

**CATALOG OF READING-RELATED PRESENTATIONS:****Updated: 9/28/22****1. Workshop Title: The Role of Speech Language Pathologists (SLPs) in Assessment and Management of Dyslexia.**

**Workshop Description:** This webinar frames dyslexia as a language-based literacy disorder and explains the role of speech language pathologists (SLPs) in assessment and management of dyslexia. It offers explanations regarding which areas of language and literacy need be tested for assessment purposes, as well as which speech language testing is most sensitive to the detection of language and literacy difficulties in children with dyslexia. Finally, it clarifies the role of SLPs in the management of literacy disorders in both therapy and classroom specific settings.

**2. Workshop Title: How Language Affects Reading: What Parents and Professionals Need to Know**

**Workshop Description:** This webinar reviews the role of language in the acquisition of reading and explains why children with reading difficulties must be assessed for language deficits. It explains how undetected language deficits can adversely hamper reading interventions causing the students to plateau in their literacy gains. Finally, it offers suggestions regarding which assessments should be considered by parents and professionals for students who exhibit persistent reading difficulties.

**3. Workshop Title: Neuropsychological or Language/Literacy Assessment: Which One is Right for the Student?**

**Workshop Description:** This session reviews the difference and purpose behind neuropsychological vs. comprehensive language and literacy assessments. It discusses common neuropsychological and language/literacy assessment batteries, as well as lists the components of each type of assessment. It describes the importance of error analysis as well as the formulation of goals and objectives for remediation purposes.

**4. Workshop Title: A Reading Program is NOT Enough: A Deep Dive into the Dyslexia Diagnosis**

**Workshop Description:** This webinar discusses the importance appropriate language and literacy testing plays in the remediation of reading based disabilities. It reviews current controversies with respect to the dyslexia diagnosis, as well as describes the role of language as a contributing factor to reading and writing deficits. The limitations of popularly recommended reading approaches/programs for struggling readers (e.g., Orton Gillingham, Wilson, Lindamood Bell, Barton, etc.) are discussed with respect to exclusivity of use. Finally, the process leading up to the appropriate treatment goal recommendations is outlined.

**5. Workshop Title: Teaching Emergent Readers via the Synthetic Phonics Approach**

**Workshop Description:** This webinar discusses aspects involved in skilled reading for emergent readers. It will outline emergent reader profiles, describe the limitations of the “sight word approach”, list the terminology of common phonics terms, discuss instructional practices relevant for readers with intellectual impairments, as well as explain the importance of systematic phonics for emergent readers. Additional topics will include phonics goal formation, strategies for blending sounds, the benefits of decodable readers as well as free resources educators can use in order to implement synthetic phonics approach effectively with emergent readers.

**6. Workshop Title: Clinical Assessment of Grade-Level Reading Abilities: Focus on Fluency and Comprehension**

**Workshop Description:** This webinar describes how to perform clinical assessments of grade-level reading fluency and reading comprehension of elementary aged and adolescent students. It provides information regarding how professionals can conduct a thorough analysis of the student's reading rate, accuracy, and prosody. It also reviews in detail appropriate text selection for reading fluency and comprehension purposes as well as discusses the type of questions professionals can create based on text content in order to perform a deep assessment of reading comprehension abilities.

**7. Workshop Title: Clinical Assessment of Writing Abilities of Elementary and Adolescent Students**

**Workshop Description:** This webinar describes how to perform clinical assessments of grade-level writing abilities of elementary aged and adolescent students. It provides information regarding how professionals can conduct a thorough analysis of the student's ability to effectively use contextual conventions, as well as engage in contrived and spontaneous writing. Suggestions for analyzing fictional, persuasive and expository writing are also offered. The webinar also provides information regarding appropriate writing prompt selection for analysis purposes as well as offers samples of students' written work along with scoring criteria for the purposes of performing a deep assessment of writing abilities for goal formulation purposes.

