

Early Intervention Matters

What do the experts say about early identification and intervention?

“Children have the best chance at success if the methods used at the outset teach critical skills. We can help older students to read but early intervention is the best.”

(Susan Hall, Author of *Parenting a Struggling Reader* and *Straight Talk About Reading*)

“For many children with reading disabilities, identification comes only after considerable failure and frustration with learning to read, and often remediation occurs too late for optimal progress.”

(Linda Lombardo, Ph.D. Professor and co-author of *The Assessment of Language and Literacy*)

“From the early 1970s to the present, numerous studies have shown that specific language and emergent literacy skills are predictive of early reading achievement and that children at risk for reading disability can be identified before formal reading instruction begins.”

(Article authored by Torgesen, Wagner and Rashotte in *Journal of Learning Disabilities*)

“Early identification and evidence-based intervention for children at risk for reading disability have the potential to reduce the number of children reading below basic levels to less than 6%, thereby preventing or ameliorating a significant proportion of the reading disability that is so common in the United States today.”

(Joe Torgesen, Ph.D. Professor, researcher and author)

“Early identification of a learning difficulty often means the difference between success and failure for children struggling in school.”

(Report from the Coordinated Campaign for Learning Disabilities).

“It takes four times as long to improve the skills of a struggling reader in fourth grade as it does to do so between mid-kindergarten and first grade. In other words, it takes two hours a day in fourth grade to have the same impact as thirty minutes a day in first grade.”

(National Institute of Child Health and Human Development)