

# Preventing Reading Difficulties Through Early Intervention



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Use this webinar companion document to further explore the webinar topic with colleagues. Below is a list of discussion prompts and resources to guide conversation and deepen your understanding of the topic.



- How did Dr. Catts' discussion about preventing reading difficulties change your perspective on supporting struggling readers in your classroom?
- According to Dr. Catts, how does a prevention approach differ from a diagnosis and treatment approach?
- What instructional strategy, assessment, or tool mentioned in the webinar will you try to implement in your classroom, school, or district moving forward?

## More to Explore



Read the **ARTICLE** titled *Dyslexia: An Ounce of Prevention Is Better Than a Pound of Diagnosis and Treatment*.

- Why do the authors promote a prevention-based approach?
- How do the recommendations for screening outlined in the article align to your current practices?
- According to the authors, what critical factors should be considered in a Multi-Tiered System of Support (MTSS) approach to prevention and early intervention?



Listen to the **PODCAST** interview with Dr. Catts titled *Early Identification and Intervention of Reading Disabilities*.

- Dr. Catts discusses how research indicates that knowledgeable teachers may act as "protective factors" for students with reading difficulty. What practices does he specify as being "protective," and how might this understanding affect your practice to support struggling students in your classroom?
- What easy-to-implement recommendations does Dr. Catts provide regarding early identification?
- What literacy measures does Dr. Catts recommend teachers use to screen for risk of reading difficulty in the early grades?



Watch the **VIDEO** featuring Dr. Catts as he addresses *Early Identification of Dyslexia: Research to Practice*.

- What three practices does Dr. Catts suggest may "prevent" dyslexia and reading struggles?
- Dr. Catts discusses his experience in writing the International Dyslexia Association definition of "dyslexia." Why is a common definition important in supporting classroom practice and academic research?
- Dr. Catts discusses the evolving landscape of screeners and assessments to determine risk of reading difficulty. What does your school use to assess reading difficulty risk, and what might you add to improve your school's screening protocol?

