How do we not communicate about dyslexia? - The discourses that distance scientists, disabilities staff, ALL advisers, students, and lecturers from one another

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While the number of students identified as dyslexic has risen dramatically in the last twenty years, dyslexia has become a grey area traversed by very disparate discourses – medical, social-constructionist, legal, technical, experiential, and pedagogical. These discourses arise out of different disciplinary and administrative cultures; focus on different aspects of the syndrome; and reveal different understandings about the nature and meaning of literacy. While each is helpful in some respect, they do not enable us adequately to address the obstacles that confront dyslexic students attempting to hold their own in a community that equates literacy with learning. This paper examines some of the problems with applying insights from competing discourses, and argues for closer communication among those responsible for current theory and practice in this area.

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