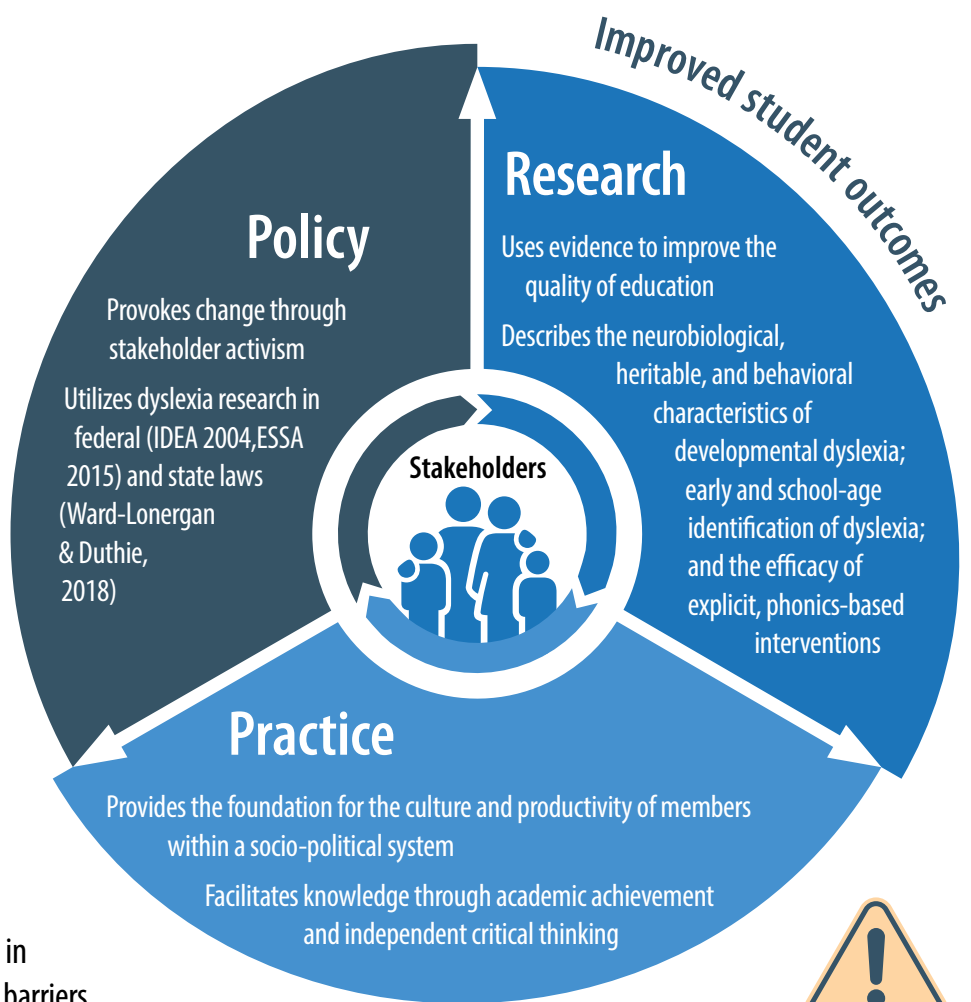


The Dyslexia Trifecta

Research, Education Policy, and Practice

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Education research, policy, and practice are pieces of a complex puzzle that intricately combine to educate all children effectively and to improve outcomes in academic achievement. There is an interdependent, causal, and even circular relationship intuitively among scientific research, education practice, and education policy; education policy drives research (through funding initiatives and legislative requirements), which in turn drives the principles of practice. Yet, many barriers still exist that impede realization of this dyslexia trifecta.



Barriers to the trifecta



Funding barriers

Cost of accountability measures
Funding inequities (less experienced teachers, outdated technology and instructional materials, etc.)
(U.S. Commission on Civil Rights, 2018)



Legislation restrictions

Cut-off criteria
Exclusionary restrictions in disability qualifications (IDEA, 2004)
Addresses educational opportunity inequities for underprivileged children (ESSA, 2015)



Teacher training

Information imparted to preservice teachers
Applying research-based foundations to practice (Darling-Hammond, 2006)



Job satisfaction

Excessive accountability paperwork and workload (Carlson, Chen, Schroll, & Klein, 2002; Nance & Calabrese, 2009)



Socio-political factors

Forces outside of education (political will; technology and social media; economics; stakeholder wants and demands; social, cultural, and linguistic biases; and generational mores) (Fullan, 2000)

Rx A prescription for change

Institutionalized change in educational practice is the key to large-scale, sustainable change.

Stakeholders who work to promote access, equity, and effective science-based instruction within and across our education system can make the difference in reading achievement and equity in education for all children, including children with dyslexia.

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