Illuminating Minds: Shining a Light on Atypical Dyslexia Therapies

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This study assesses the impact of Rapid Automatized Naming (RAN) therapies on reading speed and accuracy in students with dyslexia, with a nuanced examination of how RAN deficits interact with socioeconomic status (SES), alongside gender, ethnicity, pre-kindergarten education, and ADD/ADHD diagnoses. By comparing baseline and final reading test scores, this research aims to uncover the specific benefits of RAN therapies for 1st to 4th grade students diagnosed with dyslexia. Participants engaged in targeted RAN interventions designed to bolster orthographic processing, and their progress was meticulously analyzed. The findings revealed that RAN therapies significantly enhanced reading proficiency for all students, particularly those who showed signs of RAN deficits, highlighting the critical role of such therapies in dyslexia intervention strategies. Moreover, the study illuminated the complex interplay between SES and reading achievements. Lower SES was associated with a higher prevalence of RAN deficits and lower baseline reading scores. Yet, students from lower SES backgrounds demonstrated marked improvements post-therapy, suggesting that RAN therapies may be especially beneficial in bridging educational disparities. While SES was a significant factor, the analysis also considered the effects of several other demographics, finding that RAN therapy's effectiveness did not correlate with these variables. This comprehensive approach highlights the importance of implementing RAN therapies into dyslexia treatment programs, offering a useful tool for enhancing reading skills across diverse student populations, with particular implications for addressing the educational challenges associated with lower SES.

Awards Won:

The University of Texas at Dallas: Scholarship awards of $5,000 per year, renewable for up to four years