



rydaholmmethod

The successful Swedish method to  
correct reading disabilities

The primary goal of the Rydaholm Method is to improve the decoding skills of the student to reach the equivalent of Stanine 4.

# The Rydaholm Method

The method is for students with reading disabilities. It requires a mutual commitment to conduct a *long-term, purposeful* and *structured work* during the necessary time to reach the goal. The method in itself is really simple but requires a high and clear engagement from the teacher.



Rydaholm method is based on the following keynotes:

- Simple and clear structure
- Simple materials
- Short, intensive session
- Focus on decoding
- Automaticity
- Progress made visible
- Sustainability

*"It is like playing tennis, guitar or practicing high jump. Exercise energetically and you will get the result. And that's when it becomes fun."*

**Christer Jacobsson**

Associate Professor at Wexio University, with reading and writing disabilities as his research area. He has supervised the evaluation of the Rydaholm Method.

# Martin Ingvar:

Professor at Karolinska Institute and chairman of the Swedish Dyslexia Association and scientific consult for the evaluation of the Rydaholm Method.

*“The automaticity is the key. By practicing the basic elements the student with a reading difficulty can reach a level of automaticity where fluent and comprehensive reading is achieved.”*

*“You can certainly become a good reader through intensive training, despite reading disabilities/dyslexia.”*

*“The effects of dyslexia must not be a life-long verdict. The dyslexics reading capability just need more training than an average reader.”*

*“Dyslexia is a hereditary disability to master the written language. You can't ‘cure’ dyslexia with training but you can alleviate the adverse effects.”*

*“Many dyslexics have developed compensatory methods to a degree where they no longer consider their dyslexia as a problem.”*

*“Even if a dyslexic person can manage well the problem with spelling, when it comes to switching to another language the problems will reappear.”*



## Testimonials



"A strong tool for students with reading disabilities where the basic problem is with the decoding. I see no disadvantages to either the student or me - only benefits."

**Monica Willfors**

Special needs teacher, Torpa School



"A great approach for students with decoding problems. The method has been appreciated by students, sometimes in almost strange ways. One important result beside satisfactory reading skills is a much enhanced self-image."

**Lars Olsson**

Special needs teacher, Sunnerbo High School



"The well-structured simplicity of the method is also a great comfort to me as a teacher. The children know exactly what happens on each lesson."

**Anneli Nilsson**

Child minders and resource teacher, Kungshögs School



"Since the method has a clear structure it is also suitable for students with concentration difficulties (ADHD, ADD). The student can see a clear beginning and a clear end to his working-pass. Exercise during a short intense moment is perfect."

**Maria Andersson-Strandberg**

Special needs teacher, Ekebacks School



# contact

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