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Answering, “Who is this Child?”

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Course Catalog



Who is this Child?
Teaching • Learning • Caring

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Language and Learning

The Relationship Between Language, Learning and Literacy

CATEGORIES/TOPICS: Language and Learning, Reading Comprehension, Vocabulary, Writing, Social Skills, Strategic Instruction, Student Performance

Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom.

School-Age; 4 hour in-service; LL 4-1

Language Development and Learning for the Classroom Teacher

CATEGORIES/TOPICS: Language and Learning, Classroom Implications

This is an opportunity to provide a theoretical framework for the practicality of language in academic and everyday use. A discussion of different aspects of language allows teachers to see how language content, form and use are ways of thinking about both oral and written language and how language is the vehicle for presenting the curriculum.

School-Age; 2 hour in-service; LL 2-1

The Role of Language in Reading Comprehension

CATEGORIES/TOPICS: Language and Learning, Reading Comprehension

Oral language is the foundation of literacy. This workshop will discuss aspects of oral language and how they are reflected in reading comprehension.

School-Age; 2 hour in-service; LL 2-2

Oral Language and Its Relationship to Literacy

CATEGORIES/TOPICS: Language and Learning, Reading Comprehension, Vocabulary, Writing, Social Skills, Strategic Instruction, Student Performance

Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. Note: This is a shorter (2 hour) version of the Language, Learning and Literacy course.

School-Age; 2 hour in-service; LL 2-3

Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction

CATEGORIES/TOPICS: Language and Learning, Classroom Implications, Reading Comprehension, Writing, Social Skills

Aspects of typical language development will be described as well as the behaviors that signal disruptions in language learning and use. The various implications for classroom functioning, learning to read and write and for social interaction will be reviewed.

School-Age; 2 hour in-service; LL 2-4

Case Study of Language Impairment in an Elementary School Student

CATEGORIES/TOPICS: Language and Learning, Evaluation, Intervention

When a child's articulation is clear and he or she has a gregarious style, it can be difficult to appreciate that the youngster has a disrupted language system. This case study presentation will review the aspects of language that were disordered, give numerous examples of the student's language and how adults unwittingly compensate for language weaknesses in others.

School-Age; 2 hour in-service; LL 2-5

Academic Language: It's Not Just Conversation

CATEGORIES/TOPICS: Language and Learning, Evaluation, Intervention

The language of instruction is so much more complex than everyday conversational language. Learn about the specific nature of academic language, its functions and features, the challenges it can pose for many learners, and what you as an educator can do to make learning more readily available for students when faced with the reading, writing, speaking, and thinking in the language of any academic discipline.

School-Age; 2 hour in-service; LL 2-6

Early Language Development

Language as the Thread in the Patchwork Quilt of Child Development

CATEGORIES/TOPICS: Language Development

We watch with wonder and joy as infants, toddlers and preschoolers discover the world around them. Exciting sensations and movements, a symphony of sounds and sights, a rainbow of emotions, an endless array of new adventures, the beginnings of memory and understanding, all share language as a way to weave these experiences together. Somehow, everything can be connected to language within each child and between the children and those who love and care for them. Language is the amazing gift that sets us apart from all other living things. It is a bridge between past and future. Language is the thread that helps bind the patchwork quilt of child development.

Early Childhood/Preschool; 2 hour in-service; ELD 2-1

Are You Talking to Me?: Speech, Language and Your Child

CATEGORIES/TOPICS: Language Development, Social Skills, Student Performance

This lecture will amuse and enlighten you about the development of language and the role of language in learning and socialization in children. Learn how to encourage basic language skills, what to expect from your child's language at each level and how to ensure that his/her language skills will ensure academic and social skills in the classroom.

Early Childhood/Preschool; 2 hour in-service; ELD 2-2

The Wonder of it all: Language, Play, and Learning in the Preschool Years

CATEGORIES/TOPICS: Play, Language Development, Cognition, Evaluation

How children play helps understand how a youngster is thinking and problem solving. In addition, it opens a window into expectations for language and communication development. Learning to identify levels of language and play development along with techniques for stimulating both of these crucial skills sets will be presented.

Early Childhood/Preschool; 2 hour in-service; ELD 2-3

Aspects of Language Development: Cognition, Communication and Play

CATEGORIES/TOPICS: Play, Language Development, Cognition

The way in which children play opens a window to understanding how they are thinking and what they are likely to be talking about. This workshop will describe the relationship among cognition, play and communication and how teachers (parents) can encourage growth in children's development.