**8. Workshop Title: Measurement and Interpretation of Standardized Reading Assessments for Professionals and Parents**

**Workshop Description:** This session provides an overview of popular reading tests and discusses their strengths and limitations with respect to their psychometric properties, testing components, as well as subtest interpretation. By the end of the presentation participants will be able to list popular standardized reading tests, discuss discriminant accuracy of select standardized reading tests, describe testing components of select, popularly used, standardized tests of reading, as well as explain how to interpret standardized testing results in order to understand the client's profile of reading strengths and limitations.

**9. Workshop Title: On The Value of Language Assessments for Children with Confirmed/Suspected Dyslexia**

**Workshop Description:** This workshop will review the role of language in dyslexia diagnosis and explain why children with suspected/confirmed dyslexia symptoms must receive a comprehensive language and social communication assessment in addition to undergoing literacy testing. It will explain how undetected language deficits can adversely hamper literacy interventions causing the students to plateau in their reading/writing gains. It will offer explanations regarding which areas of language should be tested for assessment purposes as well as which speech language testing is most sensitive to the detection of language and literacy difficulties in children with confirmed/suspected dyslexia.

**10. Workshop Title: Comprehensive Assessment of Language and Literacy in Children With Suspected Literacy Deficits**

**Workshop Description:** This workshop is aimed at increasing the participants knowledge regarding the role of speech language pathologists in the assessment of literacy abilities (reading, spelling, and writing) of school-age children. It will explain the impact of language disorders and literacy development as well as list formal assessment

instruments and describe informal assessment procedures used to assess literacy abilities of school aged children. Importance of assessing higher order language skills for the purposes of literacy assessment will also be discussed.

**11. Workshop Title: Components of Effective Reading Intervention**

**Workshop Description:** This workshop will discuss components of effective reading instruction including: phonological awareness (sound manipulation in words), alphabetic principle (sound letter correspondence), orthographic instruction (knowledge of reading/spelling rules), vocabulary instruction, morphological awareness (prefixes, suffixes and word origins), fluency (automaticity, prosody, accuracy and speed, expression, intonation and phrasing), text comprehension and encoding (spelling). It will provide recommendations on how these components can be cohesively integrated in order to improve reading abilities of children with language disorders and learning disabilities.

**12. Presentation Title: Evidence Based Reading Comprehension Intervention for Struggling Readers (NEW)**

**Abstract:** Many children with adequate word decoding and reading fluency abilities poorly comprehend grade-level text and require evidence based reading comprehension instruction. However, reading comprehension is not a unitary skill. Instead it is a highly complex ability involving numerous processes including attention, memory, processing, background knowledge, vocabulary and morphological knowledge, inferencing, and much more. This session will discuss evidence-based components of effective reading comprehension instruction including: strategy instruction (e.g., identification of text types, main ideas, inference making, etc.), background knowledge instruction, as well as metacognitive oral language approaches. Free reading comprehension material recommendations will be provided from a variety of sources to assist SLPs with creating evidence based reading comprehension interventions.

**13. Workshop Title: The Role of Pragmatic Language in Reading Comprehension and Written Expression: Focus on Assessment**

**Workshop Description:** This webinar reviews the importance of pragmatic language competence for oral language, reading comprehension and written composition purposes. It explains how speech language pathologists (SLPs) can effectively analyze reading and writing related clinical assessment samples for treatment planning purposes.

**14. Workshop Title: Dyslexia Assessment of Monolingual and Bilingual Children**

**Workshop Description:** This webinar discusses dyslexia as a language-based literacy disorder, describes the warning signs of literacy deficits in children as well as lists formal instruments and clinical assessment tasks sensitive to the assessment of dyslexia and other literacy-based disabilities in bilingual and monolingual children.

**15. Workshop Title: Best Practices in Bilingual Literacy Assessments and Interventions**

**Workshop Description:** This presentation discusses how bilingual speech language pathologists (SLPs) can effectively assess and intervene with bilingual and multicultural children diagnosed with linguistically-based literacy impairments. Topics include components of effective literacy assessments, best instructional literacy practices, translanguaging support strategies, critical questions relevant to provision of effective interventions, as well as use of accommodations, modifications and compensatory strategies for improvement of bilingual students' performance in social and academic settings.

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