

From Myth to Mastery: Supporting Irish Teachers' Knowledge of Dyslexia

Summary Report

November 2025



Taighde Éireann
Research Ireland



Dyslexia Ireland



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Acknowledgements

I am deeply grateful to the schools who supported this study and encouraged staff to take part, and especially to the teachers who participated. Their willingness to share openly their knowledge, experiences and professional learning needs were central to this project.

This project marked the beginning of a formal collaboration between Dublin City University (DCU) and Dyslexia Ireland, a national charity at the forefront of dyslexia advocacy and support. Through Research Ireland's New Foundations scheme (Grant ID: NF/2024/11138), we were able to establish a meaningful partnership that combined academic research expertise with the practical insights of a civic society organisation. This collaboration ensured the study was both academically robust and grounded in the realities of teachers and schools, while also advancing Dyslexia Ireland's mission to raise awareness and strengthen supports for learners with dyslexia. Dyslexia Ireland's CEO, Rosie Bissett, and Head of Education and Policy, Donald Ewing, played a pivotal role in this partnership. Their expertise, insight and ongoing support were instrumental in keeping the research relevant and impactful and I am very thankful for their commitment to this project.

This project also benefited greatly from the guidance of our Advisory Panel, whose perspectives were invaluable throughout. Sincere thanks to Dr Patrick Burke, Dr Sylwia Kazmierczak-Murray and Christina Hannify as well as Dr Conor Scully who provided research support. I also extend my thanks to the Faculty Research Ethics Committee for their review and approval of each stage of the project, as well as to Dr Triona O'Hanlon for supporting its initial development.

Finally, I wish to acknowledge the contributions of the DCU Studio team, who helped design the professional learning materials, and the DCU Centre for Inclusive Pedagogy, whose support has been integral throughout.

Suggested Citation:

Lehane, P. (2025). *From Myth to Mastery: Supporting Irish Teachers' Knowledge of Dyslexia*. Dublin City University.

Statement on Language:

Throughout this report, both terms - 'a person with dyslexia' and 'a dyslexic person' - are used interchangeably to reflect the variation in individual preference. While some people favour person-first language ('a person with dyslexia'), others identify more strongly with identity-first terminology ('a dyslexic person'). It is important to respect everyone's choice of language when referring to themselves.

From Myth to Mastery

Supporting Irish Teachers' Knowledge of Dyslexia

Teachers play a key role in every student's success, so it is vital they understand the diverse learning needs in their classrooms, including those of dyslexic students. To support these learners effectively, teachers need a clear understanding of dyslexia and how to apply the latest research evidence in their teaching. Rather than relying on international examples, research is urgently needed to understand what Irish teachers currently know—and don't know—about dyslexia. With support from Research Ireland, DCU and Dyslexia Ireland have spent the past year studying teachers' knowledge of dyslexia and developing free online resources to promote effective, evidence-based teaching.

Research Questions



What do Irish teachers know about dyslexia?



Do Irish teachers have any misconceptions about dyslexia?



What are Irish teachers' professional learning needs in relation to dyslexia?

Research Approach



Systematic review of dyslexia knowledge scales (**32** studies)



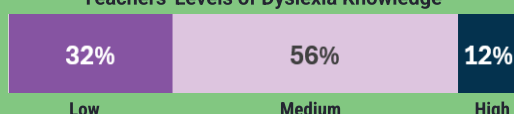
Survey of **130** primary teachers examining their dyslexia knowledge and professional learning preferences



Interviews with **4** teachers to explore their dyslexia knowledge, experiences and professional learning needs

Survey Findings

Teachers' Levels of Dyslexia Knowledge



Most recognised that dyslexia has a language-based origin and that phonemic awareness and phonics are core learning needs (73%).



Over half falsely believed that visual aids like coloured lenses (55%) and dyslexia-specific fonts (52%) are research-based approaches.



Many teachers favoured teaching students alternative strategies not supported by research e.g. picture cues (67%).

Interview Quotes

Stop telling me "you need a scope and sequence". Tell me what that **means**... and a scope and sequence of what too. What are the specific things we should work on?

Angela

I think [we need] just more awareness of [the] outdated things

Laura

I suppose I thought it was to do with reversals and I thought children with dyslexia weren't able to read

Johanne

It is interesting that when we talk about professional learning... the "unit" is the teacher. Whereas... should the unit not be the school?

Laura

Now what?

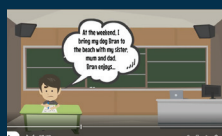
Necessary to conduct Irish-specific research on dyslexia e.g. post-primary teachers

Future professional learning courses should undergo quality assurance and focus on upper-primary aged learners



Free E-Course

Based on this research, a freely available e-course was developed by DCU and Dyslexia Ireland. It includes:



Mythbusting videos and readings



Overview of Structured Literacy



Authentic videos of good practice

ACCESS



<http://supportingdyslexicstudents.com/>

This work has been supported by:




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Research Background

Over the past century, numerous definitions of dyslexia have been proposed since the term was first coined by German ophthalmologist Rudolf Berlin in the 1880s. The most recent definition describes dyslexia as a highly heritable, lifelong neurodevelopmental disorder characterised by difficulties in developing fluent reading and spelling skills (Carroll et al., 2025). It can occur in any language and is associated with processing difficulties, most often phonological difficulties i.e. the ability to recognise and manipulate sounds. However, difficulties with other cognitive processes such as working memory, processing speed and orthographic knowledge can also contribute to its presentation and impact. It commonly, but not always, co-occurs with other neurodevelopmental differences e.g. Attention Deficit Hyperactivity Disorder (ADHD), dyscalculia and/or Developmental Language Disorder (DLD). Consensus on this modern definition of dyslexia emerged after several rounds of discussion with 58 experts in dyslexia including academics, specialist teachers, educational psychologists, and dyslexic individuals (Carroll et al., 2025).

Despite this progress toward a shared understanding, debates within dyslexia research remain unresolved. For instance, while Carroll et al.'s (2024) dyslexia definition was warmly welcomed by many, including the British Dyslexia Association (2024), critics argue that its practical utility for teachers is limited due to its emphasis on neurobiological factors in identification. Other concerns centre around the inclusivity of the updated definition and the subsequent risk of blurring the boundaries between dyslexia and other literacy difficulties (Siegel et al., 2025). Unfortunately, these shifting definitions and unresolved questions, among other factors (see Gonzalez, 2021), may have had unintended consequences for those outside academic circles who generally have the greatest impact on dyslexic learners - teachers.

Research suggests that many teachers are unaware of the best methods to support dyslexic learners. For example, Peltier et al. (2022) found that almost half of the 524 teachers in their US study erroneously believed dyslexia to be a visually-based processing disorder. Less than one-third understood dyslexia as a language-based difficulty. Teachers in Gonzalez's (2021) study held similar beliefs, leading most of them to consider eye-tracking exercises and coloured lenses to be helpful interventions for dyslexic learners. Interventions such as these have no scientific evidence to support their use. A lack of teacher knowledge around dyslexia, and in particular regarding effective interventions, is problematic, as teacher misconceptions can decrease the likelihood of dyslexic learners receiving appropriate, evidence-based literacy instruction. This is very concerning given that these learners, who represent up to 12% of the population (European Dyslexia Association, 2025), are at an increased risk of academic underperformance and should therefore receive the best instruction. Given the significant impact knowledgeable teachers have on learner outcomes and



instructional quality (e.g. Torgesen et al., 2001), it is essential that teachers receive appropriate professional learning experiences and resources that provide consistent, research aligned information about dyslexia. To ensure that this is appropriately tailored, teachers' knowledge of dyslexia should be determined. However, what **Irish teachers** do, or do not, know about dyslexia is generally supposed from other districts which are fundamentally different to the Irish context (e.g. New Zealand; Dymock & Nicholson, 2023) in terms of teacher preparation, curriculum guidance and student outcomes. Research involving Irish teachers' knowledge of dyslexia is very limited with only one, somewhat out-of-date, small-scale study currently available for review (see Bell et al., 2011). Without any real understanding of Irish teachers' baseline understandings of dyslexia, efforts to design professional learning materials will be likely to 'miss the mark'.

Aims and Objectives

Further Irish research is urgently needed to better understand what teachers in Ireland know (and do not know) about dyslexia. Such research would help to clearly identify the professional learning needs that 88% of teachers in a Dyslexia Ireland (2021) survey reported as necessary. Consequently, the primary objective of this study is to establish the knowledge base of Irish teachers on the issue of dyslexia.

