

AN ACADEMIC LANGUAGE THERAPIST & SLP BREAK IT DOWN: WHAT DOES TALKING HAVE TO DO WITH READING?



Kids with developmental language disorders (DLD) are 6x more likely to have reading difficulties than their typically developing peers. This full day course will dig deep into the ways oral language impacts reading comprehension, and provide participants with research-based interventions. Reasons for conceptualizing oral language as multidimensional (rather than categorical), and as a system interconnected with reading and writing (rather than foundational) will be discussed. Video examples from actual therapy sessions will be shared. This presentation is great to pair with a parent night discussion as well!

YOUR SPEAKERS

**REBEKAH CARLILE****LEIGH SCANLON**

Rebekah Carlile, MA, MEd, CCC-SLP and Leigh Scanlon, BA, ALT have been collaborating as a Speech-Language Pathologist and an Academic Language Therapist for the past 10 years. They've been invited to present at conventions, schools, and on podcasts across the nation. Their goal is to support therapists, parents, and educators with research-based, engaging tools that build both literacy and social communication together. Audience feedback consistently calls Rebekah and Leigh "smart, relatable, and creative," and folks love the interactive games, video-examples, and practical tips packed into every course.

LEARNING OBJECTIVES

- Identify 6 key components of oral language and give at least 2 examples of each.
- Describe 2 ways that oral language impacts reading comprehension.
- Describe at least one research based method for knowing which vocabulary words to teach.
- Discuss the pitfalls of conceptualizing oral language as foundational.
- Discuss the pros and cons of using Scarborough's Reading Rope (2001) to guide intervention for students struggling with reading comprehension.