

## 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 & Zagaiski, 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).



**Project RtI-Teaching Learning Connections**  
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# Language-Reading Connection

Professional development institute with a focus on the role of school-based speech-language pathologists related to language and reading.



<http://www.RtITLC.ucf.edu>

**L R C**

## Purpose

This two day, hands on professional development institute will provide school-based speech-language pathologist with the knowledge and skills to enhance their role in language and literacy development within their schools. The purpose of this professional development is to provide language interventions that support reading achievement of 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 language deficits that impact reading achievement.
- \* How to provide language intervention that specifically supports reading in the areas of vocabulary and comprehension.
- \* How to gain administrative support to implement language interventions that support reading.
- \* How to locate and utilize available resources related to effective language interventions that supports reading 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://www.usf.edu/Resources/Memos/2004/04\\_132att.pdf](http://www.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 FLDOE, 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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