2018 Reading, Literacy & Learning ANNUAL IDA CONFERENCE

FR1 Early Identification of Dyslexia: Research to Practice

Hugh Catts, Ph.D.

The early identification of dyslexia can lead to timely and appropriate intervention and prevent or reduce the negative consequences often associated with dyslexia. This symposium considers the challenges faced in early identification and how recent developments in theory and technology have begun to address them. The implications of this work for practice (and policy) in the schools and elsewhere is highlighted.

Early Identification of Dyslexia: Current Research and Implications for Practice

Hugh Catts, Ph.D.

Research showing the challenges faced in early identification and how recent theory has begun to address these challenges is reviewed in this symposium. The need for a cumulative risk and resilience model of dyslexia that recognizes numerous causal and protective factors is considered. Research showing the connection between these various factors and dyslexia is also reviewed. The presenter further discusses the implications of this work for screening practices and how early identification can be achieved in a timely and efficient manner.

Emerging Methodologies and Technologies for the Early Identification of Dyslexia

Yaacov Petscher, Ph.D.

The presenter highlights emerging research on screening methodologies and addresses the technologies being developed and disseminated by the National Center on Improving Literacy to empower educators in the classroom and caregivers in the home in supporting students' literacy development.

Application of Research to the Development of a School Readiness and Dyslexia Screener

Fumiko Hoeft, M.D., Ph.D.

The presenter discusses current trends in the early identification of dyslexia and highlights ongoing work on the development and validation of a school readiness and dyslexia screener app. This tablet-based gamified app assesses more than a dozen domains of cognition, language, and literacy skills in preschool to elementary-grade children. The presenter discusses current validation results and the experience

gained through the development of the app. These efforts are linked to work with advocacy groups, such as Decoding Dyslexia CA, along with policy implications.

Track: Research
Level: Intermediate

Clock Hours: 2.75
ASHA CEUs: 0.25

Disclosure: Hugh Catts, Yaacov Petscher, and Fumiko Hoeft have no relevant financial relationships to disclose. Hugh Catts and Yaacov Petscher are funded by a grant to develop a screening and assessment protocol for the early identification of dyslexia and language problems. Fumiko Hoeft is an IDA national board member-at-large and will discuss the development of a screening tool that involves a collabortion with a non-profit organization, Curious Learning.