Early Childhood/Preschool; 2 hour in-service; ELD 2-4

Learning to Talk Should Be Child's Play

CATEGORIES/TOPICS: Play, Language Development, Social Skills, Cognition

Children acquire language in the context of social interaction and exploration of the world around them. As children play, they learn to talk about what they are playing in addition to problem solving, recreating and creating. Discover the relationship between language and play and what can be done to help facilitate the growth of these skills in young children.

Early Childhood/Preschool; 2 hour in-service; ELD 2-5

Play: What a Child Learns and What We Learn About a Child

CATEGORIES/TOPICS: Play, Language Development, Oral Comprehension, Evaluation

Play is a developmentally measurable skill that gives us insight into the nature of a young child's thinking and expectations for language development. This workshop will identify the levels of play development and how they are related to language comprehension and expression as well as how to establish a diagnostic sense of a child's performance.

Early Childhood/Preschool; 2 hour in-service; ELD 2-6

Language Development and Early Literacy: Building Phonological Awareness Skills.

CATEGORIES/TOPICS: Language Development, Phonological Awareness, Listening, Literacy, Strategic Instruction

The precursors of early literacy development have their foundations in awareness of sounds and how sounds are related to each other in words. This workshop will identify the phonological awareness skills essential for reading and offer a variety of materials and techniques that can be used to build and solidify these abilities in young children.

Early Childhood/Preschool; 2 hour in-service; ELD 2-7

The Relationship of Listening Comprehension to Reading Comprehension

CATEGORIES/TOPICS: Language Development, Listening, Reading Comprehension, Literacy

Oral language skills are the precursors to literacy. Listening comprehension precedes reading comprehension. A discussion of the development of listening comprehension will be offered with a focus on how aspects of listening comprehension lay the foundation for reading comprehension.

Early Childhood/Preschool; 2 hour in-service; ELD 2-8

Developing Foundations of Literacy: What Preschool Teachers Need to Know

CATEGORIES/TOPICS: Language Development, Literacy

This is a basic course in early literacy development for young children. It is both theoretical and practical in its approach. A variety of materials are used to help teachers see how the "same old" can become "brand new."

Early Childhood/Preschool; 2 hour in-service; ELD 2-9

Talk to Me: Enhancing Language Development and Stimulation Techniques for Preschoolers

CATEGORIES/TOPICS: Language Development, Critical Thinking, Strategic Instruction

Nursery school teachers have a wonderful opportunity for enriching the language and learning skills of their young students. We will discuss techniques for stimulating language development and thinking in the context of regular classroom activities and interactions.

Early Childhood/Preschool; 2 hour in-service; ELD 2-10

Creating a Language and Literacy Rich Environment in the Early Childhood Classroom

CATEGORIES/TOPICS: Language Development, Literacy, Strategic Instruction

Creating a language and literacy rich classroom is an opportunity for creativity and fun, while also providing an essential foundation for language and literacy development at appropriate levels for our youngest learners. In this workshop we will discuss the aspects of language in the preschool years most related to early literacy and present ways to enhance your classroom.

Early Childhood/Preschool; 2 hour in-service; ELD 2-11

Story Grammar Marker: Linking Language Development to Literacy

CATEGORIES/TOPICS: Language Development, Literacy, Oral Comprehension, Reading Comprehension, Writing

Story Grammar Marker is an interesting and flexible technique for connecting oral language to literacy in the early grades and for facilitating written language, as well as comprehension strategies in the upper grades. It helps organize thinking about literature, builds oral language skills and is a system for teaching writing and reading comprehension. Developmental in nature, it can be used across grades. This presentation will address SGM as an approach in the pre-school and early elementary grades.

Early Childhood/Preschool; 2 hour in-service; ELD 2-12

Thinking and Talking About Categorization

CATEGORIES/TOPICS: Learning Skills, Strategic Instruction, Student Performance

Learning to categorize is an essential skill for all children. It saves cognitive energy and time. Also, it provides teachers insight into the way a child is thinking. Teaching categorization skills can be a great deal of fun within the pre-school classroom and lays an important part of the foundation necessary for later learning in school including reading decoding, comprehension and writing.

