

2026–2027 PROFESSIONAL DEVELOPMENT & ADVANCED TRAINING CATALOG

Tatyana Elleseff, MA CCC-SLP, BCS-CL

This catalog represents an integrated body of professional training focused on accurate identification, assessment, and intervention for children and adolescents with language-based learning, literacy, executive function, and social communication disorders. All sessions are grounded in peer-reviewed research, clinical data analysis, and real case material. The emphasis throughout is on diagnostic precision, functional interpretation, and intervention that transfers to academic and real-world demands.

Sessions are organized by **core clinical pillars** rather than age alone. Content may be adapted for school-based, private practice, or interdisciplinary audiences.

I. LANGUAGE–LITERACY INTEGRATION AND ACADEMIC OUTCOMES

- **The Importance of Speech-Language Pathology Services for School Success**
This session examines how oral language underlies academic performance across reading, writing, and classroom discourse. It addresses why language disorders are frequently under-identified in students with academic difficulties and outlines defensible referral, eligibility, and collaboration practices within MTSS and special education frameworks.
- **How Language Affects Reading: What Parents and Professionals Need to Know**
This session reviews the language components required for skilled reading and explains why decoding gains alone do not ensure comprehension. It examines how undetected language weaknesses interfere with reading intervention and contribute to stalled progress.
- **A Reading Program Is Not Enough: A Deep Dive into the Dyslexia Diagnosis**
This advanced session critiques program-driven models of dyslexia intervention. It examines the limitations of relying exclusively on structured literacy programs when language deficits remain unaddressed and outlines assessment-driven treatment planning.
- **Components of Effective Reading Intervention**
This session reviews the full set of language and literacy components required for effective reading instruction, including phonological processing, orthography, vocabulary, morphology, fluency, comprehension, and spelling, with emphasis on cohesive integration rather than isolated instruction.

II. DIFFERENTIAL DIAGNOSIS AND ASSESSMENT ACCURACY

- **Comprehensive Assessment of Language and Literacy in Children With Suspected Learning Disabilities**
This session outlines a layered assessment framework addressing oral language, reading, spelling, writing, and discourse. Emphasis is placed on higher-order language skills, error analysis, and interpretation for functional goal development.
- **Neuropsychological or Language/Literacy Assessment: Which One Is Right for the Student?**
This session contrasts neuropsychological and speech-language assessment models, clarifying what each evaluates and where each falls short. Participants learn how to interpret results critically and avoid conclusions that fail to explain academic performance.
- **Measurement and Interpretation of Standardized Reading Assessments**
This session examines commonly used reading tests, their psychometric strengths and limitations, and common misinterpretations. Participants learn how to move beyond composite scores to understand student profiles.
- **When “Average Scores” Are Not Reassuring: Identifying Hidden Language Risk**
This advanced session focuses on students with average or flat standardized profiles who nonetheless

demonstrate academic failure. It examines discourse samples, written language, and error patterns that reveal clinically significant language risk missed by test scores alone.

III. CONTEXTUALIZED, DISCOURSE-BASED, AND GENERATIVE LANGUAGE INTERVENTION

- **Contextualized Academic Language and Literacy Intervention**
This session focuses on integrating academic language targets into therapy using meaningful texts and discourse tasks. It addresses goal design that aligns with classroom demands rather than isolated skill practice.
- **Evidence-Based Use of Animated Films and Picture Books in Language Intervention**
This session demonstrates how narrative visual media can be used intentionally to target inferencing, perspective-taking, narrative structure, and verbal reasoning, with emphasis on clinical purpose rather than engagement alone.
- **Narrative and Discourse Assessment and Intervention Across Development**
This session examines narrative and discourse as core indicators of language competence from preschool through adolescence. Participants learn to analyze transcripts, identify breakdowns, and design interventions that generalize.
- **Why Students Can Answer Questions but Cannot Explain**
This session examines the distinction between recognition-based responding and generative language. It explains why students perform adequately on WH-questions yet fail at explanations, summaries, and written expression, and how intervention must shift to address this gap.