Three key research questions guided the study:

1. What do Irish teachers know about dyslexia?
2. Do Irish teachers have any misconceptions about dyslexia?
3. What are Irish teachers' professional learning needs in relation to dyslexia?

The findings from these questions were also intended to inform the development of freely accessible professional learning materials for all Irish primary school teachers.

Methodology

A sequential, explanatory mixed-methods research design was employed to address the research questions. The research study comprised of four main phases of work, with each phase being informed by the previous.

Systematic Review

A systematic review of quantitative surveys examining the dyslexia knowledge of primary teachers from the past fifteen years was first undertaken. The purpose of this review was to:

- i. Identify an appropriate dyslexia knowledge scale
- ii. Summarise previous research findings on teachers' knowledge of dyslexia.

A detailed summary of the review is available in a separate manuscript that is currently undergoing peer review. Analysis of 32 studies revealed significant variation across jurisdictions, but consistently low levels of dyslexia knowledge were found among teachers. While some studies found that teachers had strong foundational knowledge regarding origins and characteristics (e.g. Gonzalez, 2021), knowledge of evidence-based interventions was the most common area of difficulty across the reviewed studies.

While a number of dyslexia knowledge scales were used in the reviewed studies, the majority were based on versions of the Dyslexia Belief Index (Wadlington & Wadlington, 2005) or versions of surveys conducted by Washburn and colleagues (2014; 2011a; 2011b). Having reviewed these tools and others, Peltier et al.'s (2022) *Dyslexia Knowledge Questionnaire* (DKQ-2) was chosen to assess teachers' understanding of dyslexia in the second phase of this research project. It was selected because it is based on previous research, includes both specialist and everyday terms, has been previously piloted (Peltier et al., 2020) and, unlike all previous scales, distinguishes between knowledge that reflects *misconceptions* and knowledge that reflects *scientific understandings* of dyslexia. The questionnaire also includes negatively worded statements, which help ensure that participants carefully consider each question, reduce automatic or patterned responses, and highlight areas where understanding may be incomplete or misconceptions may exist.



Teacher Knowledge Survey

Development of the survey instrument was guided by:

- i. the research questions,
- ii. the literature examined in the systematic review,
- iii. analysis of existing instruments designed to measure teachers' knowledge of dyslexia,
- iv. consultation with the advisory panel and
- v. the results of a series of pilot administrations.

The survey instrument had four main components for respondents to address: demographics, Dyslexia Knowledge Questionnaire (DKQ-2; Peltier et al., 2022), self-efficacy to teach dyslexic learners and professional learning preferences. Part 1 consisted of twelve questions designed to gather data on the respondents themselves and their school contexts.

The 35 questions in Part 2 of the survey focused on assessing teachers' knowledge of dyslexia using the Dyslexia Knowledge Questionnaire (DKQ-2; Peltier et al., 2022). The DKQ-2 for this study consisted of 35 dyslexia-related Likert scale items (Cronbach's $\alpha = 0.78$) presented to participants in a random order. Two items from the original scale were excluded to ensure contextual relevance to Ireland. Each of the 35 dyslexia items represented four categories of dyslexia knowledge: origins, characteristics, identification and intervention. Participants were asked to rate the extent they thought an expert in dyslexia would agree with each statement, choosing from seven options (*strongly disagree, disagree, slightly disagree, unsure, slightly agree, agree, strongly agree*). During the analysis stage, the 35 dyslexia items were adjusted so that scientifically accurate ideas were given higher scores and misconceptions were given lower scores, with "unsure" placed in the middle. From these responses, a knowledge score was calculated to show each participant's overall understanding of dyslexia.

Part 3 used an adapted subscale from the Teaching Students with Disabilities Efficacy Scale (Dawson & Scott, 2013) to assess teachers' self-efficacy in supporting dyslexic learners. This section measured teachers' confidence in their ability to teach students with dyslexia. Part 4 collected information on teachers' sources of knowledge about dyslexia, as well as their past and intended future professional learning experiences.

All analyses, both descriptive and inferential, were conducted using SPSS statistical software (Version 30.0; IBM SPSS, 2024).

Participants

Using a publicly available list of Irish primary schools (Department of Education and Youth, 2025), principals of mainstream schools were asked to distribute the survey to all teachers in mainstream classrooms. Mainstream class teachers were prioritised for this research as they have primary responsibility for supporting dyslexic learners in their classrooms. The survey was not advertised on social media.

One hundred and thirty teachers participated in the survey. Table 1 provides statistics relating to some of the key background characteristics of the sample and the profile of the schools they worked in.

Reflecting the overall population of primary teachers, most of the respondents were female (89%). Just 2% were in the first years of their careers, with a further 11.5% at an early stage (2-5 years). The majority of the respondents had more than 10 years experience (70%). Most of the sample also had some previous experience of being full time Special Education Teachers (SETs) with only 24% indicating that they had never worked in that area previously. Approximately equal percentages of respondents were teaching across the different class levels between May and June 2025. Most of the teachers who responded to the survey worked in mixed (89%), not designated as disadvantaged (non-DEIS¹) schools (62%) with vertical structures (85%) that followed a denominational ethos (80%). A small number of teachers taught in schools where the language of instruction was Irish (12%) or a mix of English and Irish (4%). Nearly two-thirds of the respondents worked in schools with more than 200 pupils, which is not generally representative of the Irish school system where the majority of schools have less than 200 pupils (approximately 66%; Department of Education and Youth, 2025).

¹ Delivering Equality of Opportunity In Schools (DEIS) is a programme designed to give tailored support to schools who have high concentration of disadvantage.

Table 1 Respondents' demographics and school profiles* (n=130)

Sample %			Sample %		
Teacher Characteristics			School Characteristics		
Gender	Female	89	School Type	Junior	9
	Male	10		Senior	6
	Prefer not to say	1		Full Stream (vertical)	85
Total Years Teaching	0-1	2	Gender	Female	2
	2-5	12		Male	9
	6-10	16		Mixed	89
	11-20	39	DEIS Status	DEIS Urban 1	19
	>20	32		DEIS Urban 2	9
Previous Years' Experience in SET	1	22		DEIS Rural	12
	2-5	35		Non-DEIS	62
	6-10	18	School Size	<50	4
	11-15	1		51-100	6
	>16	2		101-200	24
	No Experience	24		201-400	33
Current Classes**	Junior Infants	20		401-500	15
	Senior Infants	20		>500	18
	1 st Class	26	School Category	Denominational	80
	2 nd Class	20		Multi- or Inter-Denominational	18
	3 rd Class	27		Other	2
	4 th Class	21			
	5 th Class	21			
	6 th Class	18			

* Percentages are rounded to the nearest whole number. ** Teachers selected all classes that were relevant to them

Interviews

To complement the quantitative data, some teachers who completed the survey volunteered to take part in a 30-minute interview. These interviews were designed to provide deeper context for the survey findings, particularly regarding teachers' professional learning needs. The interview data were organised under three broad headings: *Understanding Dyslexia in the Classroom*, *Past Professional Learning Experiences* and *Future Professional Learning Experiences*. The qualitative data were categorised in this manner to provide a clear, organised overview for this report and to prepare for a more detailed analysis of patterns and themes in participants' accounts.

Participants

Four teachers were involved in the interview phase of this research. They have each been given pseudonyms: Angela, Laura, Johanne and Nina. Johanne, Nina and Laura had each been teaching for more than 12 years, with Johanne having 20 years' experience, including work as a teacher in a Reading Class. Angela was in an earlier stage of her career, with approximately 4 years' experience.

Professional Learning Materials

Having gathered, analysed, and interpreted data from the previous three phases, the Principal Investigator designed a suite of professional learning materials in consultation with Dyslexia Ireland. Survey data highlighted priority content areas, while interview findings informed design and delivery approaches. To ensure consistency and evidence-based practice, Dyslexia Ireland, the Principal Investigator and the advisory panel collaborated on the development of guidelines and resources, which are freely available online at <http://supportingdyslexicstudents.com>. Bespoke videos, produced with support from DCU Studio, further tailored these materials to the identified needs of Irish teachers.

Study Limitations

A number of limitations should be considered when interpreting the summary findings outlined in this report. For example, the systematic review conducted in the opening phases of this research project only included English-language publications. Therefore, other highly-relevant publications may have been missed.

Regarding the survey, although every effort was made to ensure that the sample was large and representative, participation was voluntary, and it is possible that some teachers chose to take part because they have a particular interest in dyslexia. Consequently, it is possible that they have slightly higher levels of knowledge about dyslexia than the wider teacher population, and this should be borne in mind. The response rate was also somewhat lower than is typical for an online survey.

