

COGS101 – Lecture Notes

Dyslexia

- Acquired Dyslexia
 - A reading impairment in someone who had learned to read normally but lost that ability as a result of brain damage
- Developmental Dyslexia
 - A reading impairment of someone who never learned to read normally – We will focus on this
- No child will learn to read without the appropriate conditions and instruction
- However, some children (10-15%) fail despite:
 - No obvious neurological or sensory impairment
 - Supportive environments
 - Dyslexia or Specific Learning Disability forms regardless
- Some children may be “instructional casualties” that may benefit from intensive intervention and are not actually suffering from Dyslexia or any learning disability
 - This is called the Response to Intervention model
- As reading involves many processes, we would not expect it always to fail in the same way
- Different kinds of dyslexia form depending on which subskill has not developed normally
- To understand this, we need to know more about how reading works and how it develops
-
- Reading is not a single skill
 - It consists of many different skills, even at the level of single words
 - It is difficult to separate in fluent reading but it is apparent when reading fails
- Children go through different broad phases of reading acquisition as they learn different skills
- Logographic phase (3-4yrs+)
 - Small sight of vocabulary known words
 - Often identified by salient graphic features
 - Can't attempt unfamiliar words
 - As number of words increases, problems occur
 - At this stage they identify words more as pictures and features than actual words
- Alphabetic phase (5-6yrs+)
 - Acquire phonic knowledge – able to sound out
 - Attempt to pronounce words not seen before
 - Reading may feed back into spoken vocab in order to form connections between letters and sounds
- Orthographic phase (7-8yrs+)
 - Reads words as whole units without sounding out
 - Not visual or cue-based like the logographic phase
 - Rapid recognition of familiar letter strings
- Two key processes

- Sounding out or 'non-lexical' skills
 - Reads new words and nonsense words
 - Mistakes with irregular words
- Whole word or 'lexical' skills
 - Reads all familiar words, including irregular ones
 - Can't read new words or nonsense words
- Basis of dual route mode of skilled reading
- Different kinds of dyslexia
 - Surface dyslexia
 - Reads words as they sound