CSHA Releases Position Paper and Resource Guide: Roles and Responsibilities of Speech-Language Pathologists with Respect to Literacy in Children and Adolescents in California

(Sacramento, CA – April 24, 2017) Literacy is always a “hot topic” among parents, educators, and administrators; however, recently the peak temperature has reached a new “high” in California. The California Speech-Language-Hearing Association (CSHA) has long recognized that the unique roles and responsibilities of the speech-language pathologist (SLP) in literacy development are often overlooked or misunderstood. In response to this need, CSHA is proud to announce its newly released Position Paper and Resource Guide: Roles and Responsibilities of Speech-Language Pathologists with Respect to Literacy in Children and Adolescents in California.

More than ever, schools are focused on addressing the needs of all students who are struggling with reading and writing. Decades of research show that there is a complex reciprocal relationship between spoken language (listening and speaking) and written language (reading and writing). Children and adolescents may experience a wide range of difficulties related to learning to read and write, and it is extremely important to understand the underlying breakdown in language learning.

“SLPs are well-equipped and highly trained to support students with language disorders and language-learning disabilities, including dyslexia, through both direct assessment and intervention services and through collaboration and consultation with families, teachers, and other professionals”, said Jeannene Ward-Lonergan, Ph.D., CCC-SLP, BCS-CL, Professor, University of the Pacific and a key contributor to the CSHA Literacy Position paper. SLPs are often an important member of an interdisciplinary team of professionals who work collaboratively to facilitate literacy development in students. “It is our hope that the CSHA Literacy Position Paper will be used by SLPs, educators, professionals, administrators, parents, and others who are invested in facilitating literacy development in children and adolescents in California,” said Holly Kaiser, M.A., CCC-SLP, Chair of the CSHA Literacy Task Force.

The CSHA Literacy Position Paper provides a wealth of information and resources across a wide range of topics, including early predictors and prevention of reading and writing difficulties, various types of reading problems, comprehensive language-literacy assessments, and best practices in intervention. The position paper is organized so that it can be used as a “hands-on” guide to help SLPs develop evidence-based assessment and intervention plans for addressing students’ individual needs. It contains lists of typical developmental milestones in reading and writing, symptoms of written language disorders and language-learning disabilities, formal and informal language-literacy assessment measures, intervention resources, technology tips, and examples of treatment activities that SLPs may consider using to support language-literacy development. To access the Literacy Position Paper on CSHA’s website, please click here.

About the California Speech-Language-Hearing Association (CSHA)
CSHA is a professional state association with over 4,000 members who are audiologists, speech-language pathologists, speech-language pathology assistants, students and affiliates in related fields. Audiologists specialize in preventing and assessing hearing and balance disorders, as well as providing audiologic treatment, including hearing aids. Speech-language pathologists identify, assess, and treat speech and language problems, including swallowing disorders. Speech-language pathology assistants work under the supervision of speech-language pathologists to help address speech-language challenges. www.csha.org

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