Early Childhood/Pre-School; 2 hour in-service; ELD 2-13

He'll Outgrow it... When? Early Signs of Language, Reading and Learning Differences

CATEGORIES/TOPICS: Language Development, Evaluation, Red Flags, Intervention

Early identification and intervention of language based learning problems can be an enormous gift to a young child. Identification of typical patterns of development, including the range of typical along with behaviors that are of concern to teachers and parents, will be presented.

Early Childhood/Preschool; 2 hour in-service; ELD 2-14

Disorders of Content and Use: Vocabulary Development, Word Retrieval and Narrative in Preschool Children.

CATEGORIES/TOPICS: Language Development, Word Finding, Narrative Development, Remediation

This course has some interesting and specific information about the implications, impact and approaches to compensation for weaknesses in the area of word retrieval and narrative development.

Early Childhood/Preschool; 2 hour in-service; ELD 2-15

Vocabulary and Narrative Development and Disorders

CATEGORIES/TOPICS: Vocabulary Development, Reading Comprehension, Narrative Development

The pattern of typical vocabulary development, as well as the evolution of the all important skill of story-telling will be reviewed. What teachers can do to help children as they acquire these skills and how they can recognize when they are not developing adequately will be reviewed. Vocabulary and narrative knowledge are essential to later reading comprehension and as such are important aspects of pre-school development.

Early Childhood/Preschool; 2 hour in-service; ELD 2-16

Listening, Reading, and Writing

A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing

CATEGORIES/TOPICS: Listening, Reading Comprehension, Writing, Language and Learning, Strategic Instruction

Word knowledge is essential for success in listening and reading comprehension as well as in writing. Teaching word knowledge helps children develop an interest in and a facility with words and word learning. This workshop will introduce techniques for encouraging and improving vocabulary development for the classroom that are in keeping with the latest research and the emphasis placed on vocabulary development for its crucial role in reading comprehension. There is both a 4 hour and 2 hour version of this course.

School-Age; 4 hour in-service; LRW 4-1

School-Age; 2 hour in-service; LRW 2-1

Learning to Listen, Listening to Learn

CATEGORIES/TOPICS: Listening, Literacy, Strategic Instruction

Listening comprehension is a crucial precursor to literacy, as well as an essential skill for academic success. This workshop will address the components of listening comprehension as well as numerous specific techniques that teachers can use to facilitate and improve listening skills in the classroom.

School-Age; 2 hour in-service; LRW 2-2

Good Reading Comprehension: What Does It Take?

CATEGORIES/TOPICS: Reading Comprehension, Strategic Instruction

In this course five areas essential to good reading comprehension are defined. It is good for elementary through middle school teachers with specific age appropriate techniques offered.

School-Age; 2 hour in-service; LRW 2-3

Grrr... It's Grammar

CATEGORIES/TOPICS: Reading Comprehension, Written Language, Strategic Instruction

Knowledge of grammar is essential to effective reading comprehension and written language. The research suggests that teaching grammar is best accomplished in the context of writing. This presentation will lay some foundations for teaching the concept of parts of speech and sentence structure from a strategies based perspective that is practical for all learners.

School-Age; 2 hour in-service; LRW 2-4

Encouraging Literacy during the Middle School Years

CATEGORIES/TOPICS: Reading Comprehension, Writing, Strategic Instruction

Adolescent literacy is an area of great interest among educators. Reading comprehension requirements increase, as do the demands for written language. Techniques for helping our middle school students achieve mastery require knowledge and creativity. A discussion of adolescent needs and the best ways to approach them will be presented.

Middle-School; 2 hour in-service; LRW 2-5

Auditory Processing Disorders in Children: Mysteries and Misconceptions

CATEGORIES/TOPICS: Auditory Processing, Language and Learning, Strategic Instruction

What is auditory processing? How are auditory processing issues identified and remediated? How is auditory processing related to language and learning? There are so many unanswered questions about auditory processing as well as confusion in the use of the terminology – auditory processing, language processing, and attention deficit hyperactivity disorder. This complex and sometimes confusing topic needs to be better understood if parents and teachers are to meet the day to day needs of children who have listening, learning and/or language problems related to aspects of processing. This lecture will focus on providing contemporary information about auditory processing and answers to the many questions about this topic.

Auditory processing is a complex and sometimes confusing topic. This workshop will provide contemporary information about auditory processing and strategies teachers and parents can use to meet the day to day needs of children who have listening, learning and/or language problems related to aspects of processing.

