

Important Pieces of School-Based Intervention for Students with or at Risk for Dyslexia: Evidence from 40 Years of Research

Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C. L., ... & Kehoe, K. F. (2022). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.477>

Researchers conducted a meta-analysis involving studies conducted between 1980 and 2020 that aimed to improve reading outcomes for Grade K-5 students with or at risk for dyslexia. They were interested to know which factors and characteristics may be consistently associated with effective interventions.

WORD READING

Students with or at risk for dyslexia benefited from interventions targeting word reading skills.

DOSAGE MATTERS

Amount of time spent on reading intervention is important with results showing that students receiving more intervention showed greater gains.

EARLIER IS BETTER

Effects were larger for students in grades K-2 compared to grades 3-5.

FUTURE RESEARCH

Future research is needed to understand what other components are most effective for intervention with students with or at risk for dyslexia.



Scan the QR code to learn more about word reading