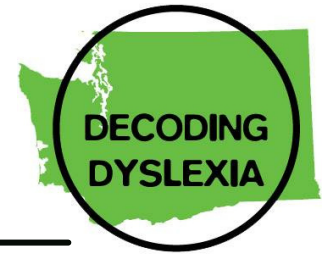


EARLY IDENTIFICATION AND INTERVENTION



5 Reasons Why Early is Better



IT'S MORE EFFECTIVE

Students at risk for dyslexia who receive reading instruction in phonology and phonics in grades K-2 are more likely to read at grade level than students who do not receive help until 3rd grade. When evidence-based interventions are provided in 1st and 2nd grade, the outcomes are TWICE as effective as when they are delivered in later grades.



THE BRAIN IS READY

Before a child reaches the age of 8, the brain can more easily change, grow and reorganize its neural networks. In grades K-2, children's brains are primed to learn to read, but after that, the brain becomes less able to adapt and change. In fact, it takes four times as long to intervene in 4th grade as it does in late kindergarten because of brain development.



AVOID THE "3RD GRADE WALL"

Beginning in the 3rd grade, there is a shift from *learning to read* to *reading to learn*. Reading tasks become more complex and struggling readers may "hit a wall" and begin to fall further behind. This negatively impacts self-esteem, reading comprehension, reading fluency, acquiring background knowledge, and vocabulary development. After 3rd grade, the academic gaps continue to widen due to what scientists call, the "Matthews Effect."



WAITING HURTS

Waiting to intervene can cause academic and psychological harm. 74% of struggling readers in the 3rd grade continue to struggle in the 9th grade. This may continue into adulthood. When older students don't receive appropriate interventions, there is a link to an increase in anxiety, depression, suicide-risk, dropping out, and interactions with the criminal justice system.



IT'S THE LAW

Washington's new Literacy Screening and Intervention Law REQUIRES schools to identify K-2 students at risk for dyslexia and provide evidence-based, multisensory, Structured Literacy interventions before the child's reading problems grow. ([RCW 28A.320.260](#))