.



Dyslexia is not a problem with intelligence.
It is a difference in how the brain processes language.

Remediation provides the instruction the brain needs to succeed.



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WHY IS REMEDIATION IMPORTANT?



Without appropriate, evidence-based intervention, reading and spelling difficulties often persist and may continue to affect academic achievement, confidence, and everyday life.

Evidence-based remediation can help children:



Become Accurate Readers

Build strong decoding skills and automatic word recognition.



Improve Spelling

Learn sound-letter connections and spelling patterns that stick.



Strengthen Comprehension

Stronger decoding leads to deeper understanding of what is read.



Read More Fluently

Increased accuracy and speed make reading smoother and more enjoyable.



Regain Confidence

Success builds a positive mindset and a willingness to keep learning.



“

Dyslexia does not define a child's potential. The right instruction unlocks their ability to learn, grow, and achieve.



**IT IS NEVER TOO LATE
to improve reading skills.
Progress is possible at
any age.**



With time, support, and structured literacy instruction, children and teens with dyslexia can close gaps, build skills, and become **confident, lifelong readers**.



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EARLY INTERVENTION VS. REMEDIATION



Both early intervention and remediation use evidence-based instruction.
The difference is timing and purpose.

EARLY INTERVENTION		REMEDIATION
Prevents reading difficulties from becoming severe.		Addresses reading difficulties after they are established.
Usually begins in preschool or early elementary years.		Can begin at any age .
Builds efficient neural pathways.		Strengthens and reorganizes existing reading pathways.
Often requires fewer instructional hours.		Usually requires more intensive instruction.
Reduces frustration before it starts.		Restores confidence after reading struggles.
Best outcomes occur when started early .		Excellent progress is still possible at any age .

THE GOOD NEWS



Whether a child receives early intervention or remediation, **explicit, systematic, evidence-based instruction** can make a life-changing difference.

Children with dyslexia can learn to read.



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EVIDENCE-BASED SOURCES



The information in this guide is supported by decades of research in the science of reading and dyslexia.



National Reading Panel (2000)

Identified phonemic awareness, phonics, fluency, vocabulary, and comprehension as the essential components of reading instruction.



Shaywitz, S. (2020). *Overcoming Dyslexia* (2nd ed.).

Provides extensive research on the neurobiology of dyslexia and the importance of early identification and structured intervention.



Kilpatrick, D. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*.

A comprehensive resource on prevention, early intervention, and remediation of reading difficulties.



International Dyslexia Association (IDA) Fact Sheets

Up-to-date, research-based information on dyslexia, early warning signs, and effective interventions.



Moats, L. (2020). *Speech to Print: Language Essentials for Teachers* (3rd ed.).

Explains how orthographic knowledge and structured literacy instruction support reading and spelling success.



Ehri, L. (2005). *Learning to Read Words: Theory, Findings, and Issues*.

Research on orthographic mapping and how the brain learns to store and retrieve written words.



The science is clear:

Early action leads to stronger readers and brighter futures.

With the right instruction at the right time, every child has the ability to learn.



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