

SR1 Early Screening & Intervention for At-Risk Children: Lessons Learned From the Lab to the Classroom

Chair: Margie G. Gillis, Ed.D., CALT

This symposium presents current findings on how reading develops in the typical brain and factors that contribute to atypical reading development (i.e., developmental dyslexia). Participants learn about the research on longitudinal models of data-driven technologies for early screening of later reading problems. These models support teachers' use of data for accurate instructional groupings. The third talk describes key elements of an early intervention model that focuses on language-rich learning environments and embedded instruction in early literacy skills. The final talk describes the challenges associated with applying screening and intervention research in a public school setting.

The Typical and Atypical Reading Brain: How a Neurobiological Framework of Reading Development Can Inform Screening and Educational Practices

Nadine Gaab, Ph.D.

This talk focuses on early screening and intervention from a neurobiological perspective. Dr. Gaab presents research that looks at typical and atypical reading development and shares what she and her colleagues have learned to date related to early screening and intervention—that is, who we should be screening, when we should start screening children, and why.

Where We've Been, Where We Are, and Where We Might Be Going With Early Screening

Yaacov Petscher, Ph.D.

This talk focuses on early screening from a behavioral perspective and describes emerging methods of screening for reading problems that focus on multivariate models. Dr. Petscher's work uses existing data to develop multivariate, longitudinal models of screening to address several important questions that look at screening accuracy, the longitudinal stability of multivariate-based outcomes, and whether multivariate data can be used to identify profiles of reading risk that respond to instruction.

The Early Language and Literacy Initiative (ELLI): Key Elements of a School-Based Intervention Program for Preschool Children at risk for Dyslexia/Reading Disabilities

Margie B. Gillis, Ed.D., CALT

RESEARCH COLLOQUIA

Saturday, October 27, 2018 · 10:45 a.m. - 1:45 p.m.



This talk describes an early intervention model that is currently implemented in eight classrooms and incorporates a comprehensive approach to early childhood education designed to improve school readiness and reduce the achievement gap for young children. The model infuses early language and literacy theory and practice into immersive, high-quality science, technology, engineering, art, and math (STEAM)-based learning experiences that can be used in museums, classrooms, and homes.

Hidden in Plain Sight: One District Takes On Dyslexia

Sara Stetson, Ph.D.

This talk tells the story of how one school district tackled various system-change issues to improve literacy instruction, including screening for dyslexia. Dr. Stetson discusses how she helped to raise awareness of dyslexia and create a sense of urgency by shifting the problem away from diagnosing the child to diagnosing the system issues.

Track: Research

Level: Beginner, Intermediate, Advanced

Family

Clock Hours: 2.75

ASHA CEUs: 0.25

Disclosure Statement: Margie B. Gillis, Nadine Gaab, Yaacov Petscher, and Sara Stetson have no relevant financial or nonfinancial relationships to disclose.