**Objectives**
- Transference between scientific knowledge and schools.
- Testing MLS approaches as part of a decision-making Rti system built from within educational settings.

**Challenge**
- Collaboration between research teams & schools.
- To develop a system adjusted to the real conditions of schools.
- To guarantee a permanent updating of evidence-based practice.

**A research and transfer instrument, the Leeduca Internet Platform**
(www.leeduca.uma.es).

---

**Introduction**

- **Purpose**: Investigating the predictive power of a Multidimensional Longitudinal Approach within a prevention-oriented RtI model.
- **That is, assessing genetic family risk, early linguistic and cognitive skills on Spanish literacy acquisition and learning difficulties.**
- **Reading Difficulties are produced by oral languages deficits, not only phonological deficit** (Bishop & Snowling, 2004; Catts et al., 2005; Ramus et al., 2013)
- **Comorbidities**, the co-occurrence of two or more developmental disorders is greater than expected (Pennington, 2006; e.g.: as SLD, Math Disorders, ADHA, DMDC, etc.), and, finally
- **Complexity or alternative visual perception or attentional deficit must be considered** (Valdés et al., 2012; Facetti et al., 2006).

**Hypotheses**

- Our early risk detection procedure will reach predictive values similar to the MLS.
- Similar set of predicting variables as other MLS.

**Method**

**N: ≈ 850 by Cohort**
- 84 Schools
- ≈ 53.5% ♂ ≈ 46.5%

- **Labels versus diagnostic:** Labels could be established and new analyses carried out.

- **Approach within a prevention-oriented RtI model.**

**Results**

**With all due caution and prudence, these first analyses and results could be considered a positive starting point.**
- **A universal early risk detection procedure**
- A full assessment procedure for at-risk children.

**Discussion**

- Both hypotheses have been confirmed
- The family risk did not achieve high prediction values ➔ Questionnaire?
- Labels versus diagnostic-Labels ➔ our labels improve in phonological awareness, so a deeper review is needed.

**Conclusions**

- This study is only a first approach to the data analysis and there are some new procedures that can be addressed:
  - Building composite measures and review cluster correlations.
  - Applying analysis procedures implemented by Puolakanaho et al. (2007) and Thompson et al. (2015).
  - Applying more theoretically driven analysis, like cross-lagged analysis
  - Or examining comorbidities between different conductual markers
  - Our plan is to follow up this two cohorts next year, so new labels could be established and new analyses carried out.

- With all due caution and prudence, these first analyses and results could be considered a positive starting point.
- The implementation of our MLS approach as part of a decision-making Rti system has shown successful.
- A remarkable feature of this study is that it was achieved from within school context.
- So, it is expected that in a short time we will be able to transfer our two-step assessment system:
  - A universal early risk detection procedure
  - A full assessment procedure for at-risk children.