



THE COLLABORATIVE FALL 2024 RESEARCH PRESENTATION #2

# IDENTIFYING DYSLEXIA RISK IN BILINGUAL CHILDREN: PREDICTIVE EARLY LANGUAGE AND LITERACY SKILLS ACROSS INSTRUCTIONAL CONTEXTS



Monday, Nov 18  
6:30 PM - 8:00 PM  
(CT)



Online via Zoom Only

Join At



[tx.ag/Goodrich](https://tx.ag/Goodrich)



**Marc Goodrich, Ph.D.**  
**Assistant Professor (TLAC)**  
**Texas A&M University**

Dr. Goodrich's research focuses on early language and literacy development in multilingual children, exploring how they use their first language to learn English in preschool and early elementary years. His work includes interventions to improve academic outcomes and methods for distinguishing language differences from learning disorders. Dr. Goodrich has published in top peer-reviewed journals and received funding from agencies such as the NIH and the U.S. Department of Education's Institute of Education Sciences.

Assessing language and reading disabilities in bilingual children is challenging and often leads to misidentification. This session presents two studies that identified early language and literacy skills in kindergarten that predict dyslexia risk by the end of first grade. The research included 220 children from South Carolina and Texas, enrolled in dual language or English-only programs. Results showed that English rapid letter naming was the strongest predictor of reading outcomes across both instructional contexts, with additional Spanish skills being important in dual language settings. These findings underscore the need to consider language of instruction when screening for dyslexia risk.