Identifying, Assessing, and Treating Dyslexia: What SLPs Need to Know

INTRODUCTION

As a result of recent laws and regulations, more SLPs in schools are treating children with dyslexia. The journal articles in this self-study – from an October 2018 Language, Speech, and Hearing Services in Schools clinical forum on dyslexia – provide “state-of-the-science” information to help SLPs understand dyslexia in relation to other speech and language disorders, as well as ways to identify, assess, and treat this disorder. Clinicians will find practical tips that they can immediately incorporate into practice.

LEARNING OUTCOMES

You will be able to:

- discuss definitions of dyslexia and distinctions between definitions
- describe assessment considerations and common markers for dyslexia
- discuss at least three interventions that have been shown to be effective for children with dyslexia
- explain how writing may be affected by dyslexia in children with the disorder

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Understanding Dyslexia in the Context of Developmental Language Disorders, by Suzanne M. Adlof and Tiffany P. Hogan, published in Language, Speech, and Hearing Services in Schools.................................................................CE-1


ASHA Self-Study 3470
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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools

Start date: December 10, 2018
End date: December 10, 2021

To earn continuing education credit, you must complete the test with a passing score on or before December 10, 2021.

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.

This course is offered for 0.65 ASHA CEUs (Intermediate level, Professional area).