

# MYTHS AND TRUTHS ABOUT DYSLEXIA

## MYTH

## TRUTH



Kids with dyslexia read backward.

Dyslexia is not caused by vision problems, nor do individuals with dyslexia see words or letters backward. Instead, dyslexia is a language-based learning difference that primarily affects the ability to process and manipulate the sounds in words.



Dyslexia is when kids write their b's and d's backward.

Reversals are common in kindergarten, 1st, and 2nd grade. They occur as the brain learns to process direction and orientation. On their own, reversals are not a sign of dyslexia.



Dyslexia is the result of lower intelligence, lack of effort, or little exposure to reading at home.

Dyslexia is a genetic, brain-based learning difference that affects reading, writing, and spelling. It is not related to intelligence—students with dyslexia often have average or above-average intelligence. They may be unfairly labeled as “lazy,” but the challenges they face are due to how their brains process language, not lack of effort or exposure to reading.



There is no proof that dyslexia exists.

There have been several studies over the past 30 years proving the existence of dyslexia. Brain scans using fMRI reveal which areas of the brain are active during reading. Scientific research reveals differences in brain connectivity between children with dyslexia and those without reading difficulties.

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Dyslexia is rare.

One in five students has a language-based learning disability, with dyslexia being the most common. It's estimated that dyslexia affects up to 20% of the population and accounts for 80–90% of all learning disabilities. Its impact can range from mild to severe.



You cannot identify dyslexia until 3<sup>rd</sup> or 4<sup>th</sup> grade.

Signs of learning difficulties can appear as early as preschool and kindergarten. Third grade is often when these challenges become more noticeable because the demands of reading and learning increase. Identifying a child's needs early makes it easier to help "rewire" the brain's pathways and support their learning effectively.



You can "grow out" of dyslexia.

Dyslexia is not a disease and cannot be cured; it is a lifelong learning difference. However, with early, intensive, and systematic intervention, individuals with dyslexia can become highly successful learners. While intervention greatly improves reading skills, it does not "cure" dyslexia.



Reading 20 minutes a day will help a student with dyslexia learn to read.

All students benefit from regular reading practice, but students with dyslexia require guidance from a trained adult who provides explicit, systematic, diagnostic, and multisensory instruction.



It is unfair to give a student with dyslexia accommodations.

Accommodations are essential for students with dyslexia. They enable students to access information and show their knowledge and skills without being limited by their learning differences. The primary goal is for students to learn, so ensuring they can fully access the content is crucial!