Early Indicators of Risk for Dyslexia and Other Reading Difficulties

INTRODUCTION

Learning to read is one of the most important outcomes of schooling, but acquiring literacy begins in infancy. Children who exhibit speech and language delays during the preschool years have an increased risk for developing reading and writing difficulties. This session discusses the characteristics of dyslexia and other reading disorders, how to assess preschoolers’ risk for future reading difficulties, the components of evidence-based instruction that can promote positive student outcomes, and the SLP’s role in supporting literacy development.

This course is a recorded session from the 2019 online conference “Innovative Methods for Preschool Assessment, Collaboration, and Treatment.”

LEARNING OUTCOMES

You will be able to:

- identify risk factors and protective factors for reading disorders within preschool clinical cases
- list the similarities and differences between dyslexia and developmental language disorder (DLD)
- explain to parents and teachers how evidence-based reading instruction can help all children, including those with dyslexia or DLD, develop proficient reading skills

PROGRAM HISTORY and IMPORTANT INFORMATION

Recording length: 45 minutes
Online conference dates: February 20–March 4, 2019; October 16–28, 2019
End date: February 20, 2024

To earn continuing education credit, you must complete the learning assessment on or before February 20, 2024.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).