

Dyslexia Research Information.

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History:

The first diagnosis of developmental dyslexia mentioned in any publication appeared in The British Medical Journal, 7 November 1896. "A Case of Congenital Word Blindness" by W. Pringle Morgan, M.B. Seaford, Sussex.

It was an account of a 14 year old boy, Percy. "...in spite of this laborious and persistent training, he can only with difficulty spell out words of one syllable". "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." - (The Dyslexia Handbook 1996, p11-14).

The definition recommended by the Research Group of Developmental Dyslexia of the World Federation of Neurology in 1968 reads: "A disorder manifested by a difficulty in learning to read despite conventional instruction, adequate intelligence and socio-cultural opportunity. It is dependent upon fundamental cognitive difficulties which are frequently of a constitutional character."

Dyslexia constitutes a Special Educational Need as defined by the 1993 Education Act having been first recognised by Parliament in the Chronically Sick and Disabled Persons Act 1970." - (The Dyslexia Handbook 1996 p10).

Dyslexia is one of several, often co-occurring specific learning difficulties now recognised under disability legislation. - SENDA 2001(for schools), Equality Act (2010).

Incidence of Dyslexia:

A study by Nathalie Badian in 1984 suggested that in the Western world, dyslexia was thought to be four times more common in males than females and affected 4% of the population severely, regardless of socio-economic status, race or level of intelligence. However, a more recent study suggests that the gender ratio is more equal. (Zabell C and Everatt J, 2000.) Many studies of incidence have produced varying figures because they have used different criteria.

This means, in effect, one child in every classroom will need ongoing appropriate specialist teaching throughout his/her time in school and support in further education, training and employment.

It has been suggested that up to 10% of the population (or even more) show some signs of dyslexia, particularly when it is present in other members of the family. (See Pennington B F (1991) Diagnosing Learning Disorders, New York; Guilford).

It is not a disease to be cured; nor do people "grow out" of it.

Early recognition and appropriate intervention can ameliorate its effects. Dyslexic people learn to accommodate to a greater or lesser degree depending on their own personality and the type of support they have received from both home and school.

Individuals will experience difficulties throughout their lives and the majority learn to develop strategies to enable them to cope most of the time, although in stress situations all the original problems can recur.

Many achieve academically and go on to further and higher education. Some have special talents, e.g. in art, architecture, or engineering.

Sources of Dyslexia Research Information:

Students should ask tutors who set research essays to suggest relevant articles. These could be requested from the British Library through any public library or (probably) directly for a fee.

COPAC (<http://copac.ac.uk/>) provides free access to the merged online catalogues of some of the largest university research libraries in the UK and Ireland. Contact their Helpdesk for further information:

Tel: 0161 275 6789

Email: copac@mimas.ac.uk

The British Library (<http://www.bl.uk/>) has over 1,000 journal titles covering education, psychology, cognition and learning.

Google Scholar (<http://scholar.google.co.uk/>) allows the user to search through a variety of academic literature (including books, theses, peer-reviewed papers, preprints, abstracts and technical reports).

Relevant Journals:

- Annals of Dyslexia:
(<http://www.springer.com/linguistics/languages+&+literature/journal/11881>) :
London Library.
- International Dyslexia Association (<http://www.interdys.org/>)
- British Journal of Educational Psychology and British Psychology Journal, Cognition.
Both by the [British Psychological Society] (<http://www.bps.org.uk>).
- Dyslexia Journal (<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-DYS.html>)
Wiley.
- Irish Journal of Psychology
(<http://www.tandfonline.com/toc/riri20/current#.VKa5yWDyHIU>).
- Journal of Research in SEN, NASEN Research database, NASEN
(<http://www.nasen.org.uk/>).
- New Scientist (<http://www.newscientist.com/>) occasionally has relevant articles.
- Reading Research Quarterly, [International Reading Association]
(<http://www.reading.org/General/Default.aspx>).

Books, magazines:

For example:

- Books on Dyslexia (<http://www.bdadyslexia.org.uk/about-dyslexia/further-information/books-on-dyslexia.html>)

- Special Children, Questions Publishing Ltd (<http://specialchildren-magazine.com>)

Email Forums:

- Disability-Research (<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=disability-research>)
- SpLD Discussion Lists] (<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=SPLD>).
- Berkshire Mathematics (<http://www.berkshiremathematics.com>) Mahesh Sharma research information.
- National Literacy Trust (<http://www.literacytrust.org.uk/>).
- The Dyslexia Research Trust (<http://www.dyslexic.org.uk/>).