



## Shoreline Speech Therapy

# COVE Readers

Comprehensive, One-on-one, Individualized, Evidence-Based

### Candidacy

This program is for school-aged children and adolescents (elementary, junior high, and high school) struggling with reading/writing. Difficulties can be suspected in decoding and/or reading comprehension.



### Principles of the COVE Readers Program

Shoreline's programming for reading is based on the following principles:

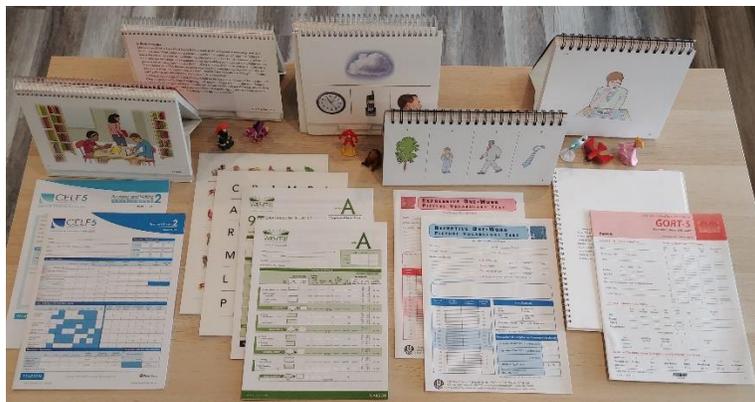
1. Individualized
  - a. treatment plans are based on an individual's profile of strengths and weaknesses
  - b. services start with an evaluation of the child's skills in reading accuracy, fluency, and comprehension; oral language; vocabulary; phonological awareness; spelling; and writing
  - c. the balance of intervention time spent on each of the five components varies based on language profile/needs
2. Comprehensive
  - a. treatment plans include instruction in the five components integral to successful reading remediation: phonological awareness, phonics, vocabulary, reading fluency, and reading comprehension
3. S-LP delivered
  - a. all treatment is delivered by a speech-language pathologist
4. One-on-one
  - a. all sessions are one-on-one to focus on the specific child's needs and to maximize practice opportunities
5. Evidence-based
  - a. our treatment programming is primarily based on current research evidence
  - b. programming is also informed by clinical experience, data collected during a child's treatment, and the input of clients and their guardians

## Assessment Process

All clinical services begin with a comprehensive assessment of a child's skills in reading accuracy, fluency, and comprehension; spoken expressive and receptive language; vocabulary; phonological awareness; spelling; and writing. When appropriate, a referral to a psychologist for further evaluation may also be recommended.

Assessment involves two or three 60-minute appointments in which testing is administered. Two hours are required if a child receives a 'pass' result on a screening for oral language skills. Three hours are required in cases where a 'refer' result is obtained, indicating a need for further assessment.

After these testing sessions, the S-LP will complete a full analysis of the data. These findings, her clinical impressions, the classification of type of reading difficulty, and recommendations for treatment will be documented in a written report. After discussion with the child or adolescent's guardian(s), the treatment process can be started.



Samples of tools used in the evaluation of reading difficulties.

## Treatment Cycles

Children with reading deficits frequently require long term intervention. This intervention, however, must evolve based on their needs. For example, younger children often require more instruction in phonological awareness and phonics, whereas older elementary school children (grade 3 +) may require more focus on reading comprehension.

At Shoreline, treatment is scheduled in cycles of 20 hours delivered over 10 weeks (2 60-minute sessions a week). On 4 non-treatment days each week, children complete 10 minutes of home practice.

Some children will require a series of continuous cycles over the long-term. Other children may meet age expectations after a cycle but then later require further intervention to help them reach

greater age expectations and to meet greater demands as they progress through school. For children who require long term intervention over multiple cycles, a break can be taken between cycles.

Appointments are available during the week (day and evening) and on the weekend.

If a cycle needs to be discontinued part way, any professional fees paid for services not yet rendered will be refunded in full.

## Format of Treatment Sessions

Every session will include the five components of an effective reading intervention (phonological awareness, phonics, vocabulary, reading fluency, and reading comprehension) and will be individualized for each student. Example of a generic intervention session:

- Phonological awareness training with a game
- Systematic phonics instruction with flash cards and games
- Reading of a book at easy level, including discussion of content
- Reading of a book at a more difficult level with support, including discussion of content
- Vocabulary training: word of the day
- Oral language comprehension with a game or story retelling
- Give homework, for example one of the following:
  - Repeated reading of one or two books
  - Writing in a journal
  - Game to play at home
  - Collect new words and create a lexicon/personal dictionary

Parents are encouraged to be present for sessions.



Samples of materials used during treatment sessions.

## Professional Fees

Clinical services are HST-exempt.

Contact your insurance provider to learn about your coverage for services provided by a speech-language pathologist.

Please refer to our most recent Fee Schedule for assessment and treatment fees.

## Location

All appointments are held at Shoreline Speech Therapy's office at Paddlers Cove in Dartmouth. Paddlers Cove is located on Lake Banook. Our office is located on the second floor in the Professional Centre.



## Clinical Staff



Assessment and treatment are delivered by Myrto Brandeker, Ph.D., S-LP(C). Myrto is Shoreline's clinical lead on pediatric language delays/disorders, reading and writing deficits, autism spectrum disorder, and bilingual language development.

With over 14 years of combined experience of clinical work, research, and teaching, she provides high-quality, research-based care for various developmental language disorders as well as specialized assessments of reading and writing difficulties. Myrto has a Ph.D. in Communication Sciences and Disorders from McGill University, focusing on language development in bilingual children, and a Master's degree in Speech-Language Pathology from the Karolinska Institute. She is Clinically Certified with Speech-Language and Audiology Canada. She has extensively taught students in Speech-Language Pathology at McGill University as well as students in Psychology and Neuroscience at Dalhousie University. In addition to English, she is fluent in Swedish and Greek.

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