

ARTICLE



Research studies on dyslexia: participant inclusion and exclusion criteria

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ABSTRACT

Dyslexia is a term widely used to describe reading characterised by problems with the fluent and accurate letter or word recognition. Nevertheless, there is no consensus about the definition, origin, and diagnosis of dyslexia and the term is often used very differently by researchers and practitioners. In many cases, research findings are employed by clinicians in ways that are misleading and potentially counterproductive. The present study takes the form of an examination of participant samples included in studies of dyslexia ($n = 800$) over 20 years (2000–2019). The findings show that (1) researchers use a wide range of inclusion and exclusion criteria; that (2) IQ-reading achievement discrepancy is the most common inclusion criterion for dyslexia samples; (3) studies typically compare dyslexic samples to normal controls but not to other poor readers; (4) dyslexia seems to be employed as a catch-all term for poor readers in general, not as a term to define a specific type of poor reader. Finally, (5) dyslexia studies are very rarely published in educational journals.

KEYWORDS

Dyslexia; poor readers;
sample constitution;
inclusionary criteria;
exclusionary criteria

Since the term dyslexia was first coined by the German ophthalmologist, Rudolf Berlin, in 1887, many terms have been used to describe the difficulties that a significant proportion of people encounter in trying to decode text. Early terms included congenital word blindness (Hinshelwood 1907), visual agnosia for words, and word blindness (Orton 1925). More recently, terms commonly used include specific reading difficulties, specific learning difficulties, learning disability, specific reading retardation, unexpected reading difficulty, reading disorder, reading disability, and specific reading disability.

Dyslexia has become one of the most widely employed terms to describe reading (decoding) and spelling problems. While this term has long been prevalent in the UK, its use has proliferated across the world, particularly in the United States where dyslexia advocacy and legislation have flourished (Gabriel 2019; Ward-Lonergan and Duthie 2018). Despite its ubiquity, achieving a workable and scientifically valid definition proved difficult (Elliott and Grigorenko 2014a). What has compounded the difficulty is that there is often a gulf between understandings of the construct of dyslexia in the research literature and formal definitions put forward by practitioner and advocacy groups. This has impacted the

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EBOOK: DYSLEXIA T.R Miles, Elaine Miles, 1999-06-16 What are the distinctive characteristics of dyslexia How much progress has been made in discovering the causes of dyslexia What are the latest ideas on ways in which dyslexics can be helped It is just over a hundred years since Dr Pringle Morgan published his famous account of Percy a boy of 14 who could only with difficulty spell out words of one syllable who wrote his name as Precy and did not notice the mistake until his attention was called to it more than once Yet the schoolmaster who taught him for some years says that he would be the smartest lad in the school if the instruction were entirely oral *Dyslexia A Hundred Years On* is an overview of the field It traces the historical influences and examines the contributions of various disciplines The new edition 1998 is a complete re write of the original book and brings accounts of research fully up to date There are also new chapters which report on new areas of research and raise questions about the different forms which dyslexia can take in different languages The book also looks afresh at assessment teaching approaches and counselling This book is an invaluable resource for trainee and practising teachers including special needs teachers professionals and lay persons interested in dyslexia psychologists doctors health visitors and college students particularly those in the field of psychology education and linguistics □□□□□□ □□□, 2002 *The Inner Life of Children with Special Needs* Ved P. Varma, 1996 Most children have interesting interior lives but the inner lives of some children with special needs often contain secrets which may be permanent or damaging This book offers professionals working with such children insights into what is going on in these children s minds *Support for Learning Differences in Higher Education* Geraldine Price, Janet Skinner, 2007 Specialist teacher assessors work increasingly in all sectors of British education As key personnel in higher education institutions they are responsible for conducting essential diagnostic psychometric assessments for students In its guidance on assessment and identification of students with specific learning difficulties SpLD in higher education the UK government identifies procedures for good practice This book is a practitioner s guide for specialist teachers working with SpLD students in higher education institutions and provides the background to the practitioner s certificate introduced in 2006 It offers practical suggestions to aid specialist tutors who are supporting and assessing students from all academic fields It indicates formats for assessments to help specialist tutors comply with the new regulations and helps tutors provide reasonable adjustments for students that do not compromise academic standards **Discourse, Resistance and Identity Formation** Jerome Satterthwaite, Wendy Martin, Lorna Roberts, 2006 This fifth volume in the Discourse Power Resistance series considers how teachers and learners are under relentless pressure to conform their professional identity to a model imposed by policymakers The book deals with the fundamental question facing teachers and learners worldwide who are we what are we supposed to be doing why Policymakers offer stultifying answers to these questions based on a narrow instrumental view of education that is viewed by teachers and learners with growing anger and dismay What is to be done The official view and the discourse through which