School-Age; 2 hour in-service; LRW 2-6

Student Skills and Performance

Study Skills for Student Success

CATEGORIES/TOPICS: Study Skills, Student Performance, Strategic Instruction

Basic organization, planning and time management skills are an important part of academic success. A discussion of the underlying cognitive and language foundations of good study skills will be accompanied by specific study skills techniques in these areas.

School-Age; 2 hour in-service; SSP 2-1

Do You Have Any Homework Tonight? Homework, Study Skills and Strategies for Academic Success

CATEGORIES/TOPICS: Study Skills, Strategic Instruction, Student Performance

Helping children learn how to do their homework without doing it for them requires a specific set of skills – and patience. Learn techniques for helping your student develop organization, planning, time management and critical thinking skills.

School-Age; 2 hour in-service; SSP 2-2

Working Memory and Learning: Overview, Relationships and Relevance

CATEGORIES/TOPICS: Working Memory, Student Performance, Literacy, Writing, Math, Strategic Instruction

Working memory plays a crucial role in classroom performance and learning. Working memory as one important aspect of memory will be defined, and the relationship to literacy development and math will be reviewed. Techniques for identifying children with working memory deficits as well as ways of supporting children with working memory deficits in the classroom will be presented.

School-Age; 2 hour in-service; SSP 2-3

Can We Talk? Language Skills and Social Success: The Hidden Curriculum

CATEGORIES/TOPICS: Social Skills, Student Performance

While learning to talk may be child's play for some, for others the endless variation, the rapid flow and changing styles are ongoing challenges. We tend to focus on the role of language in academic competence in children, but academic success is only one part of developing language competence in children. The ability to communicate successfully is critical to a child's social and emotional life. Identifying the skills that make for effective communication is an initial step. Helping children acquire these skills and then apply them requires knowledge, patience, practice and support.

This lecture will focus on two areas for teachers: making the invisible nature of successful communication more transparent, as well as specific ways in which teachers can begin to help children to develop successful communication skills.

School-Age; 2 hour in-service; SSP 2-4

Word Finding Deficits: Implications for Classroom Performance

CATEGORIES/TOPICS: Student Performance, Literacy, Writing, Strategic Instruction

The “tip of the tongue” experience that we all have from time to time can be annoying. In a more serious and chronic form, anomia or word finding difficulties, there are implications for literacy acquisition, writing, classroom participation, timed tests, responding in class, among many others. The nature of word retrieval difficulties will be discussed as well as classroom techniques to help children compensate.

School-Age; 2 hour in-service; SSP 2-5

Mathland: A Roadmap to the Hidden Obstacles for Students with Learning Disabilities

CATEGORIES/TOPICS: Student Performance, Literacy, Writing, Strategic Instruction

Where is Mathland? This course provides a roadmap to the complexities and challenges for children learning math and provides insights for the educators, who will be teaching them.

Filled with contemporary research and important, practical techniques, A Roadmap directs attention to the newly recognized importance of mathematics learning.

School-Age; 2 hour in-service; SSP 2-6

Executive Functions

Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension

CATEGORIES/TOPICS: Executive Function, Working Memory, Reading Comprehension, Strategic Instruction, Student Performance

Effective reading comprehension is essential to school success. Underlying the language, literacy and strategic skills necessary for successful reading comprehension are both executive function and self-regulatory skills. This course will identify the components of executive functions and self-regulation, as well as discuss the nature of working memory. Further, a critical view of the components of reading comprehension and their relationship to executive function, self-regulation and working memory will be considered. Finally, principles of strategy instruction will be presented with specific strategies for improving reading comprehension.

School-Age; 4 hour in-service; EF 4-1

Executive Functions, Language and Learning: Basics and Practical Applications

CATEGORIES/TOPICS: Executive Function, Strategic Instruction, Teaching Styles

What are the executive functions? What role do they play in teaching and learning? How can I be more effective in helping children improve performance and increase independence as learners? This course will address each of these questions by discussing how to integrate strategy instruction with the teaching of content and increase awareness of how teaching style influences the quality of learning.

School-Age; 2 hour in-service; EF 2-1

The Role of Executive Functions in Reading Comprehension

CATEGORIES/TOPICS: Executive Function, Reading Comprehension, Strategic Instruction, Student Performance

Executive Functions are crucial in activating, regulating and monitoring our thinking, behavior and emotions. This workshop will explain the nature of executive functioning and its influence on learning in general and more particularly in reading comprehension. Strategies for improving executive functions and related techniques for improving reading comprehension will be addressed.

