Interventions to Improve Young Children’s Early Literacy Skills

INTRODUCTION

Young children with communication impairments, especially language disorders, face elevated risks in developing reading problems. SLPs play an important role in helping young children with language disorders develop foundational literacy skills that can enhance their literacy and reading trajectories. This video course provides evidence-based guidance on how to modify treatment to improve the foundational literacy skills of young children with language disorders.

LEARNING OUTCOMES

You will be able to:

- analyze children’s early literacy skills using informal tools
- integrate explicit literacy-related objectives into intervention

CONTENTS

What Does Literacy Look Like in a Young Child Who Cannot Yet Read? ................... 2
Reading Foundations ........................................................................................................... 8
Code-Based Skills .................................................................................................................. 15
Screening Tools for Code-Based Skills ............................................................................. 25
Improving Print Knowledge Using Read-Alouds ................................................................. 30
Improving Phonological Awareness Using Read-Alouds ..................................................... 35
References ............................................................................................................................ 41
Three Language, Speech, and Hearing Services in Schools articles ................................ 43

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program date: February 28, 2017
Peer reviewed: November 22, 2017
End date: November 22, 2020

To earn continuing education credit, you must complete the learning assessment on or before November 22, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006