
Reading and Writing Development in School-Age Children: Current Concepts

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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

INTRODUCTION

Many SLPs are playing an increasing role in addressing literacy skills and often work as part of a team in schools to improve students' reading and writing. This journal self-study adds to the knowledge base of SLPs working on literacy. Five articles address how literacy progresses over time in both typically developing children and those with speech and language disorders. SLPs who work with school-age children in or outside of schools will come away with an increased understanding of the role of linguistic awareness skills—such as phonological, morphological, and orthographic awareness—on reading and writing development, as well as the importance of vocabulary and overall language development. The articles contain take-away points that SLPs can consider in their clinical practice as they continue to expand their literacy instruction.

LEARNING OUTCOMES

You will be able to:

- describe how speech and language disorders may affect literacy skills throughout the school-age years
- explain the differences among various models of literacy development
- apply research findings to clinical practice to improve literacy instruction in the classroom and provide guidance to teachers and parents

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Start date: September 9, 2014

Peer reviewed: February 13, 2013, and January 25, 2016

Available through: January 25, 2019

To earn continuing education credit, you must complete the test with a passing score on or before **January 25, 2019**.

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.



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 0.65 ASHA CEUs (Intermediate level, Professional area).