School-Age; 2 hour in-service; EF 2-2

Evaluation and Intervention

Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention

CATEGORIES/TOPICS: Evaluation, Literacy, Reading Comprehension, Writing, Intervention

Which aspects of language play the most crucial role in developing literacy skills? Those aspects of language will be identified and discussed in relation to reading comprehension and various forms of writing. Specific strategies for intervention will be offered

School-Age; 2 hour in-service; EI 2-1

Testing Protocols, What Are We Really Testing?

CATEGORIES/TOPICS: Evaluation, Language and Cognition, Intervention

Tests with similar names may be attempting to assess very different skills in varying ways. A review of frequently used language diagnostic measures and a discussion of the underlying cognitive and linguistic skills required to meet those task demands will be presented with implications for how children receive language therapy and classroom modifications.

School-Age; 2 hour in-service; EI 2-2

Reality in Testing: A Cognitive-Linguistic Assessment Model and Its Implications

CATEGORIES/TOPICS: Evaluation, Language and Cognition, Intervention

An assessment approach that integrates the relationship of language and cognition in learning has greater authenticity when creating programming for academic and remedial purposes. This presentation will define the component of cognitive-linguistic assessment, interpretation and appreciation.

School-Age; 2 hour in-service; EI 2-3

A Discussion of the Evaluation Process, Evolving Impact of Language Problems on Academic Functioning: A Case Study

CATEGORIES/TOPICS: Evaluation, Language and Learning

Unrecognized language difficulties can undermine learning and self-confidence for students. It requires comprehensive evaluation to identify subtle language based learning problems. This presentation offers an overview of the role of language in learning and the nature of sophisticated language testing in the format of a case study of a middle school student in a demanding suburban public school.

School-Age; 2 hour in-service; EI 2-4

Labels or Descriptions: How a Teacher Can Tell, Who is This Child

CATEGORIES/TOPICS: Evaluation, Classroom Implications, Strategic Instruction

Diagnostic labels can be confusing. Yet, recognizing the differing characteristics within each category can help teachers know what to expect and how to approach students who have been identified with specific learning needs. This presentation will address the range of diagnostic CATEGORIES/TOPICS common to elementary and middle school and will discuss the implications for learning and socialization within each one.

School-Age; 2 hour in-service; EI 2-5

Language and Learning for the Classroom Teacher: Red Flags, Behavior and Performance Styles, and Classroom Strategies

CATEGORIES/TOPICS: Evaluation, Red Flags, Classroom Implications, Strategic Instruction

Language is the vehicle by which we present the curriculum and the medium through which children acquire it. Being alert to language and behavioral responses that signal underlying learning difficulty can be a crucial time saving skill for a teacher. Recognizing needs and adapting instruction accordingly increase the likelihood of a positive learning experience. Behavioral and language red flags will be identified and suggestions for adaptations offered.

School-Age; 2 hour in-service EI 2-6

The Language Perspective: Diagnosis, Therapeutic Approaches and Challenges

CATEGORIES/TOPICS: Evaluation, Language and Cognition, Intervention, Learning and Literacy

What are the areas considered in a comprehensive language evaluation? Once the areas of need are identified, determining the components of a cognitive-linguistic approach to remediation follows so that children learn skills and the strategic orientation for using newly acquired skills. Yet, there are challenges to be faced by some children regarding mastery and generalization. This presentation will review the components of a comprehensive language evaluation and how to make the transition for diagnosis to treatment.

School-Age; 2 hour in-service; EI 2-7

Response To Intervention (RTI): The Basics

CATEGORIES/TOPICS: Evaluation, Intervention, RTI

Response to Intervention is emerging as the means by which instructional approaches and intensity will be delivered to children who are showing difficulty in learning. Moreover, it is represented as the means for identifying and deciding on approaches to teaching for children with learning disabilities. The history and basics of RTI approaches will be offered in this overview.

School-Age; 2 hour in-service; EI 2-8

Strategic Instruction

Learning to Talk and Talking to Learn: How Teachers Can Make All the Difference

CATEGORIES/TOPICS: Strategic Instruction, Language Development

This pre-school workshop is designed to help teachers become more aware of the role they play in facilitating language development in young children. Specific techniques for increasing and improving the language of preschool children in the context of play and typical classroom activities will be offered.

