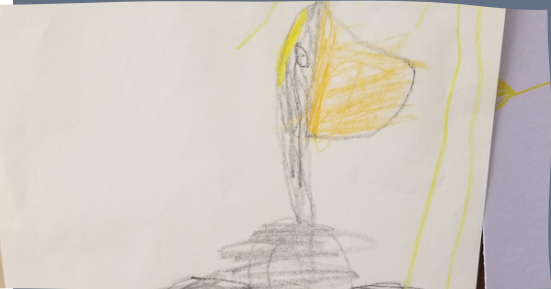




PEIRCE CENTER

Volume 1 no. 1 - October 2022

TO SEEK OR NOT TO SEEK: DYSLEXIA DIAGNOSES



A common question parents have when their child experiences reading difficulties is whether or not to have them tested for dyslexia. While a dyslexia diagnosis is not a signifier of a person's intelligence and there is nothing wrong with being labeled dyslexic, there may be some things to consider before calling an educational psychologist:

- Has your child already had assessments that identify reading strengths and weaknesses? Have specific reading goals and interventions been planned from these results?
- Does your child currently have access to reading intervention? Would a diagnostic label change this?
- What is your child's confidence levels in regards to their reading abilities? Would having a label for their experience give them comfort, or would it give them a negative self-image? Depending on your child's maturity level, this may be a discussion to involve them in directly.

Diagnostics labels can help contextualize specific experiences and allow people to access resources they need. They are not a necessary milestone in a dyslexic student's journey; rather they are a guide post that some students may need. Remember, not every student's reading journey will follow the same path.

UPCOMING EVENTS

- October 1, 2022: PBIDA 44th Annual Fall Conference
- October 10, 2022: RMU Trees Special Education Conference
- October 10, 2022: Dyslexia Simulation
- October 25, 2022: Attention Disorders: Skills, Not Just Pills- An Evening with Dr. Cheryl Chase

For more information, visit:

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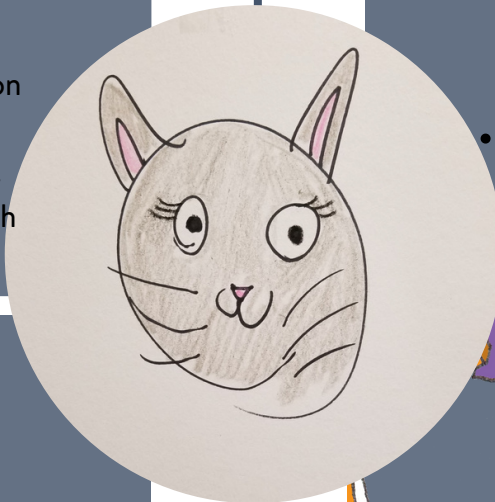
WANT TO JOIN THE PEIRCE CENTER?

The Robert Morris University Education Department is hiring a part-time staff position for Structured Literacy Tutor at the Peirce Center. The Structured Literacy Tutor will work directly with children in grades K-12 that are referred to the Center for reading and/or writing tutoring. The Tutor will conduct screenings on all incoming students to determine instructional needs, plan developmentally appropriate instruction based on data, conduct progress monitoring, communicate with parents, and administer all post assessments with clients.

RESOURCES FOR PARENTS

For information on dyslexia and diagnostic labels:

- [IDA Dyslexia Handbook: What Every Family Should Know](#)
- [Advocating for Students with Dyslexia in Public Schools](#)
- [Pros and Cons of Formal Diagnoses](#)

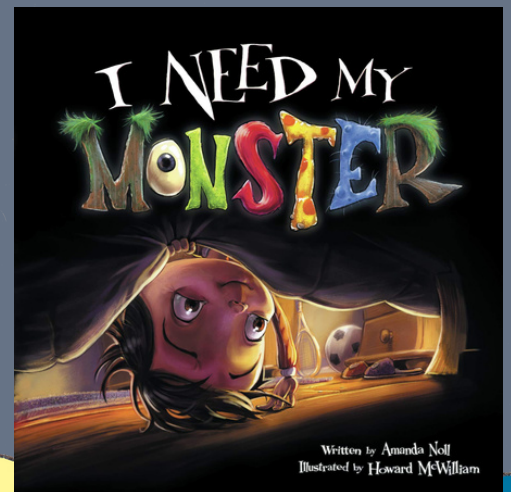


RESOURCES FOR TEACHERS

For information on dyslexia and diagnostic labels:

- [Rethinking Special Educational Needs Labels in Your Classroom](#)
- [Dyslexia in the Schools: Assessment and Identification](#)
- [Dyslexia or Literacy Difficulties: What Difference Does a Label Make \(Scholarly Article\)](#)

BOOK OF THE MONTH



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