Literacy Intervention: Controversies, Explanations, and Targeting Strengths and Needs

INTRODUCTION

This session—a recorded session from ASHA’s 2020 Schools Connect conference—demonstrates how to use a language-levels model (i.e., sound, word, sentence, discourse) to explain relationships across oral and written language modalities and to advocate for the role SLPs play in literacy intervention. The speaker discusses how and why intervention strategies differ based on students’ target goals, strengths, and weaknesses. The session explores how and why certain intervention strategies are best to target the sound/word structure knowledge that is essential for reading, decoding, spelling, and vocabulary learning, while other strategies are good for working on the sentence/discourse and vocabulary knowledge that is essential for language comprehension and formulation.

LEARNING OUTCOMES

You will be able to:

- Explain to teachers and other professionals the role of the SLP in targeting written language in tandem with spoken language in intervention
- Describe a plan for an intervention session targeting word structure knowledge (phonological and morphological) using reciprocal decoding/encoding practice in association with spoken word production and perception
- Describe a plan for targeting integrated sentence/discourse skills as part of a specific curriculum-based activity

PROGRAM HISTORY and IMPORTANT INFORMATION

Recording length: 96 minutes
Online conference dates: July 8–20, 2020
End date: July 8, 2025

To earn continuing education credit, you must complete the learning assessment on or before July 8, 2025.

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