

Regional Reading Academy: The Reading Process and Implications for Speech-Language Pathologists

Introduction and Overview of ASHA's Position Statement

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Agenda

- **Content Foundations**

- ASHA's Position Statement on Reading
- The New Research on Reading
- Reading Assessment and Data Management
- Scientifically Based Reading Interventions
- Supporting Leadership

- **Putting it into Practice**

- DOE Updates
- Phonological Awareness, Phonics and Fluency
- Oral Language



Objectives

- Why is this important to SLPs?
 - ASHA's Position
 - Legislation
 - Large percentage of the children SLPs serve have reading difficulties
- How does this fit into what we already do as SLPs?



ASHA Position

- *ASHA Guidelines for the Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents.* (Nov. 2000)
- SLPs “play a critical and direct role in the development of literacy for children and adolescents with communication disorders” .



Position Statement was written to:

- Provide SLPs with the knowledge and skills that are needed to provide assessment and intervention for children whose language difficulties involve problems in learning to read and write
- Advocate for the role of the SLP in providing literacy instruction
- Encourage a collaborative partnership between SLPs, teachers, administrators, and others to foster literacy acquisition for all students



Why should SLPs play a role in literacy development?

- Spoken language provides the foundation for the development of reading and writing
- Spoken and written language have a reciprocal relationship
- Children with spoken language problems frequently have difficulty learning to read and write
- Instruction in spoken language can result in growth in written language and vice versa



Why should SLPs play a role in literacy development?

- Learning to read & write can involve any components of language (*phonology, semantics, morphology, syntax and pragmatics*)
- Problems can occur at the production, comprehension, and awareness of language at the sound, syllable, word, sentence, and discourse level
 - Oral language is the foundation for learning to read & write
 - Sound & word awareness for grasping alphabetic principle
 - Comprehension skills for using complex semantics & syntax



ASHA Position

- Roles and responsibilities for SLPs:
 1. Preventing written language problems
 2. Identifying children at risk for reading and writing problems
 3. Assessing reading and writing
 4. Providing intervention
 5. Assuming other roles



1. Prevention of Language Problems

- SLPs work in collaboration with others to provide opportunities for young children to participate in emergent language activities
- Strategies:
 - joint book reading
 - environmental print awareness
 - conventions/concepts of print
 - phonological processing
 - alphabetic/letter knowledge
 - sense of story



2. Identification

- Designing literacy-sensitive early identification activities
- Helping teachers and other professionals with early recognition of language factors associated with later literacy problems
- Collaborating with other professionals to identify risk factors
- Participating on preferred child study teams
- Consulting with others regarding when diagnostic assessments are needed



3. Assessing Reading and Writing

- Collaboration with parents, teachers, and other service providers
- Formal and informal methods and tools may be used. (must be developmentally, culturally and linguistically appropriate)
- SLPs may administer test themselves or work as part of an assessment team.
- SLPs have ability to assess subsystems of language (phonology, morphology, syntax, semantics, and pragmatics) as they relate to spoken and written language.



4. Intervention

- Involves planning and implementing individualized, intervention programs which are:
 - research-based
 - balanced
 - culturally appropriate
 - developmentally appropriate
 - needs-based
 - curriculum-relevant



5. Other Roles and Responsibilities

- Providing assistance to general education teachers, students, and parents
- Assuming collaborative literacy curricular responsibilities on behalf of all students
- Extending knowledge base for students and colleagues



5. Other Roles and Responsibilities

- SLPs may assume a number of roles including:
 - planning team member
 - direct service provider
 - collaborative consultant
(indirect service provider)
 - model
 - leader and professional developer
 - advocate and policy developer
 - researcher



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Resources

- Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents
 - *Guidelines*
 - *Technical Report*
 - *Briefing Paper*



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