Early Childhood/Preschool; 2 hour in-service; SI 2-1

Let Me Ask You a Question: Question Types and Techniques

CATEGORIES/TOPICS: Strategic Instruction, Evaluation

Classrooms are filled with questions! This workshop will present the different kinds of questions that are commonly asked in school, the role they play in learning and evaluating students, and will offer techniques for varying the level of questions to accommodate all levels of learner.

School-Age; 2 hour in-service; SI 2-2

Planning a Content Area Lesson from a “Language Perspective”

CATEGORIES/TOPICS: Strategic Instruction, Teacher Communication Styles

Writing a well-developed lesson plan guides a teacher’s thinking and performance. The nature of effective lesson plans with special consideration given to focusing on the language you will use as a teacher and the language learning and use you want to facilitate in your students will be discussed.

School-Age; 2 hour in-service; SI 2-3

Courses by Category/Topic

Courses are categorized into topics the content covers. If you and/or your staff have a particular topic you are interested in seeing addressed through a Staff Development program, please use these listings to quickly determine the courses you would like presented.

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Auditory Processing

LRW 2-6 Auditory Processing Disorders in Children: Mysteries and Misconceptions

Classroom Implications

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LL 2-4 Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction
EI 2-5 Labels or Descriptions: How a Teacher Can Tell, Who is This Child
EI 2-6 Language and Learning for the Classroom Teacher: Red Flags, Behavior and Performance Styles, and Classroom Strategies

Cognition

ELD 2-3 The Wonder of it all: Language, Play, and Learning in the Preschool Years
ELD 2-4 Aspects of Language Development: Cognition, Communication and Play
ELD 2-5 Learning to Talk Should Be Child's Play

Critical Thinking

ELD 2-10 Talk to Me: Enhancing Language Development and Stimulation Techniques for Preschoolers

Evaluation

LL 2-5 Case Study of Language Impairment in an Elementary School Student
ELD 2-3 The Wonder of it all: Language, Play, and Learning in the Preschool Years
ELD 2-6 Play: What a Child Learns and What We Learn About a Child
ELD 2-14 He'll Outgrow it... When? Early Signs of Language, Reading and Learning Differences
EI 2-1 Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention
EI 2-2 Testing Protocols, What Are We Really Testing?
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EI 2-4 A Discussion of the Evaluation Process, Evolving Impact of Language Problems on Academic Functioning: A Case Study
EI 2-5 Labels or Descriptions: How a Teacher Can Tell, Who is This Child
EI 2-6 Language and Learning for the Classroom Teacher: Red Flags, Behavior and Performance Styles, and Classroom Strategies
EI 2-7 The Language Perspective: Diagnosis, Therapeutic Approaches and Challenges
EI 2-8 Response To Intervention (RTI): The Basics
SI 2-2 Let Me Ask You a Question: Question Types and Techniques

Executive Function

EF 4-1 Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension
EF 2-1 Executive Functions, Language and Learning: Basics and Practical Applications

Intervention

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ELD 2-14	He'll Outgrow it... When? Early Signs of Language, Reading and Learning Differences
EI 2-1	Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention
EI 2-2	Testing Protocols, What Are We Really Testing?
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EI 2-7	The Language Perspective: Diagnosis, Therapeutic Approaches and Challenges
EI 2-8	Response To Intervention (RTI): The Basics

Language and Learning

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LL 2-1	Language Development and Learning for the Classroom Teacher
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LL 2-3	Oral Language and Its Relationship to Literacy
LL 2-4	Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction
LL 2-5	Case Study of Language Impairment in an Elementary School Student
LL 2-6	Academic Language: It's Not Just Conversation
ELD 2-1	Language as the Thread in the Patchwork Quilt of Child Development
LRW 4-1	A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
LRW 2-1	A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
LRW 2-6	Auditory Processing Disorders in Children: Mysteries and Misconceptions
EI 2-4	A Discussion of the Evaluation Process, Evolving Impact of Language Problems on Academic Functioning: A Case Study

