The Link Between Speech Sound Disorders and Reading/Writing Disorders

INTRODUCTION

Speech sound disorders (SSDs) exist along a spectrum of severity and abilities, with many involving both the motoric and the phonological system. As a result, many children with SSDs experience related issues with the phonological skills needed for word reading and spelling. This session reviews the Simple Views of Reading and of Writing and connects those theories to assessment practices. The speaker discusses ideas for adapting speech sound intervention activities to include phonological awareness, decoding, and spelling.

This course is a recorded session from the 2021/2022 online conference “Reading, Writing, and the SLP: Preschool to High School.”

LEARNING OUTCOMES
You will be able to:
- Describe the Simple View of Reading and the Simple View of Writing
- Select assessments that examine various “strands” related to reading and writing
- Modify an intervention activity to include phonological awareness, decoding, and/or spelling

PROGRAM HISTORY and IMPORTANT INFORMATION

Recording length: 90 minutes
Online conference dates: October 13–25, 2021; February 2–14, 2022
End date: October 13, 2026

To earn continuing education credit, you must complete the learning assessment on or before October 13, 2026.

ASHA Professional Development 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. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.15 ASHA CEUs (Intermediate level, Professional area).