IV. VOCABULARY, MORPHOLOGY, AND VERBAL REASONING

- **Beyond Vocabulary Lists: Teaching Word Knowledge That Transfers**
This session examines depth of word knowledge, morphological structure, polysemy, and contextual variability. It focuses on instructional approaches that support transfer to reading comprehension and written expression.
- **Clinical Approaches to Teaching Verbal Reasoning**
This session addresses language-based reasoning demands such as explaining cause-effect relationships, making comparisons, justifying opinions, and interpreting nonliteral language. Emphasis is placed on structured scaffolding within discourse and text.

V. WRITING AS A LANGUAGE-BASED SKILL

- **Clinical Assessment of Writing Abilities in Elementary and Adolescent Students**
This session outlines methods for analyzing writing samples to identify linguistic breakdowns in syntax, cohesion, organization, and metalinguistic control.
- **Writing as a Language Task: Intervention Beyond Mechanics**
This session reframes writing as oral language on paper. Participants learn how to design language-driven writing intervention targeting sentence structure, cohesion, organization, and revision rather than surface-level mechanics alone.

VI. EXECUTIVE FUNCTION, SELF-REGULATION, AND COMPLEX PROFILES

- **Practical Evidence-Based Executive Function Intervention for Language, Reading, and Writing**
This session examines how executive function deficits interact with language and literacy tasks. Intervention focuses on planning, organization, monitoring, and cognitive flexibility embedded within authentic language demands.
- **Language-Based Executive Function in Real Classrooms**
This advanced session focuses on operationalizing executive function support within academic language tasks rather than abstract EF training or behavior charts.

- **Inattention, Impulsivity, and Differential Diagnosis Beyond ADHD**

This session examines speech-language, processing, trauma-related, and neurological contributors to attentional and behavioral symptoms and outlines differential diagnostic pathways.

VII. SOCIAL COMMUNICATION, PRAGMATICS, AND PSYCHIATRIC CONSIDERATIONS

- **Pragmatics Is Not Social Skills: A Language-Based Framework for Social Reasoning**

This session reframes pragmatic language as language-mediated social reasoning rather than behavioral compliance. It examines inferencing, perspective-taking, discourse intent, and emotional language.

- **Assessment and Intervention of Social Pragmatic Language in Psychiatric Populations**

These sessions examine pragmatic language deficits in children with mood, behavioral, and psychiatric diagnoses and address why traditional social skills approaches frequently fail to generalize.

- **Recognizing Early Social-Emotional Risk in Language-Delayed Children**

This session examines early language delays as a risk factor for later emotional and behavioral difficulties and outlines indicators warranting interdisciplinary referral.

VIII. BILINGUALISM, EQUITY, AND MULTILINGUAL ASSESSMENT

- **Language Difference vs. Language Disorder in Bilingual Children**

This session examines typical bilingual development, manifestations of language disorder in bilingual learners, and common diagnostic errors.

- **Best Practices in Bilingual Literacy Assessment and Intervention**

This session focuses on evaluating and treating literacy difficulties in bilingual students, including cross-linguistic transfer, translanguaging, and instructional alignment.

- **Practical Strategies for Monolingual Clinicians Working With Bilingual Students**

This session provides evidence-based guidance for monolingual clinicians to maintain assessment integrity and intervention effectiveness.

IX. ADOLESCENTS AND LONG-TERM LANGUAGE OUTCOMES

- **Assessment and Treatment of Adolescents With Language Impairments**

This session examines why language disorders persist into adolescence and how academic, emotional, and social demands expose underlying weaknesses.

- **Language Disorders in Adolescents: Why They Don't "Grow Out of It"**

This advanced session addresses secondary consequences of unresolved language impairment, including academic failure, disengagement, and emotional dysregulation, and outlines age-respectful intervention models.

Customization and Delivery

Sessions may be delivered as individual workshops, multi-session series, or intensive institutes. Content is adapted by audience, setting, and professional role.

For scheduling and inquiries:

Tatyana Elleseff, MA CCC-SLP, BCS-CL

tatyana@tatyanaelleseff.com