that view is articulated is shown in this book to be weighty and vacuous at the same time a massively ponderous discursive absurdity Consequently this book goes on to offer wide ranging and serious strategies of resistance The book encourages faculty and students in universities and partner institutions involved in teaching training and or carrying out research in all areas of education It will appeal to staff and students involved in training for compulsory and post compulsory vocational education and lifelong learning and to lecturers in all areas of Higher Education with an interest in issues of policy and identity formation The contributors are David Selby Cheryl Hunt Christina Schwabenland Eileen Honan Mhairi Mackie James Avis Anne Marie Bathmaker Yota Dimitriadi and Michael Watts Willing's Press Guide ,2004 Coverage of publications outside the UK and in non English languages expands steadily until in 1991 it occupies enough of the Guide to require publication in parts Catalogue of Periodicals and Continuations ,1995 **Multisensory Teaching of Basic Language Skills** Judith R. Birsh,1999 This guide reveals the benefits of using multisensory instruction in any classroom After they review 50 years of research and experience with those with learning disabilities the authors explain how and why multisensory methods work **Register of Educational Research in the United Kingdom** ,1995 Disabilities and Disorders in Literature for Youth Alice Crosetto,Rajinder Garcha,Mark Horan,2009-09-01 This reference volume identifies almost 1 000 resources to help educators professionals parents siblings guardians and students understand the various disabilities and disorders faced by children today **Donald Broadbent and Applied Cognitive Psychology** Dianne C. Berry,1995 *Perception* ,1999 **The Psychologist** ,2002 Host bibliographic record for boundwith item barcode i45777822 ,1996 *Willing's Press Guide and Advertisers' Directory and Handbook* ,2003 **Language Disorders in Speakers of Chinese** Sam-po Law,Brendan Weekes,Anita M-Y. Wong,2009 Research interest in Chinese language impairments can be traced back to the 1930s Despite the significant advances made in this research field over the past two decades this body of work has not received the attention it deserves This book fills a gap in the field and represents the latest research in Chinese language disorders in children and adults The work presented in this volume addresses theoretical and clinical issues relevant to specific language impairment in children developmental dyslexia phonological impairment in children and adults and acquired dyslexia and dysgraphia The book will appeal to interdisciplinary researchers from cognitive psychology linguistics and neurology with interests in the Chinese language speech language therapists working with Chinese speaking clients educationists in particular language teachers of children learning to read and write Chinese as well as neuroscientists It will serve as a good reference book for advanced level undergraduate courses or graduate courses in speech language pathologies and psycholinguistics **The Oxford Handbook of Deaf Studies in Language** Marc Marschark,Patricia Elizabeth Spencer,2016 Language development and the challenges it can present for individuals who are deaf or hard of hearing have long been a focus of research theory and practice in D deaf studies and deaf education Over the past 150 years but most especially near the end of the 20th and beginning of the 21st century advances in the acquisition and

development of language competencies and skills have been increasing rapidly This volume addresses many of those accomplishments as well as remaining challenges and new questions that have arisen from multiple perspectives theoretical linguistic social emotional neuro biological and socio cultural Contributors comprise an international group of prominent scholars and practitioners from a variety of academic and clinical backgrounds The result is a volume that addresses in detail current knowledge emerging questions and innovative educational practice in a variety of contexts The volume takes on topics such as discussion of the transformation of efforts to identify a best language approach the sign versus speech debate to a stronger focus on individual strengths potentials and choices for selecting and even combining approaches the effects of language on other areas of development as well as effects from other domains on language itself and how neurological socio cognitive and linguistic bases of learning are leading to more specialized approaches to instruction that address the challenges that remain for deaf and hard of hearing individuals This volume both complements and extends The Oxford Handbook of Deaf Studies and Deaf Education Volumes 1 and 2 going further into the unique challenges and demands for deaf or hard of hearing individuals than any other text and providing not only compilations of what is known but setting the course for investigating what is still to be learned

Development of Children Cynthia Lightfoot, 2012-05-04 **Number Sense and Number Nonsense** Nancy Krasa, Sara Shunkwiler, 2009 Short and highly accessible book that guides readers in recommending evaluation and testing for math learning disabilities [Linguistics and Language Behavior Abstracts](#) , 2008

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