Although qualitative research does not aim to be generalisable (Salomon 1991), the small sample size of the current research should also be considered when interpreting this study's results. Given the small number of teachers interviewed, not all of their experiences may be transferable across different contexts.

Despite these limitations, overall, the findings show a broad picture of the current state of knowledge on dyslexia among Irish teachers on which we previously lacked evidence.

Key Findings: Survey Data

This section reports on key findings from those participants that responded to the survey ($n=130$). The analysis contained here represents an initial interrogation of the collected data to allow for a summary of the most relevant issues. A more in-depth analysis will follow at a later stage and will be available to read online on the [DCU Centre for Inclusive Pedagogy](#) website.

Irish Teachers' Knowledge of Dyslexia

For this sample, teachers' overall knowledge score on dyslexia was 49.6% ($n=130$), with scores ranging from 14.3% to 91.4%, indicating significant variation within the sample. To examine this further, participants were classified into three groups based on their knowledge score: Low Knowledge ($\leq 40\%$), Medium Knowledge (scores between 41% and 69%), and High Knowledge ($\geq 70\%$). As shown in Figure 1, most teachers fell into the **medium knowledge group**.

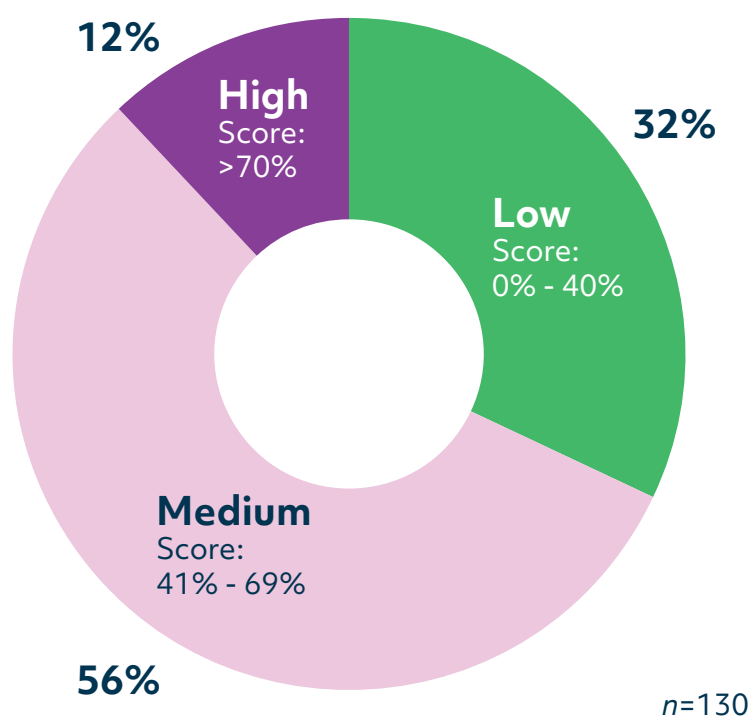


Figure 1 - Distribution of teachers' knowledge levels about dyslexia ($n=130$)

However, some caution is needed here. With a mean of 17.4 correct responses, 6.0 unsure responses and 11.6 incorrect responses, Irish teachers' understanding of dyslexia is complicated and likely not best represented by a single score. Instead, a more granular examination of what teachers know is necessary to identify professional learning priorities. Using Peltier et al.'s (2020) classification system, Irish teachers' knowledge of dyslexia can be examined under four categories: origin, characteristics, identification and intervention.

Teachers' knowledge about the origin of dyslexia

Irish teachers generally understood the origins of dyslexia well, but their accuracy decreased when responding to negatively phrased statements.

Table 2 Percentages* of incorrect, uncertain, and correct answers to dyslexia knowledge items relating to the origin of dyslexia (n=130)

To what extent do you think an expert in dyslexia would agree with the following statements?	Answered Incorrectly %	Unsure %	Answered Correctly %
Origin			
Parents with dyslexia are likely to have children with dyslexia.	6	13	80
<i>Dyslexia is not hereditary</i>	12	22	66
<i>Dyslexia identification has a clearly well-defined cut-off. Students either have dyslexia or they do not.</i>	25	12	64
If you put average to poor readers with a similar IQ on a scale, those with dyslexia would mostly represent the readers scoring at the lower end of the scale.	41	10	49

Italicised items represent misconceptions. For italicised items, the 'Incorrect' category reflects the percentage of participants endorsing a misconception

** Percentages are rounded to the nearest whole number*

Based on Table 2, it appears that:

- A large majority, 80%, correctly identified that parents with dyslexia are likely to have children with dyslexia. However, only 66% answered correctly when the same concept was presented in a negatively worded statement.

- For the item addressing the misconception that dyslexia identification is based on a clear-cut cut-off, **64% of teachers responded correctly, indicating that they recognised dyslexia is not determined by a strict categorical threshold.** Conversely, 25% of participants endorsed the misconception with an additional 12% selecting 'unsure', suggesting that potentially over one-third still viewed dyslexia as an either/or condition defined by a sharp cut-off.
- Participants were asked whether students with dyslexia simply represent the lowest-scoring readers among peers of similar IQ. Only 49% answered correctly by disagreeing with this statement, showing that **just under half understood that dyslexia is distinct from general poor reading ability.** Slightly more than half of participants endorsed the misconception, indicating they believed dyslexia is equivalent to being at the lower end of the reading scale.

Teachers' knowledge about the characteristics of dyslexia

When examining their knowledge surrounding the characteristics of dyslexia among this sample of Irish teachers, important findings included:

- A majority of respondents (62%) correctly **understood that dyslexia is primarily a language-based reading difficulty,** indicating a foundational understanding of its linguistic component. Nearly the entire sample (99%) correctly agreed that dyslexic students usually have difficulty with reading and spelling words.
- Despite recognising dyslexia as a language-based difference, **a significant portion of Irish respondents (43%) still incorrectly believed that dyslexia is a visually-based reading difficulty** that may involve words jumping around on a page (48%). This suggests a persistent misconception regarding the visual aspects of dyslexia within the population. Consequently, it was hardly surprising that when asked whether seeing letters and words backwards is a characteristic of dyslexia, only 10% answered correctly by disagreeing with this statement, while 82% responded incorrectly and 9% were unsure. Similarly, just 26% correctly understood that students with dyslexia having poor word-level reading skills is not typically due to poor visual processing skills.
- There is strong recognition among this sample that students identified with dyslexia usually have difficulty with phonemic awareness, with 82% answering correctly. This highlights **a clear understanding amongst the respondents that phonological processing is often a core challenge associated with dyslexia.**

Table 3 (p. 16), offers a full summary of teachers' knowledge regarding the characteristics of dyslexia.

Table 3 Percentages* of incorrect, uncertain, and correct answers to dyslexia knowledge items relating to the characteristics of dyslexia ($n=130$)

To what extent do you think an expert in dyslexia would agree with the following statements?	Answered Incorrectly %	Unsure %	Answered Correctly %
Characteristics			
Students with dyslexia usually have difficulty with reading and spelling words.	1	0	99
Students identified with dyslexia usually have difficulty with phonemic awareness.	13	5	82
<i>Students identified with dyslexia usually have average to above average phonemic awareness.</i>	10	22	68
Dyslexia is primarily a language-based reading difficulty.	33	5	62
<i>Students identified with dyslexia usually have difficulty with listening comprehension.</i>	30	16	54
Difficulty manipulating sounds in spoken language is one of the major deficits found in students with dyslexia.	28	20	52
<i>Students identified with dyslexia usually have average to above-average listening comprehension.</i>	22	28	50
<i>Dyslexia is primarily a visually-based reading difficulty.</i>	43	11	46
<i>Dyslexia is a condition in which individuals see words jumping around on the page.</i>	48	19	34
<i>Students with dyslexia have poor word-level reading skills typically due to poor visual processing skills.</i>	56	18	26
Students with dyslexia do not see words jumping around on the page.	72	15	12
<i>Seeing letters and words backwards is a characteristic of dyslexia.</i>	82	9	10

Italicised items represent misconceptions. For italicised items, the 'Incorrect' category reflects the percentage of participants endorsing a misconception

** Percentages are rounded to the nearest whole number*

Teachers' knowledge about the identification of dyslexia

When examining their knowledge surrounding the characteristics of dyslexia among this sample of Irish teachers, there was a particularly strong understanding of the implications of a dyslexia diagnosis. For example, **a substantial majority of respondents (86%), correctly understood that dyslexia is a type of specific learning difficulty eligible for additional supports from the Department of Education and Youth.** Furthermore, **69% correctly understood that dyslexic learners can be identified before 2nd class.**

Misconceptions regarding the relationship between visual-perceptual factors and dyslexia persisted with these categories of items as well. Approximately 45% of respondents incorrectly agreed that visual-perceptual difficulties are components of a dyslexia diagnosis, demonstrating a widespread misunderstanding of agreed diagnostic criteria. **Only 15% of respondents correctly understood that visual-perceptual difficulties are not components of a dyslexia diagnosis** (see Table 4, p. 18). Just over two-fifths of the sample (41%) admitted that they did not know how an expert would respond to this statement.



