

Approximately 50% of children with developmental language disorder have dyslexia. Nearly all US states now have laws requiring school-based early identification of dyslexia. In this keynote presentation, new research findings will showcase how these new laws ushered in partnerships with educators and SLPs on school-based implementation of systems-level processes for screening, assessment, and interventions for children with developmental language disorder. Funding sources: NIH R01 DC018823, NIH R01 DC016895, NIH R01 DC010784