Language and Cognition

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Language Development

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ELD 2-3	The Wonder of it all: Language, Play, and Learning in the Preschool Years
ELD 2-4	Aspects of Language Development: Cognition, Communication and Play
ELD 2-5	Learning to Talk Should Be Child's Play
ELD 2-6	Play: What a Child Learns and What We Learn About a Child
ELD 2-7	Language Development and Early Literacy: Building Phonological Awareness Skills.
ELD 2-8	The Relationship of Listening Comprehension to Reading Comprehension
ELD 2-9	Developing Foundations of Literacy: What Preschool Teachers Need to Know
ELD 2-10	Talk to Me: Enhancing Language Development and Stimulation Techniques for Preschoolers

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- ELD 2-12 Story Grammar Marker: Linking Language Development to Literacy
- ELD 2-14 He'll Outgrow it... When? Early Signs of Language, Reading and Learning Differences
- ELD 2-15 Disorders of Content and Use: Vocabulary Development, Word Retrieval and Narrative in Preschool Children.
- SI 2-1 Learning to Talk and Talking to Learn: How Teachers Can Make All the Difference

Learning and Literacy

- EI 2-7 The Language Perspective: Diagnosis, Therapeutic Approaches and Challenges

Learning Skills

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- LRW 2-1 A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
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Literacy

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- ELD 2-8 The Relationship of Listening Comprehension to Reading Comprehension
- ELD 2-9 Developing Foundations of Literacy: What Preschool Teachers Need to Know
- ELD 2-11 Creating a Language and Literacy Rich Environment in the Early Childhood Classroom
- ELD 2-12 Story Grammar Marker: Linking Language Development to Literacy
- LRW 2-2 Learning to Listen, Listening to Learn
- SSP 2-3 Working Memory and Learning: Overview, Relationships and Relevance
- SSP 2-5 Word Finding Deficits: Implications for Classroom Performance
- EI 2-1 Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention

Math

- SSP 2-3 Working Memory and Learning: Overview, Relationships and Relevance
- SSP 2-5 Mathland: A Roadmap to the Hidden Obstacles for Students with Learning Disabilities

Narrative Development

- ELD 2-15 Disorders of Content and Use: Vocabulary Development, Word Retrieval and Narrative in Preschool Children.
- ELD 2-16 Vocabulary and Narrative Development and Disorders

Oral Comprehension

- ELD 2-6 Play: What a Child Learns and What We Learn About a Child
- ELD 2-12 Story Grammar Marker: Linking Language Development to Literacy

Phonological Awareness

- ELD 2-7 Language Development and Early Literacy: Building Phonological Awareness Skills.

Play

- ELD 2-3 The Wonder of it all: Language, Play, and Learning in the Preschool Years
- ELD 2-4 Aspects of Language Development: Cognition, Communication and Play
- ELD 2-5 Learning to Talk Should Be Child's Play
- ELD 2-6 Play: What a Child Learns and What We Learn About a Child

Reading Comprehension

- LL 4-1 The Relationship Between Language, Learning and Literacy
- LL 2-2 The Role of Language in Reading Comprehension
- LL 2-3 Oral Language and Its Relationship to Literacy
- LL 2-4 Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction
- ELD 2-8 The Relationship of Listening Comprehension to Reading Comprehension
- ELD 2-12 Story Grammar Marker: Linking Language Development to Literacy
- ELD 2-16 Vocabulary and Narrative Development and Disorders
- LRW 4-1 A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
- LRW 2-1 A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
- LRW 2-3 Good Reading Comprehension: What Does It Take?
- LRW 2-4 Grrr... It's Grammar
- LRW 2-5 Encouraging Literacy during the Middle School Years
- EF 4-1 Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension
- EF 2-2 The Role of Executive Functions in Reading Comprehension
- EI 2-1 Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention

Red Flags

- ELD 2-14 He'll Outgrow it... When? Early Signs of Language, Reading and Learning Differences
- EI 2-6 Language and Learning for the Classroom Teacher: Red Flags, Behavior and Performance Styles, and Classroom Strategies

Remediation

- ELD 2-15 Disorders of Content and Use: Vocabulary Development, Word Retrieval and Narrative in Preschool Children.