Table 4 Percentages* of incorrect, uncertain, and correct answers to dyslexia knowledge items relating to the identification dyslexia ($n=130$)

To what extent do you think an expert in dyslexia would agree with the following statements?	Answered Incorrectly %	Unsure %	Answered Correctly %
Identification			
Dyslexia is recognised as a type of specific learning difficulty that can receive special education services from the Irish Department of Education.	10	5	86
Educational psychologists are trained to perform diagnostic evaluations to determine if a child has dyslexia.	5	10	85
<i>Dyslexia is not recognised in schools as a learning difficulty eligible for Special Education Teaching.</i>	22	6	72
<i>It is usually not possible to identify a child with dyslexia until 2nd class.</i>	25	6	69
Another name for a specific learning difficulty in basic reading skills is dyslexia.	28	19	54
Visual-perceptual deficiencies are not components of the dyslexia diagnosis.	45	41	15

Italicised items represent misconceptions. For italicised items, the 'Incorrect' category reflects the percentage of participants endorsing a misconception

** Percentages are rounded to the nearest whole number*



Teachers' knowledge about appropriate interventions for dyslexic learners

It is essential that dyslexic learners receive appropriate, evidence-based literacy instruction. Based on the survey's responses to those items that examined teachers' knowledge of effective literacy interventions, it would seem that Irish teachers do understand some, but not all, components of such interventions. However, outdated ideas on effective interventions involving, once again, visual-perceptual elements were also evident (see Table 5, p. 20/21):

- A significant majority of respondents (73%), correctly identified that students with dyslexia primarily need instruction in phonemic awareness and phonics. This indicates **a positive understanding of a core evidence-based component of intervention**. However, this understanding is not universal, as 14% incorrectly disagreed with this statement and 13% indicated that they did not know.
- Further reinforcing this, 65% correctly disagreed with the misconception that teaching phonics is not a helpful approach for students with dyslexia, and 71% understood that teaching spelling to students with dyslexia is recommended.
- A substantial portion of the sample held misconceptions surrounding the efficacy of visual interventions. For instance, **44% incorrectly agreed that eye tracking exercises are usually effective** in supporting learners with dyslexia, and **52% incorrectly agreed with the misconception that specialised dyslexia fonts are necessary** for improved reading accuracy. A striking **55% incorrectly agreed that coloured lenses and coloured overlays are research-based accommodations**.
- **Of significant concern is the perception that dyslexic learners should be taught strategies**, such as using context cues or pictures to help decode words. Approximately two-thirds of respondents (67%) incorrectly supported this approach to intervention. This endorsement of compensatory strategies to reading goes against recommendations for explicit and direct instruction. Even for older students, **34% incorrectly agreed with the misconception that intervention for students who haven't learned to read efficiently by 3rd class should primarily focus on coping mechanisms**. While half of the sample (49%) still rejected this misconception, a third endorsing it is still a cause for concern.
- It is interesting to note that for nine of these thirteen items examining teacher knowledge of interventions, **nearly one-fifth or more of respondents regularly indicated that they were unsure of what an expert would agree to**. For example, 29% were unsure if students with dyslexia normally learn to read most quickly with methods focusing on memorising the shape of whole words.

Table 5 Percentages* of incorrect, uncertain, and correct answers to dyslexia knowledge items relating to appropriate interventions for dyslexic learners (n=130)

To what extent do you think an expert in dyslexia would agree with the following statements?	Answered Incorrectly %	Unsure %	Answered Correctly %
Intervention			
Students with dyslexia primarily need instruction in phonemic awareness and phonics.	14	13	73
<i>Teaching spelling to students with dyslexia is not recommended since spelling is an area of great difficulty.</i>	13	16	71
<i>Teaching phonics is not a helpful approach to teaching reading to students with dyslexia.</i>	15	19	65
<i>If a student with dyslexia hasn't learned to read efficiently by 3rd class, intervention should focus primarily on coping mechanisms like screen readers and learning high-frequency words by sight.</i>	34	17	49
After effective reading intervention, the brain activation patterns of a student reading with dyslexia changes to more like that of a typically developing reader.	25	38	37
<i>Students with dyslexia normally learn to read most quickly with methods that focus on memorising the shape of whole words.</i>	38	29	34
<i>Students with dyslexia primarily need instruction in reading comprehension strategies.</i>	61	9	31
Coloured lenses or overlays usually do not help improve reading accuracy in people with dyslexia.	45	27	29
<i>Students with dyslexia should be taught coping strategies, such as using context cues or pictures to help decode words.</i>	67	7	26
<i>Coloured lenses and coloured overlays are research-based accommodations to help students with dyslexia.</i>	55	20	25

To what extent do you think an expert in dyslexia would agree with the following statements?	Answered Incorrectly %	Unsure %	Answered Correctly %
Intervention			
<i>Students with dyslexia normally learn to read most quickly through exposure to audio recordings while following along in the printed text.</i>	42	35	24
<i>Eye tracking exercises are usually effective in supporting learners with dyslexia.</i>	44	40	17

Italicised items represent misconceptions. For italicised items, the 'Incorrect' category reflects the percentage of participants endorsing a misconception

** Percentages are rounded to the nearest whole number*

Teachers' Knowledge of Dyslexia: Summary Findings

The respondents in this study generally demonstrated a strong understanding of the language-based origins of dyslexia. Furthermore, they also understood the necessity of teaching dyslexic learners' foundational skills, with a clear majority correctly agreeing that phonemic awareness and phonics are core needs for students with dyslexia (73%). However, there was a pervasive misconception regarding the appropriateness of visual and alternative interventions, as over half of respondents incorrectly believed that coloured lenses and overlays are research-based accommodations (55%) and a similar proportion incorrectly thought that specialised dyslexia fonts are necessary (52%). A significant portion of these Irish teachers also favoured compensatory strategies, with a large majority incorrectly agreeing dyslexic students should be taught alternative strategies such as picture cues (67%) and over half incorrectly believing instruction should primarily focus on reading comprehension strategies (61%). These data provide a foundation for the design of future professional learning materials for teachers.

Informing Teachers About Dyslexia: Current Influences and Future Directions

Teachers indicated that they were relatively confident that they could effectively teach a dyslexic learner with 71% indicating some level of agreement with this idea. When asked to identify three sources that informed their current knowledge of dyslexia, participants' responses can be seen in Figure 2.

