About the Speaker

Susan Hendler Lederer, Ph.D. is an Associate Professor and Chair in the Department of Communication Sciences & Disorders at Adelphi University, Garden City, Long Island, NY. She is a state licensed and nationally certified Speech-Language Pathologist with over 25 years of professional experience in the areas of speech, language, and emergent literacy development and disorders.

Since 1998, Dr. Lederer and her Adelphi colleagues and students have been conducting and researching programs for late-talking toddlers and preschoolers at risk of reading failure. Efficacy and descriptions of these programs have been published in peer reviewed journals and presented nationally. This research led directly to publication of her first children’s book, *I Can Say That*, designed to facilitate early lexical acquisition and emergent literacy skills. The second book in this series, *I Can Do That*, is due out Summer 2007. In addition, Dr. Lederer is the lead author of the 2005 curriculum, *PreRead: An integrated emergent literacy program* and a forthcoming music CD entitled, *StoryBook Yoga.*
**Course Description**

The purpose of this presentation is to provide theoretical rationales and practical strategies for facilitating emergent literacy and transition to reading skills. This course will focus on the integration of language, phonological awareness, and print awareness skills in the context of shared book reading.

**Learning objectives:**

At the conclusion of this course, learners will:

1. understand the language-literacy connection and its reciprocal relationship in the development of children with and without language delays;
2. become familiar with the research in the areas of phonological awareness and print awareness and its applications to intervention;
3. have strategies for creating an integrated emergent literacy program using shared book reading;
4. have strategies for creating activities to help children transition to reading.

This program has been submitted for approval of 5.5 clock hours of continuing education credit by TSHA. TSHA approval does not imply endorsement of course content, specific products, or clinical procedures.

**Program Content Area:** Language

**Difficulty Level:** Intermediate

**Course Content Intended for:** SLPs, Pre-School Teachers, Parents, Graduate Students