



**36<sup>th</sup> Annual Conference on Dyslexia and Related  
Learning Disabilities  
New York Branch of the International Dyslexia  
Association  
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**How Early is Too Early: Cases to  
Support Early Intervention**

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# Materials Discussed

## Alphabet

placemat  
wooden  
plastic  
dot-to-dot

## Perceptual

colored cubes  
peg boards  
matching

Remedia Publications - Scottsdale Arizona 85252

Position in Space

Perceptual Activities

Visual Patterns

Visual Memory

Carson-Dellosa Publishing Co, Greensboro NC 27425

Shapes and Patterns

## Language and Phonology

Liingui Systems

HELP for Word Finding

HELP for Language Processing

HELP for Auditory Processing

Foundations for Learning - Chelan WA 98816

GO Phonics - Level 1

Remedia Publications

Thoughtful Listening

Insights - Reading and Thinking

## Comprehension Strategies

Frank Shaeffer - Palos Verdes, Calif

Reading Comprehension

Stories for Beginners

# Resources

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, M.A.: MIT Press.

Al Otaiba, S. & Fuchs, D. (2002). Characteristics of children who are unresponsive to early literacy intervention: A review of the literature. *Remedial and Special Education, 23*, 300-316.

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, M.D.: Paul H. Brookes Publishing.

Birsh, J.R. (2005). *Multisensory teaching of basic language skills (2<sup>nd</sup> edition)*. Baltimore, M.D.: Paul H. Brookes Publishing.

Catts, H.W. & Kamhi, A. G. (2005). *Language and reading disabilities (2<sup>nd</sup> edition)*. Boston: Pearson.

Heath, S. M. & Hogben, J. H. (2004). Cost effective prediction of reading difficulties. *Journal of Speech, Language, and Hearing Research, 47*, 751-765.

Kamil, M. L., Mosenthal, P. B., Pearson, P. D. & Barr, R. (Eds.), (2000) *Handbook of reading research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lyytinen, H., Aro, M., Eklund, K., et. Al. ( 2004). The development of children at familial risk for dyslexia: Birth to early school age. *Annals of Dyslexia, 54*, 184-220.

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