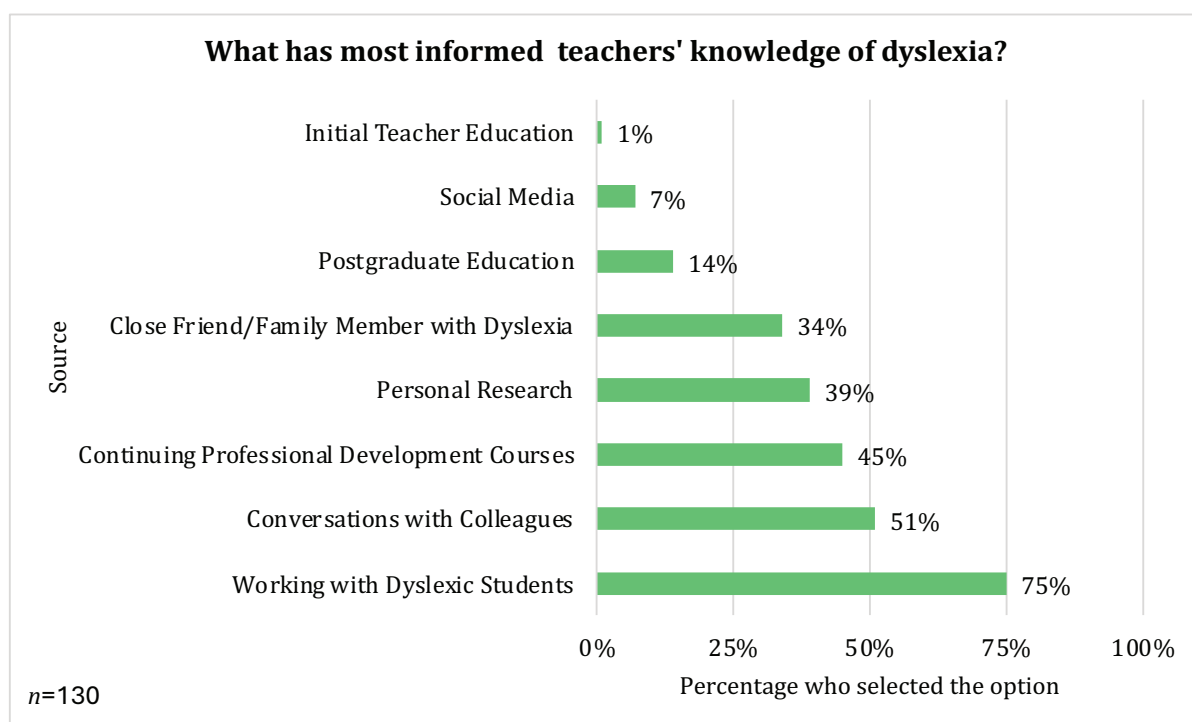


Figure 2 - Summary of what sources most informed teachers' current knowledge of dyslexia (n=130)

Informal, 'on the job' learning emerged as the most valuable source of information for teachers about dyslexia for teachers. Three-quarters of participants reported that working directly with dyslexic learners had shaped their understanding, with half identifying colleagues as the next most important source. Three teachers also shared that their own experiences as dyslexic individuals informed their knowledge. **Formal professional learning opportunities were also valued and ranked third overall (45%),** followed by independent research conducted by participants themselves (39%). In contrast, **Initial Teacher Education (ITE) was regarded as the least informative source of knowledge about dyslexia.** These results align well with nearly 79% of the sample disagreeing to some extent with the statement that their formal, compulsory education successfully prepared them to work with dyslexic learners.

To identify what teachers would like to see prioritised in future professional learning materials, the respondents were asked to select their three most preferred approaches and/or resources, as represented in Figure 3. Approximately two-thirds of the sample felt that the opportunity to view videos of good practice would be the most valuable things to consider when designing future professional learning materials in the area. Asynchronous approaches such as pre-recorded webinars were also relatively popular choices (39%) as was attendance at a conference (34%). Reading professional literature (12%) was the least popular approach in the choices offered.

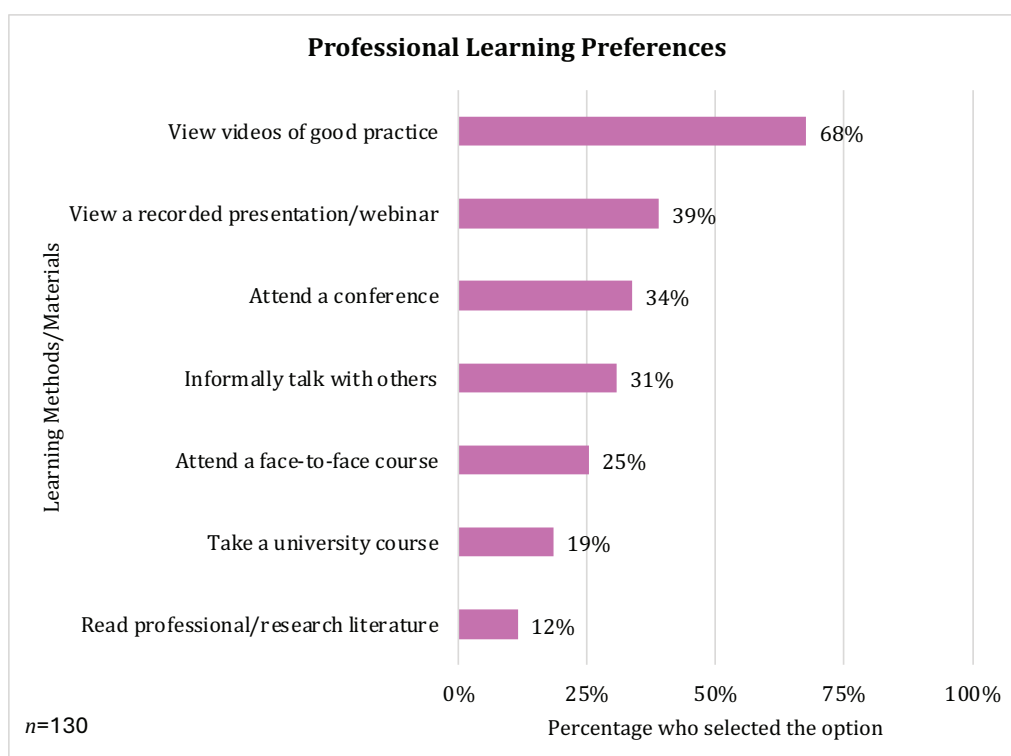


Figure 3 - Professional Learning Preferences



Irish Teachers' Self-Efficacy for Teaching Dyslexic Learners

Self-efficacy refers to an individual's belief in their ability to successfully carry out a given task or procedure within a certain context (see Bandura, 1997). To ascertain teachers' self-efficacy in providing effective instructional strategies for dyslexic learners, the instruction subscale of the *Teaching Students With Disabilities Efficacy Scale* (Dawson & Scott, 2013) was modified and administered within the survey. Participants responded on a six-point Likert scale (ranging from *strongly disagree* to *strongly agree*) to items such as: *I can break down a skill into its component parts to facilitate learning for students with dyslexia*. The subscale consisted of five items, and responses demonstrated high internal consistency (Cronbach's $\alpha = 0.87$). **Analysis of the mean scores for the individual items indicated that teachers feel confident in their ability to provide effective instruction for dyslexic learners $M=4.7$ ($SD=0.67$).**

To determine if there was any relationship between teachers' dyslexia knowledge and their feelings of self-efficacy when teaching dyslexic students, a Spearman's rho correlation was conducted. **Results revealed a weak but statistically significant positive association between dyslexia knowledge and self-efficacy, $r_s=0.25, p=.006, n=130$.** Higher levels of dyslexia knowledge were conservatively associated with greater teacher confidence in their instructional ability for dyslexic students. Although statistically significant, the correlation is weak which may suggest that teachers' dyslexia knowledge is related to feelings of self-efficacy but it is not the only factor. Other influences such as teaching experience, access to PL and school support may also be important and should be explored further. Furthermore, as the data are correlational, it is unclear whether knowledge leads to greater self-efficacy or whether teachers who feel more confident are more likely to build knowledge. Even so, professional development could be a useful way to address both knowledge and self-efficacy together, though this would need to be tested in future studies. Research has shown that self-efficacy is connected to teacher performance and student outcomes, so understanding these relationships is an important next step (Kang et al., 2025)



Key Findings: Interview Data

Drawing on qualitative content analysis approaches, this section highlights the main insights gained from interviews with four participating teachers. Sample quotes are used to illustrate the topics, but these are not exhaustive accounts of their contributions. Peer-reviewed publications (in preparation) will explore these findings further using robust analytical methods and will be available to read online on the [DCU Centre for Inclusive Pedagogy](#) website.

"I was surprised by... you know what I thought dyslexia was before [...] When I started, I thought I should be printing everything on yellow paper, and it doesn't make a difference at all."

Johanne

Understanding Dyslexia in the Classroom

- **Teachers' understanding of dyslexia only really developed once they began teaching full-time** rather than during ITE. They came to see dyslexia as existing on a *"wide spectrum"* (Angela) with varied presentations, though reading and writing difficulties were consistent markers. One teacher explained that her awareness of working memory challenges only emerged after meeting dyslexic learners in her class and when her own son was diagnosed: *"something [that] would never even have occurred to me"* (Angela). Misconceptions, such as believing dyslexia was mainly about letter reversals or an inability to read, were only challenged once they gained classroom experience: *"I suppose I thought it was to do with reversals and I thought children with dyslexia weren't able to read"* (Johanne).
- All teachers could describe behaviours that they would monitor in children for dyslexia, with their priorities shifting as the learner aged. For younger children, difficulties with **phonological/phonemic awareness, high-frequency words and spelling** were key indicators. For older learners, teachers looked for reading **comprehension challenges** and *"coping mechanisms, even distraction techniques [...] to conceal the fact that they're having a difficulty"* (Laura). Discrepancies between oral and written work were also highlighted as possible indicators of a dyslexic profile. Teachers also considered a student's language proficiency and its effect on their literacy skills when assessing the possible presence of dyslexia.

