Improving Reading and Writing Outcomes in Young Children

INTRODUCTION

Literacy skills begin to develop in early childhood, and addressing deficits in reading and writing skills early may prevent later problems in school. This journal self-study explores special situations that may affect literacy skills, including the presence of speech sound disorders, hearing impairment, and cultural and/or socioeconomic differences. It also includes articles that discuss intervention techniques to improve phonological awareness, an important emergent literacy skill. Clinicians can use this information to improve reading and writing assessment and treatment techniques for preschool and early elementary school children.

LEARNING OUTCOMES

You will be able to:

- discuss the benefits of teaching phonological awareness and alphabet skills together
- describe how a scripted instructional program can be implemented for children at risk for later reading difficulties
- explain how speech sound disorders may affect a child’s spelling ability
- discuss the impact of hearing technology on literacy outcomes in children with severe-profound hearing loss
- explain how the home literacy environment affects literacy skills in bilingual children

CONTENTS

Modeling Alphabet Skills as Instructive Feedback Within a Phonological Awareness Intervention, by Arnold Olszewski, Xigrid Soto, and Howard Goldstein, published in American Journal of Speech-Language Pathology ........ 22 pages


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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: October 23, 2017
End date: August 16, 2024

To earn continuing education credit, you must complete the test with a passing score on or before August 16, 2024.

This course is offered for 0.55 ASHA CEUs (Intermediate level, Professional area).