



Join VSHA's Work Group: Vermont SLP Literacy Leaders

Our goal is for educators to effectively teach reading and writing to all students using evidence-aligned practices. To achieve this goal, educators must understand the relationship between oral and written language.

"It is the position of the American Speech-Language-Hearing Association (ASHA) that speech-language pathologists (SLPs) play a critical and direct role in the development of literacy for children and adolescents with communication disorders" because "The connections between spoken and written language are well established:

- (a) spoken language provides the foundation for the development of reading and writing
- (b) spoken and written language have a reciprocal relationship, such that each builds on the other to result in general language and literacy competence.

Guiding Questions:

- How do we reach educators serving in roles that can make the greatest impact?
- How do we add instruction in oral language to preservice & inservice training?
- What is the critical information we need to share?
- How do we build relationships with leaders, so that speech-language pathologists have a seat at the table for literacy outcomes?
 - Developing and implementing teacher and administrator training
 - Supporting schools and districts
 - Supporting professional organizations and the AoE

The Problem: Few Vermont school administrators, teachers, higher-education faculty, and VT-AOE staff know the structure of the English language deeply enough. As a result, in many schools and classrooms:

- Educators don't take full advantage of the key window of PreK-3 language and literacy instruction (Tiers 1, 2, 3).
- Poorly understood or disproven curriculum and assessment are used.
- Small gaps in reading skills are ignored until very wide and impacting most or all academic areas and social-emotional development.
- Possible Developmental Language Disorder is not routinely screened.

Speech Language Impairment is connected with Learning Disabilities / Dyslexia

- People with Developmental Language Disorder are six times more likely to have reading difficulties (Young et al., 2002).
- At least half of children with reading disabilities will have co-occurring Developmental Language Disorder (McArthur et al., 2000).

Action Steps:

📞 Join VSHA's new Work Group: Vermont SLP Literacy Leaders by contacting publicrelations@vsha.us

📞 Join us at an event with UVM's Literacy Hub and the AoE's Read Vermont: We Must End the Reading Wars...Now Keynote with Dr. Claude Goldenberg Monday, November 17; Doors open at 3:30pm; Keynote and Q & A from 4:00 - 5:30pm at UVM's Davis Center, Silver Maple Ballroom (4th floor), 590 Main Street, Burlington. Dr. Claude Goldenberg's talk will focus on how to use research-based practices to support all literacy learners and bring an end to the reading wars. [Register here.](#)