- Teachers relied most heavily on **observation and classroom work** to identify dyslexia. While some used formal tests (e.g. Drumcondra Reading Tests), these tended to confirm rather than inform their judgments. Notably, **no teachers referred to systematic screening or progress monitoring procedures.**
- For the interviewed teachers, **support strategies for dyslexic learners focused on whole-class approaches.** Teachers explained that this was a way to **reduce stigma** (e.g. *“the whole class got post-its”*, Angela) and to **protect students’ self-esteem and reduce anxiety.** These whole-class methods have also become necessary due to **reduced access to Special Education Teachers (SETs) during the teacher supply crisis,** leaving many feeling *“pushed to the pin of their collar”* to support their learners by themselves (Nina).
- Teachers expressed **strong openness to Assistive Technology (AT).** Audiobooks and e-readers were often recommended for homework for dyslexic learners, with reported benefits to motivation and independence: *“He could change the text [on his e-reader] [...] he picked a big text size. And he can look up words if he doesn’t know what a word is [...] tap it, and the meaning pops up [...] He has tools to access”* (Angela). Others focused on the value of using freely available speech-to-text software: *“We do like creative writing like narratives or stories whatever, and they use the speech to text”* (Johanne).

“I get that really clear connection now... that when you’re learning literacy, you’re also learning language. And when you’re learning language, you’re also learning literacy.”

Nina

Past Professional Learning Experiences

“Anything that I have learned since [about dyslexia] has kind of been off my own steam. I was a SET two years ago, for around 2 years, and that really piqued my interest in literacy because a lot of the difficulties I was seeing... I was a shared SET and in all the schools I was in, it was kind of the same things cropping up again and again.”

Laura

- **All teachers agreed that their Initial Teacher Education (ITE) did not adequately prepare them to work with dyslexic learners.** In contrast, they were very positive about professional learning (PL) opportunities they had pursued since qualification whether formal (e.g. postgraduate diplomas) or informal (e.g. webinars, EPV courses). Importantly, these were **driven by teachers' own initiative**: *"...but it's all been off my own back. It wasn't anything promoted by the school, it was just my own interest" (Laura).*
- After high-quality PL, **teachers described putting new learning into practice and seeing positive outcomes for their students.** However, they also noted that **impact depended on context.** For example, whether they were working in SET or a mainstream setting, and whether a whole-school approach was in place: *"I did the webinars, and I started using [programme name] and I really did see progress in decoding. But that's when I was in SET [...] there's no way of me implementing that book in my classroom now" (Laura).*
- Courses that addressed effective literacy instruction **were highly valued for both content knowledge and practical routines**: *"It wasn't just about pedagogy and teaching methodologies and approaches... Well, now I know that here are the different ways that the E sound can be represented at the end of a word" (Angela).* However, the interviewed teachers expressed concern that **only a minority of teachers access such PL, given that participation requires self-motivation and time**: *"... not really reaching the teachers [...] there's a lot of teachers that aren't hearing this, you know, because you have to go to these courses, you have to go looking for that information and we don't all have that time" (Johanne).*
- Teachers also raised frustrations with PL delivery. Resource overload was a common issue: *"...a hundred links on a padlet is overwhelming" (Nina).* While online PL was valued for its flexibility, face-to-face courses were seen as more supportive and affirming through peer interaction: *"...meeting other teachers in the same boat like was really, really helpful" (Johanne).*

"It is interesting that when we talk about professional learning [...] the "unit" is the teacher. Whereas [...] should the "unit" not be the school?"

Laura

Future Professional Learning Experiences

“Stop telling me “you need scope and sequence”. Tell me what that means [...] And a scope and sequence of *what* too. What are the specific things that we should work on?”

Angela

- **Drawing from their past experiences** with professional learning, specifically what they liked, disliked, and felt was absent, teachers made several recommendations for future courses on dyslexia. In terms of content, they wanted greater attention to **non-literacy markers of dyslexia** (e.g. working memory, processing speed) as well as the **co-occurrence of dyslexia with other needs** like Developmental Language Disorder or ADHD. **They also stressed the need to make teachers aware of practices that are outdated versus those supported by current research:** *“I think just more awareness of outdated things (Laura).*
- Teachers recommended that literacy-focused PL should provide clear **information on what dyslexic learners need intervention** for. There appeared to be some concern among the interviewed teachers that their current approaches weren’t addressing all the gaps that learners need, **particularly beyond the early years of literacy instruction:** *“... we have to stop this idea that Jolly Phonics stops in Senior Infants... but we don’t have a clear scope what it is we should do after that” (Angela).* They also emphasised the value of explicitly highlighting strategies that benefit all learners while supporting dyslexic children: *“Even though it’s really geared at them [dyslexic children] it is beneficial to others as well” (Angela).*
- Regarding the structure for future PL courses, teachers clearly stated that they needed courses that **were clearly structured** *“almost like a curriculum” (Johanne).* They should be *“easy access for the teacher”* and *“isn’t a load of jargon and that [...] isn’t wading through a load of theory” (Laura).*
- Teachers asked for **curated, practical resources rather than overwhelming collections:** *“... don’t be inundating us with unnecessary things [...] give me a tool belt [...] things I could whip out of my back pocket” (Nina).* Nevertheless, teachers did note that this needed to be balanced with a **brief explanation of why such a practice was recommended**, be it evidence-based or aligned with models of reading.

“Give me the roadmap of what works.”

Johanne

Teacher Interview Data: Summary

For the teachers interviewed, real knowledge about dyslexia - what it is and what it means for learners - was gained mainly through classroom experience and, in some cases, personal encounters (e.g. with a teacher's own child). Their use of whole-class strategies and assistive technology reflects a commitment to inclusive practice and a pragmatic response to current teacher shortages. For teachers outside special settings, this often means compensating for the lack of specialist support by more carefully embedding accommodations and instructional routines into everyday classroom practice. While this is encouraging and should be supported, it is important to remember that, for some dyslexic children, specialist intervention is required alongside these approaches. Although this was not the central focus of the interviews, it offers an important window into current practice.

The interviewed teachers agreed that ITE does not provide enough knowledge of dyslexia, leaving professional learning (PL) after qualification as the main source of expertise. While the interviewees were very positive about their experiences of PL, the impact of PL are constrained by contextual factors (SET vs mainstream, whole-school buy-in), meaning good PL does not automatically translate into classroom change. Furthermore, it appears that access to PL is inequitable and inconsistent. As PL is self-driven, not all teachers benefit, and delivery challenges (overwhelming resources, limited peer interaction online) reduce its efficacy. As a result, teachers want PL that balances depth with practicality. Clear, structured content that avoids jargon but still explains the evidence base behind recommended practices was commonly requested by the interviewees. There was also some concern from the teachers that current literacy-based PL may not adequately address the full scope of content necessary to support dyslexic learners, particularly beyond the early years of phonics instruction.




Conclusions and Recommendations

Survey data indicated that Irish teachers demonstrated strong knowledge in several core areas of dyslexia, particularly its nature, identification and key intervention approaches. However, gaps remained in other areas, with misconceptions persisting about visual symptoms and certain approaches not supported by evidence. As collaboration with colleagues was the second most frequently cited source of information about dyslexia, addressing these misconceptions is essential to ensure that accurate, evidence-based knowledge permeates throughout Irish schools.

It is interesting to note that the survey tool used for this study was also used on a large sample of American teachers ($n=524$; Peltier et al., 2020). While comparisons should be cautious given differences in context and sample size, some interesting differences and commonalities across populations can be identified. In general, Irish teachers had more items where over 60% responded correctly, suggesting a more robust and confident knowledge base. In particular, there was a notable difference in understanding that dyslexia is primarily a language-based reading difficulty. 62% of Irish respondents correctly identified this, whereas only 29% of US respondents did so (Peltier et al., 2020). This suggests a more accurate grasp of the underlying cause of dyslexia in Ireland. Nevertheless, a majority of both Irish and US teachers incorrectly believed or were unsure that dyslexia involves seeing words jumping around on the page. This persisted even with the reversed (myth-based) version of the statement. This reflects a strong visual-processing myth in both contexts. Furthermore, both groups strongly misunderstood the efficacy of some interventions, such as coloured lenses. Although both Irish and US teachers share common misconceptions about dyslexia, their overall levels and areas of knowledge differ. It is therefore inappropriate to assume that the challenges observed among US teachers, or the professional learning interventions developed to address them, can be directly transferred to the Irish context. Instead, a more nuanced approach that reflects the specific needs of Irish teachers is required.

