This workshop will examine reading from a brain-based educational perspective, and discuss current literacy trends in the United States. The primary focus of the presentation will be to differentiate “dyslexia” from other reading disorders, as well as to classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading disorders’ subtype with scores of evidence-based interventions.

Specific learning objectives include:
1. Examine current literacy rates in the United States and the prevalence rate of dyslexia.
2. Discuss the four universal truths of reading and explain why relying solely upon IQ scores, RTI, or CHC theory can be misleading when identifying reading disorders in children.
3. Introduce a brain-behavior model of reading by examining specific neural circuits that underscore phonological development, orthographic development, and comprehension skills.
4. Discuss four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions and relevant classroom strategies to address each subtype.
5. Introduce the Feifer Assessment of Reading (FAR) as a more viable means to both diagnose and remediate subtypes of reading disorders using a process oriented approach to assessment.