

Phonological Awareness and Literacy Development: Best Practice for SLTs

By Dr Ros Neilson

A one-day workshop in AUCKLAND on Monday 11th March 2019

Registration 8.30am for 9.00am start; concludes at 4.30pm

Intended Participants

This 1-day Continuing Professional Development (CPD) event is intended for Speech-Therapists who are interested in delivering services in the area of literacy development and literacy difficulties, with the target caseload being preschool and school aged children, their teachers and their families.

Readings and Resources

Nil pre-reading.

Learning Objectives

Following this event participants will:

- Become familiar with the 'Sources of Literacy' model and understand the two essential strands of development in the process of learning to read and write
- Be able to help children to 'crack the alphabetic code' through assessment, classroom teaching and intervention
- Be able to support students with literacy difficulties, particularly in the areas of oral language, emergent literacy, phonological and phonemic awareness, phonics, spelling and development of automaticity
- Understand the definitions of 'dyslexia' that are used by various stakeholders – in New Zealand, in the DSM-V and elsewhere.

Content and Format

This workshop will focus on best practice for Speech-Language Therapists in the area of literacy. The big picture of literacy will be presented first, then the focus will move to assessment and intervention in the area of learning to recognise words, with special focus on phonological awareness. The final section will cover the fraught issue of dyslexia and reading difficulties. The presentation will include both practical suggestions and consideration of the theoretical and research background. An extensive set of links will be provided, as well as reading material, relevant references, and practical resources for participants' ongoing clinical, teaching and research use.

About Dr Ros Neilson



Ros Neilson is an Australian Speech-Language Pathologist who has specialised for many years in the area of literacy. She completed a PhD in Psychology at the University of Wollongong on the topic of phonological awareness in normally-developing readers and children with reading difficulties, and has researched and published several phonological awareness tests. She has worked in schools and in her private clinic, has lectured in University Education Faculties and Speech Pathology courses, and has provided professional learning in-services to teachers and speech pathologists throughout Australia. In 2018 she was awarded Life Membership of Speech Pathology Australia in recognition of her services to the area of literacy and children with literacy difficulties.