Interview data provided insights into what such an approach might involve and what content should be prioritised. Those interviewed demonstrated a particularly good understanding of dyslexia. It reaffirmed many points from the survey – Irish teachers understand the links between language, literacy, and dyslexia, as well as the importance of foundational skills. However, it does appear that the interviewed teachers may have had a more accurate understanding of dyslexia than those who participated in the survey. This is reflected in their lack of reference to visual processing difficulties and dyslexia. They demonstrated a good knowledge of interventions but noted themselves that this knowledge largely came from their own personal interest in the area and would likely not be representative of some of their peers. Despite their extensive engagement with PL in the past, they still highlighted gaps in current provision. For example, the



four teachers expressed uncertainty about how best to support older dyslexic learners and frustration at being overloaded with resources rather than being provided with clear, focused, evidence-based guidance. Taken together, these findings point to several recommendations for policy, research and practice going forward.

Recommendations for Policy

- Given the frustrations reported by interviewees, any PL materials developed for teachers regarding dyslexia should undergo robust quality assurance. Ensuring these materials are up-to-date and grounded in evidence-based approaches will help dispel persistent myths about dyslexia and promote more effective instruction. Responsibility for auditing such materials could be shared among national support services (e.g. *Oide*), local partners (e.g. *Education Centres*), and research institutions (e.g. universities). Ideally, they should also be guided by more specific guidance within the relevant policy documents on ITE/PL from the Teaching Council (*Droichead, Céim*).
- The wide range of knowledge scores revealed by the teacher survey has direct implications for models of professional learning. Rather than assuming a uniform starting point, professional learning approaches must accommodate individual teacher variation by offering flexible, tiered options (e.g. optional modules, differentiated pathways or targeted short courses). School-level approaches should also be reconsidered: a coordinated, whole-school response to literacy instruction and the inclusion of dyslexic learners depends on schools having the agency to select professional learning content that matches their staff's real strengths and gaps. Existing models of sustained school support (e.g. such as those provided by *Oide*) provide a useful foundation for policymakers, but they should be adapted so schools can identify their specific needs and plan accordingly, with support from literacy and teacher-learning specialists. Doing so would make professional learning both responsive to measured variation in teacher knowledge and more likely to produce consistent classroom practice.

Recommendations for Research

- This research highlights the risks of assuming that teachers in different contexts hold similar views or levels of knowledge. Much of the discourse on Irish classroom practices for supporting dyslexic learners is anecdotal or drawn from international contexts (e.g. the United States). Therefore, it is essential to conduct Irish-specific research examining teachers' practices with dyslexic learners (using a combination of self-report, observational, and other methodological approaches) to inform more targeted and effective strategies for supporting literacy development in this population.

- Given the limited body of research on dyslexia within the Irish context, there are numerous potential avenues for future investigation. Building on the findings of the current study, further research could explore the assessment practices employed by teachers, with particular attention to the tools, resources, and PL available to support accurate identification of and intervention for dyslexic learners. Additionally, an in-depth examination of secondary school teachers' knowledge, understanding, and perceptions of dyslexia would provide valuable insights into current practices and highlight areas where professional learning is needed. Such studies could contribute significantly to improving educational outcomes and ensuring more consistent support for students with dyslexia across Irish schools.

Recommendations for Practice

- To strengthen teacher knowledge, confidence, and expertise, support for dyslexic learners should remain a clear and explicit focus within Initial Teacher Education (ITE; see *Céim*, Teaching Council, 2020). However, many newly qualified teachers experience 'transition shock' upon entering the profession (Corcoran, 1981) and struggle to apply knowledge gained in ITE to classroom contexts. Given the competing demands on ITE programmes, the challenge is not simply to add more content but to ensure that the time devoted to dyslexia in ITE is used effectively. Therefore, rather than solely treating dyslexia as a discrete topic within ITE, programmes should embed it within broader frameworks of inclusive pedagogy, evidence-based literacy instruction and reflective practice. In doing so, new teachers are more likely to develop the adaptive expertise required to recognise and respond to the diverse literacy needs of all learners.
- Interviewees highlighted the wide range of literacy resources and supports available for younger learners. However, they consistently noted a lack of authentic, age-appropriate examples and resources to support older primary students in developing their literacy skills. As a result, many explained that when working with dyslexic learners in middle or upper primary, they often recommend that their students use compensatory reading strategies (e.g. using pictures or context clues) rather than evidence-based approaches that both address their literacy needs and respect their age (e.g. vocabulary instruction, explicit writing instruction). Given the abundance of literacy resources for junior primary classes, greater emphasis should be placed on developing and providing evidence-based instructional approaches and resources specifically for older learners.



Professional Learning Tools and Resources

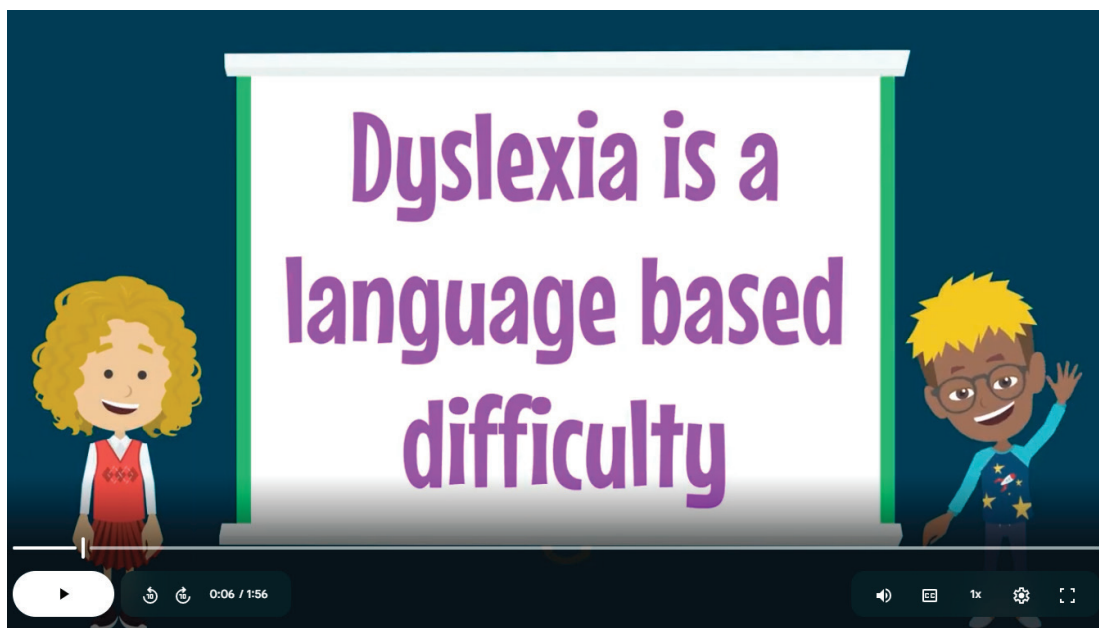
As a direct outcome of this research, a set of professional learning materials was developed to enhance teachers' knowledge and practice in relation to dyslexia. These resources were designed in response to the findings outlined in this report, addressing the key areas where gaps in knowledge and confidence were most evident. Grounded in the principles of **Structured Literacy** as an organising framework, the materials aim to translate current research evidence into accessible, practice-oriented content that teachers can apply in their classrooms when supporting dyslexic learners. This approach emphasises explicit, systematic, and cumulative instruction in language and literacy skills, aligning closely with best-practice recommendations for supporting learners with dyslexia. The development of these materials was a collaborative effort between Dyslexia Ireland and the research team based at Dublin City University (DCU), ensuring that all content was accurate, relevant, and responsive to the needs of Irish educators.

While the primary audience for these resources is classroom teachers in primary settings, the materials were developed with wider school communities in mind, including Special Education Teachers (SETs), school leaders, and student teachers. They may be incorporated into pre- and in-service teacher programmes or for independent, self-directed study. This broad applicability ensures that the resources can contribute to both individual professional development and whole-school approaches to supporting learners with dyslexia. By providing concrete examples and practical strategies, the resources aim to bridge the gap between research evidence and classroom practice, ensuring that the findings of this study translate into meaningful support for teachers and learners.

