The Dyslexia Debate examines how we use the term "dyslexia" and questions its efficacy as a diagnosis.

While many believe that a diagnosis of dyslexia will shed light on the nature of an individual's reading difficulty, and help to guide intervention, the authors show that this term adds little value. In fact, the many varied and problematic understandings of dyslexia can result in a major disservice to those who encounter difficulties learning to read. This book outlines in detail the diverse ways in which reading problems have been conceptualized and operationalized. The latest research in cognitive sciences, genetics and neuroscience, and the limitations of our knowledge in these fields for diagnosis and treatment, are discussed. The authors outline the most effective ways to help those with reading problems and conclude by calling for an end to the use of the term 'dyslexia' to be replaced by more helpful, scientifically rigorous descriptions.

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