Identifying Dyslexia: A Meta-Analysis

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ABSTRACT

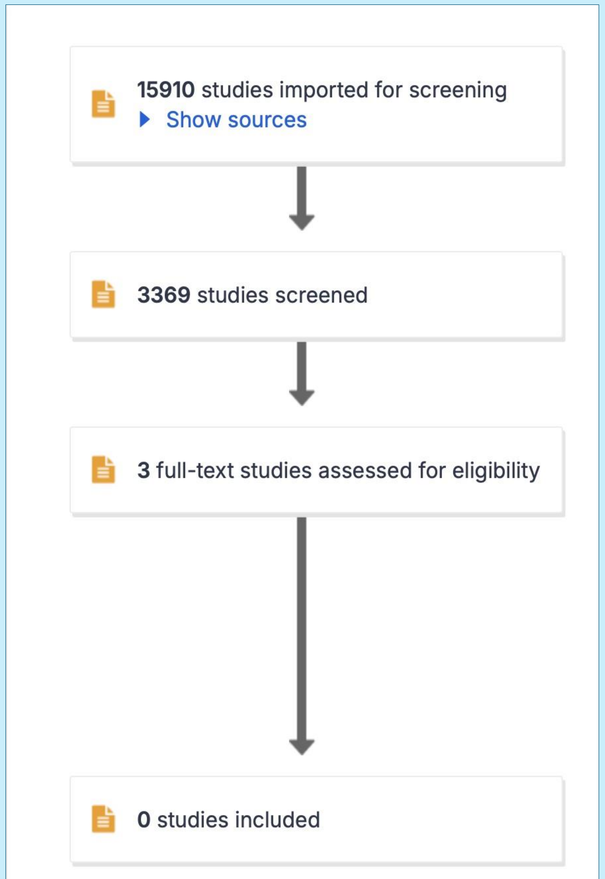
- Dyslexia is widely prevalent, with signs popping up usually in early childhood. Hundreds of millions of people around the world receive a diagnosis (Elias, 2023). While thousands of researchers have conducted studies to learn more about it, whether they focus on the gender gap among childhood dyslexia diagnoses or the most helpful accommodations available to dyslexic students at school, results vary widely.
- This is especially the case when it comes to dyslexia predictors. The existing literature is ample. Yet, results are scattered.
- There is no one measure or indicator for dyslexia. This meta-analysis intends to compile and analyze thousands of studies to find the best measures to predict dyslexia.
- The literature search revealed over 9000 studies. Thus far, the study is midway through the abstract screening portion. The next step is full-text screening.
- The project is not over yet, but the results will certainly be important. They could lead to better screening practices at school for students with potential dyslexia, more observant parents at home, and more cognizant adults with dyslexia themselves. Once the meta-analysis is finalized, it could also inspire more general research on dyslexia, investigating questions the meta-analysis didn't address.

BACKGROUND

- Developmental dyslexia typically becomes noticeable during childhood in an academic setting. Certain students will present unique struggles—difficulties with single-word decoding are often signs for educators to discuss potential dyslexia with parents. Struggles with phonological awareness, although also important to reading, is not necessarily tied to a dyslexia diagnosis just yet, though it can be a sign as well (Wagner & Zirps, 2022).
- While multiple researchers have conducted investigations to learn more about these disorders, as well as reading outcomes in education overall, there are still many questions left unanswered.

SOURCES

SCAN ME



METHODS

1. 9000+ sources were gathered via search-strings through FSU's PsycInfo Advanced Search, PubMed, and Proquest ERIC to provide substantial access to past dyslexia studies.
2. Through systematic review software (Covidence), 3000+ thus far made it through abstract screening and will move on to full-text review.
3. Findings from dissertations and college theses that may not have been widely published were also included to diminish the influence of publication bias.

RESULTS

- The meta-analysis is still in the screening and eligibility assessment stage; however, it seems to be on a positive path with more than 3300 sources screened and an efficient review process.
- The results from this study, once solidified, will be very helpful for educators, parents, and experts studying reading comprehension/ Studies on dyslexia and tend to have varying results, but this meta-analysis will shine light on consistent patterns.

SOURCES SCREENED