Freely available on <http://supportingdyslexicstudents.com/> there are four interactive books for teachers to engage with on the following topics.

Topic 1: Debunking Dyslexia Myths

The purpose of this book is to address some of the most common misconceptions about dyslexia, including those that were identified in the current research e.g. role of working memory and processing difficulties. These misconceptions are addressed using short 3–5-minute videos. At the end of the book, there are a series of curated resources including podcasts and articles that go into more detail.



Videos from Topic 1

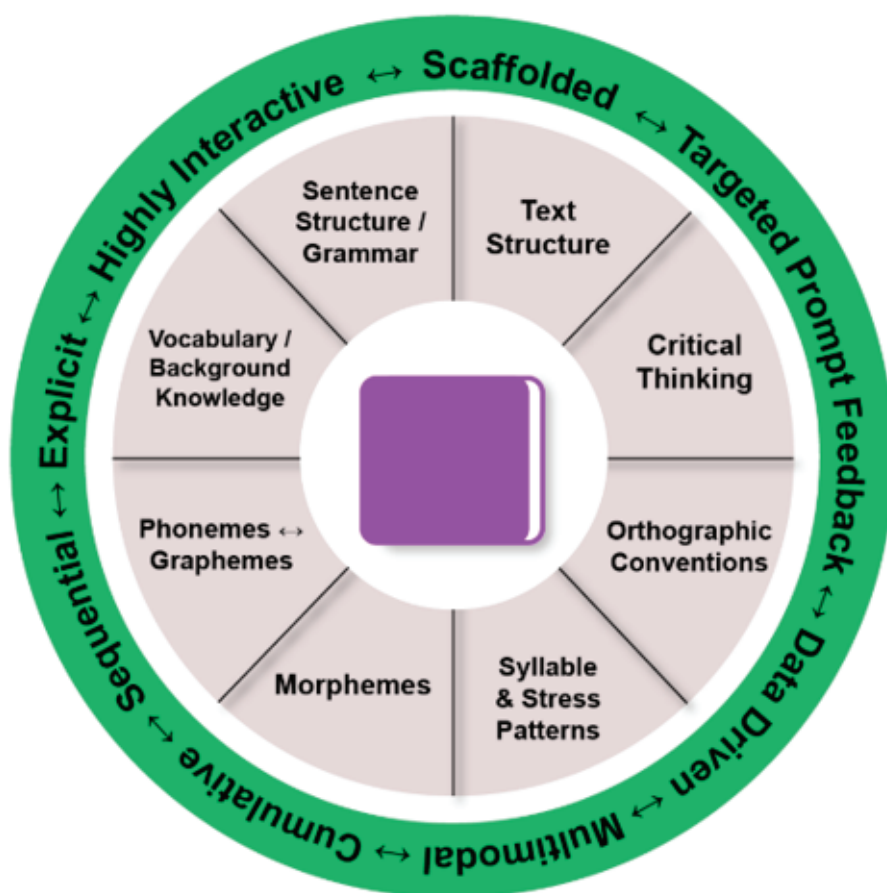
Topic 2: Understanding the 'what' of Structured Literacy

In this topic, teachers will be encouraged to think about what we know about effective instruction for dyslexic learners – also called Structured Literacy. The different elements of Structured Literacy, such as orthographic conventions, vocabulary are defined and examined. While this approach to teaching literacy is particularly effective for dyslexic learners, it can benefit all learners. As with all the topics, a carefully selected list of resources is available at the end of this interactive book.

Structured Literacy Graphic

On the following page, we are going to examine a graph that represents how structured literacy integrates the **WHAT** that should be taught....with **HOW** it should be taught.

First we are going to explore the **WHAT** of Structured Literacy.

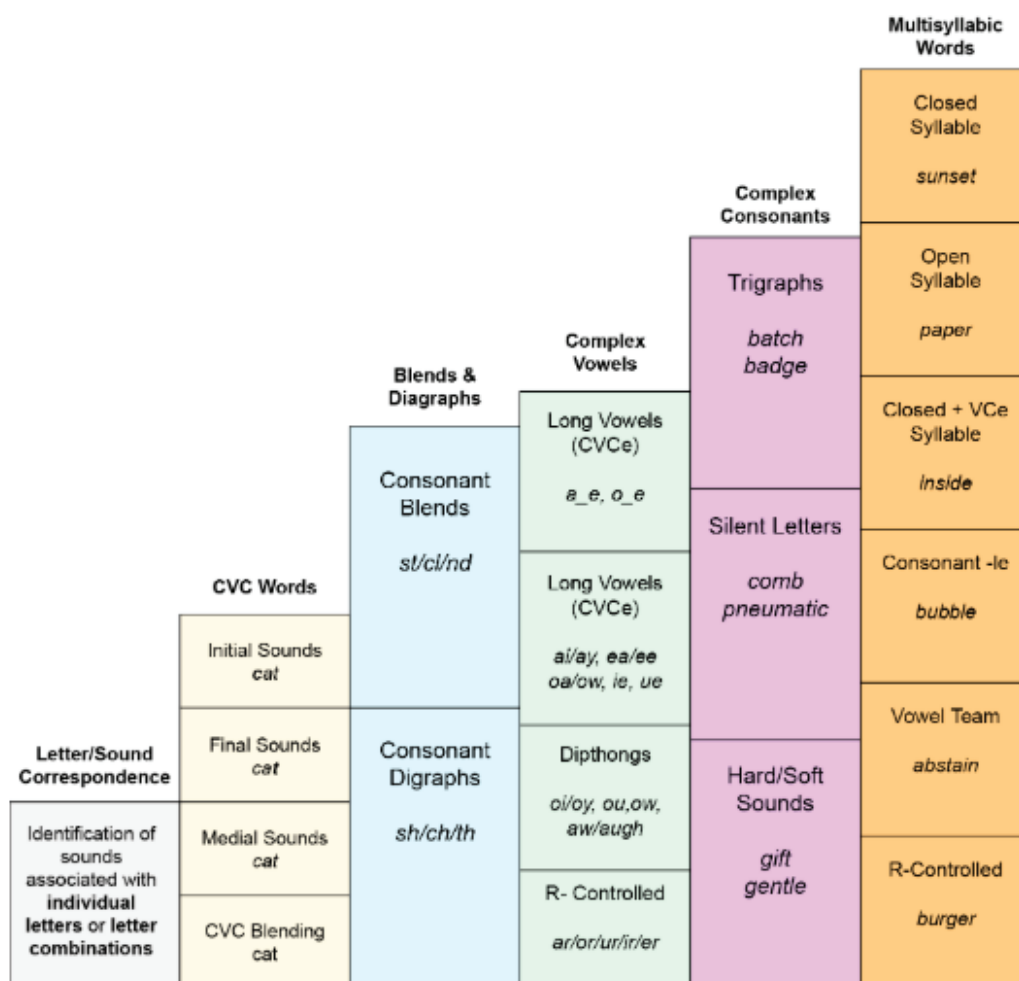


Topic 3: Understanding the 'how' of Structured Literacy

Moving on from the 'what' of Structured Literacy, this topic focuses on the 'how' - the ways in which instruction is delivered to support children's reading development. Effective delivery is what makes Structured Literacy so powerful and it is based on eight teaching principles which are all discussed in this book (Explicit, Highly Interactive, Scaffolded, Targetted Prompt Feedback, Data Drive, Multimodal, Cumulative, Sequential).

Sequential

Sequential instruction follows a logical order - from simple to complex. Skills are taught in a structured sequence, building on what students already know. For example, students learn to blend and segment CVC words before tackling multisyllabic words. It ensures no critical skills are skipped. When teaching decoding skills, we usually follow this general order.



Poster contained in Topic 3

Topic 4: Structured Literacy in Practice

In this book, there are videos of an Irish teacher working one-to-one with a learner in 3rd class, applying the principles of Structured Literacy. These are authentic videos. They are not staged demonstrations or professional recordings. They were captured simply with a camera and tripod and they show real teaching as it happens. They show both effective, though not always perfect, strategies and the natural learning process that teachers go through as they develop their practice. The sample approaches and routines for teaching the different elements of Structured Literacy are offered as starting points - tools to inspire, guide and adapt to classroom practice. Many of these strategies can be adapted flexibly for whole-class, small-group, or one-to-one settings, making them relevant for a range of teaching contexts.




Structured Literacy in Action

Where can I access these resources?

To access these materials, teachers should go to <http://supportingdyslexicstudents.com/>

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