Assessment and guidance for Developmental Dyslexia in Japan

FUKUDA Yuki and KOTAKA Sayuri

Abstract
This article reviewed the research on the assessment of and guidance for dyslexia in Japan. The developmental dyslexia (DD) is the most important disorder to be aided among the learning disorders. The dual route cascaded model: DRC model (Coltheart, Rastle, Perry, Langton, & Ziegler, 2001) that is one of the reading words model, accounts partially one aspect of the DD. It presumes that the DD is emerged in the case of disorders either of the lexical route or nonlexical route. However, there are another type of the DD which is specific comprehension impairment (SCI) or poor comprehender, can’t be explained by the DRC model. The SCI indicates only the difficulty of text comprehension. The existence of SCI should not deny the DRC model. It needs a global approach including words reading and text comprehension should construct for the DD. It is absolutely important that the use of the model to assess and guide for the DD. However, it seems that few assessments and guidance use sufficiently the model of the DD in Japan. It needs to develop high accurate assessment tools. Finally we propose the importance of the assessments and guidance based on the DD model including words reading and text comprehension.