“Effective Early Reading Interventions: What Are the Essential Ingredients?”

Dr. Carolyn A. Denton  
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Monday, September 29, 2014  
12:00 – 1:00 p.m.  
Harrington Tower 301

Abstract  
Dr. Denton will describe her 14-year program of research in the development and evaluation of early interventions for students in the primary grades who are at-risk for reading difficulties. Her research has investigated the effects of guided reading and highly explicit instructional approaches for these at-risk students, and she has developed and evaluated interventions that integrate elements of both approaches. Commonalities among effective interventions will be identified, and implications for research and practice will be discussed.

Biographical Note  
Carolyn Denton, Ph.D. (Texas A&M University, Educational Psychology, 2000) is a professor in the Children’s Learning Institute, part of the Department of Pediatrics at the University of Texas Health Science Center at Houston. Her research focuses on the identification, prevention, and remediation of reading difficulties and disabilities; text processing in adolescents; and the role of the reading coach. Her current research projects examine interventions for children who have both ADHD and reading difficulties, early reading intervention that addresses both word reading and comprehension development, and text processing and reading comprehension in adolescents. She is the author or co-author of numerous articles and book chapters and four books on these and related topics and has consulted, provided professional development, and presented her research across the US and in Europe and Asia. Dr. Denton was a co-recipient of the 2006 Albert J. Harris Award from the International Reading Association, awarded annually for a journal article that makes a significant contribution to the understanding of reading difficulties or disabilities.