

## Research

- ◆ Best evidence for a causal basis of reading disabilities comes from studies of language difficulties in poor readers (Catts & Hogan, 2003).
- ◆ Speech-language pathologists (SLPs) who work with school-age children have the opportunity to contribute to the literacy development of specific students as well as the literacy instruction and intervention programs in their district. These efforts are made in collaboration with other professionals and parents and may be referred to as participants on literacy teams (Staskowski & Zagaiki, 2003).
- ◆ The aspect of comprehension that has had the greatest attention over years has been vocabulary. Research has shown that vocabulary instruction can be effective, especially if strategies are taught that allow children to become independent word learners (Baker, Simmons, & Kameenui, 1998).



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# Language-Reading Connection

**Professional development for  
Speech-Language Pathologists  
focusing on their important roles  
within reading instruction and  
intervention.**



## Purpose

This two day hands-on professional development institute will provide school-based speech-language pathologists with the knowledge and skills needed to become a valuable resource in their schools related to language and reading. The purpose of this professional development is to provide in-depth information, opportunities for practice and application, and resources to speech-language pathologists to equip them to fulfill their role(s) in reading remediation with **elementary level students**, specifically in the areas of **vocabulary** and **reading comprehension**.



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## What you can expect to learn...

- ◆ How to be a general support and resource for teachers in regards to the role of language in reading
- ◆ How to collaborate with teachers and other professionals in meeting the needs of students with reading deficits as a result of language needs
- ◆ How to incorporate areas of reading instruction into language intervention, specifically vocabulary and comprehension
- ◆ How to assist in gaining administrative support in implementing effective reading and language practices
- ◆ How to locate and utilize available resources related to effective reading and language instruction, specifically vocabulary and comprehension

## Background and Rationale

**Legislation & recent state position guiding the efforts of the Language-Reading Connection: Florida Senate Bill 364 (CS/SB 364)**

[http://sss.usf.edu/Resources/Memos/2004/04\\_132att.pdf](http://sss.usf.edu/Resources/Memos/2004/04_132att.pdf)

**ASHA Position Statements**

<http://www.asha.org/NR/rdonlyres/7EA339AB-A7EB-453D-9B09-ECCBB50C6ADB/0/v3KSRReadingWritingChildren.pdf>

**Florida DOE (Technical Assistance Paper): Roles of Speech-Language Pathologists in Regard to Reading**

<http://www.firn.edu/doe/commhome/pdf/y2006-1.pdf>

**No Child Left Behind**

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>

## Continuing Education Units for SLPs

Continuing education units may be received by participating in the two day professional development institute and completing follow-up activities as required by the Florida Professional Development System Evaluation Protocol.

All participants attending the Language-Reading Connection must complete the follow-up activities. Certificates of attendance noting the required continuing education units and/or in-service points will be provided to participants upon completion of follow-up activities.

The FL DOE, BEESS, PDMP is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 1.2 CEUs (Intermediate level; Professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures. Detailed information will be provided at the Institute.



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