READING, WRITING, AND LANGUAGE-BASED LITERACY
ADVANCED PROFESSIONAL DEVELOPMENT CATALOG (2026–2027)

This catalog focuses on the assessment and intervention of language-based literacy disorders across development. All courses emphasize diagnostic accuracy, depth of language analysis, and intervention approaches that extend beyond program fidelity or surface-level skill instruction. Sessions are grounded in current research, clinical case analysis, and functional outcome data.

Courses are appropriate for speech-language pathologists, literacy specialists, special educators, psychologists, administrators, and interdisciplinary teams.

FOUNDATIONAL FRAMEWORKS

- **The Role of Speech-Language Pathologists in the Assessment and Management of Dyslexia**
  This course frames dyslexia as a language-based literacy disorder rather than a decoding-only condition. It reviews which components of language and literacy require assessment, which speech-language measures are most sensitive to dyslexia-related risk, and how SLPs contribute meaningfully to identification and intervention planning across settings.

- **How Language Affects Reading: Beyond Decoding Accuracy**
  This course examines why adequate decoding does not guarantee comprehension. It analyzes how weaknesses in vocabulary, syntax, discourse, inferencing, and background knowledge undermine reading outcomes and explains why reading intervention stalls when language deficits remain unidentified.

- **A Reading Program Is Not Enough: Reconsidering Dyslexia Intervention Models**
  This advanced course critiques program-centric models of reading intervention. It reviews the limitations of relying exclusively on structured literacy programs and outlines how language assessment data should drive instructional decisions, goal selection, and progress monitoring.

ASSESSMENT AND DIAGNOSTIC PRECISION

- **Comprehensive Assessment of Language and Literacy in Children With Suspected Literacy Deficits**
  This course presents a layered assessment framework for reading, spelling, writing, and oral language. Emphasis is placed on higher-order language skills, discourse analysis, and error pattern interpretation for defensible diagnosis and goal development.

- **Neuropsychological or Language/Literacy Assessment: Clarifying Roles and Limits**
  This course contrasts neuropsychological and speech-language assessment models. Participants learn how to interpret test results critically, identify gaps in evaluation data, and avoid conclusions that fail to explain real-world academic performance.

- **When Average Scores Mask Real Risk: Identifying Hidden Language-Based Reading Difficulties**
  This advanced course focuses on students with average standardized scores who nonetheless struggle academically. It examines flat profiles, scattered subtest performance, discourse weaknesses, and writing samples that reveal clinically significant literacy risk.

- **Measurement and Interpretation of Standardized Reading Assessments**
  This course reviews commonly used reading tests, their psychometric properties, and common misinterpretations. Participants learn how to move beyond composite scores to understand functional reading profiles and instructional implications.

READING COMPONENTS AND INTERVENTION DESIGN

- **Components of Effective Reading Intervention: Integration Over Isolation**
  This course reviews phonological awareness, orthography, morphology, vocabulary, fluency, comprehension, and spelling, emphasizing how these components must be integrated rather than taught in isolation for students with language-based learning disabilities.
- **Teaching Emergent Readers Through Systematic Synthetic Phonics**
  This course examines emergent reader profiles and explains why systematic phonics instruction is critical, particularly for children with language and cognitive vulnerabilities. Limitations of sight-word-heavy approaches are discussed.
- **Clinical Assessment of Grade-Level Reading Fluency and Comprehension**
  This course provides guidance on analyzing reading rate, accuracy, prosody, and comprehension across text types. It addresses text selection, question design, and interpretation of performance beyond words per minute.

READING COMPREHENSION AND VERBAL REASONING

- **Evidence-Based Reading Comprehension Intervention for Struggling Readers**
  This course examines reading comprehension as a multidimensional process involving language, memory, inferencing, and background knowledge. It reviews evidence-based instructional components and explains why comprehension interventions often fail.
- **Why Students Can Answer Questions but Cannot Explain**
  This course analyzes the difference between recognition-based responding and generative language. It explains why students succeed on WH-questions yet fail at summaries, explanations, and written responses, and how intervention must shift accordingly.
- **Teaching Inferencing, Main Idea, and Text Structure as Language Tasks**
  This course focuses on the linguistic demands of comprehension strategies. It examines how inferencing, summarization, and text structure require explicit language instruction rather than strategy naming alone.

VOCABULARY, MORPHOLOGY, AND LANGUAGE DEPTH

- **Beyond Vocabulary Lists: Teaching Word Knowledge That Transfers**
  This course examines depth of word knowledge, morphological structure, polysemy, and contextual variability. It explains why memorization-based vocabulary instruction does not generalize and how to design instruction that supports reading and writing.
- **Morphological Awareness and Its Role in Reading, Spelling, and Comprehension**
  This course reviews research on morphology and demonstrates how instruction in prefixes, suffixes, and word origins supports decoding, spelling, and comprehension, particularly in older struggling readers.

WRITING AS A LANGUAGE-BASED LITERACY SKILL

- **Clinical Assessment of Writing Abilities in Elementary and Adolescent Students**
  This course outlines how to analyze writing samples for linguistic breakdowns in syntax, cohesion, organization, and metalinguistic control rather than focusing solely on mechanics.
- **Writing as a Language Task: Intervention Beyond Mechanics**
  This course reframes writing as oral language on paper. Participants learn how to design intervention targeting sentence structure, cohesion, organization, and revision processes that transfer to academic tasks.
- **Why Good Readers Write Poorly: Language-Based Explanations for Written Expression Failure**
  This course examines why students with adequate reading accuracy often struggle with written output and how language weaknesses constrain writing development.

PRAGMATICS, DISCOURSE, AND ACADEMIC LANGUAGE

- **The Role of Pragmatic Language in Reading Comprehension and Written Expression**
  This course examines pragmatic language as a contributor to comprehension and composition. It focuses on discourse intent, perspective-taking, cohesion, and interpretive flexibility.
- **Pragmatics Is Not Social Skills: Implications for Literacy and Learning**
  This advanced course reframes pragmatics as language-mediated reasoning rather than behavioral compliance and explains how pragmatic weaknesses undermine reading comprehension and written expression.

BILINGUAL LITERACY AND EQUITY

- **Dyslexia Assessment in Monolingual and Bilingual Children**
  This course reviews dyslexia warning signs across languages and outlines assessment practices sensitive to bilingual language development.
- **Best Practices in Bilingual Literacy Assessment and Intervention**
  This course examines cross-linguistic transfer, translanguaging, and instructional alignment in bilingual literacy intervention.
- **Avoiding Diagnostic Errors in Bilingual Reading Assessment**
  This course focuses on common misinterpretations that lead to over- or under-identification of literacy disorders in bilingual students.

DELIVERY FORMATS

Courses may be delivered as:
• Stand-alone workshops
• Multi-part series
• Full-day or multi-day institutes
• Graduate-level or advanced clinical trainings

Content can be adapted for school districts, clinics, universities, and interdisciplinary teams.

For scheduling and inquiries:
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