RTI

EI 2-8 Response To Intervention (RTI): The Basics

Social Skills

LL 4-1 The Relationship Between Language, Learning and Literacy
 LL 2-3 Oral Language and Its Relationship to Literacy
 LL 2-4 Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction
 ELD 2-2 Are You Talking to Me?: Speech, Language and Your Child
 ELD 2-5 Learning to Talk Should Be Child's Play
 SSP 2-4 Can We Talk? Language Skills and Social Success: The Hidden Curriculum

Study Skills

SSP 2-1 Study Skills for Student Success
 SSP 2-2 Do You Have Any Homework Tonight? Homework, Study Skills and Strategies for Academic Success

Strategic Instruction

LL 4-1 The Relationship Between Language, Learning and Literacy
 LL 2-3 Oral Language and Its Relationship to Literacy
 ELD 2-7 Language Development and Early Literacy: Building Phonological Awareness Skills.
 ELD 2-10 Talk to Me: Enhancing Language Development and Stimulation Techniques for Preschoolers
 ELD 2-11 Creating a Language and Literacy Rich Environment in the Early Childhood Classroom
 ELD 2-13 Thinking and Talking About Categorization
 LRW 2-1 A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing
 LRW 2-2 Learning to Listen, Listening to Learn
 LRW 2-3 Good Reading Comprehension: What Does It Take?
 LRW 2-4 Grrr... It's Grammar
 LRW 2-5 Encouraging Literacy during the Middle School Years
 LRW 2-6 Auditory Processing Disorders in Children: Mysteries and Misconceptions
 SSP 2-1 Study Skills for Student Success
 SSP 2-2 Do You Have Any Homework Tonight? Homework, Study Skills and Strategies for Academic Success
 SSP 2-3 Working Memory and Learning: Overview, Relationships and Relevance
 SSP 2-5 Word Finding Deficits: Implications for Classroom Performance
 EF 4-1 Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension
 EF 2-1 Executive Functions, Language and Learning: Basics and Practical Applications
 EF 2-2 The Role of Executive Functions in Reading Comprehension
 EI 2-5 Labels or Descriptions: How a Teacher Can Tell, Who is This Child
 EI 2-6 Language and Learning for the Classroom Teacher: Red Flags, Behavior and Performance Styles, and Classroom Strategies
 SI 2-1 Learning to Talk and Talking to Learn: How Teachers Can Make All the Difference
 SI 2-2 Let Me Ask You a Question: Question Types and Techniques
 SI 2-3 Planning a Content Area Lesson from a "Language Perspective"

Student Performance

LL 4-1	The Relationship Between Language, Learning and Literacy
LL 2-3	Oral Language and Its Relationship to Literacy
ELD 2-2	Are You Talking to Me?: Speech, Language and Your Child
ELD 2-13	Thinking and Talking About Categorization
SSP 2-1	Study Skills for Student Success
SSP 2-2	Do You Have Any Homework Tonight? Homework, Study Skills and Strategies for Academic Success
SSP 2-3	Working Memory and Learning: Overview, Relationships and Relevance
SSP 2-4	Can We Talk? Language Skills and Social Success: The Hidden Curriculum
SSP 2-5	Word Finding Deficits: Implications for Classroom Performance
EF 4-1	Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension
EF 2-2	The Role of Executive Functions in Reading Comprehension

Teaching Styles

EF 2-1	Executive Functions, Language and Learning: Basics and Practical Applications
EF 2-2	The Role of Executive Functions in Reading Comprehension
SI 2-3	Planning a Content Area Lesson from a "Language Perspective"

Vocabulary

LL 4-1	The Relationship Between Language, Learning and Literacy
LL 2-3	Oral Language and Its Relationship to Literacy

Vocabulary Development

ELD 2-16	Vocabulary and Narrative Development and Disorders
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Word Finding

ELD 2-15	Disorders of Content and Use: Vocabulary Development, Word Retrieval and Narrative in Preschool Children.
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Working Memory

SSP 2-3	Working Memory and Learning: Overview, Relationships and Relevance
EF 4-1	Essentials of Executive Functions, Working Memory, and the Relationship to Reading Comprehension

Writing

LL 4-1	The Relationship Between Language, Learning and Literacy
LL 2-3	Oral Language and Its Relationship to Literacy
LL 2-4	Typical and Atypical Language Development: Patterns and Implications for Learning, Literacy and Social Interaction
ELD 2-12	Story Grammar Marker: Linking Language Development to Literacy
LRW 4-1	A Way with Words: Teaching Vocabulary for Listening, Reading, and Writing

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SSP 2-5	Word Finding Deficits: Implications for Classroom Performance
EI 2-1	Literacy in School-Age Children: A Cognitive-Linguistic Model for Assessment and Remediation/Intervention

Written Language

LRW 2-4	Grrr... It's Grammar
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