



Title: TILLS and Beyond: Identifying and Describing Problems with Word Structure Knowledge to Plan Intervention and Write Goals

Audience: SLPs, special educators, reading specialists, learning disability specialists, neuropsychologists, educational psychologists, other educational specialists involved in diagnostic testing and intervention planning

Instructional Level: Intermediate

Course Description:

In this collaborative session among authors and experts, you will learn about the Test of Integrated Language and Literacy Skills (TILLS) and how and why it measures both: (1) sound/word structure knowledge, which is key to phoneme and word awareness, reading decoding, and spelling; and (2) sentence/discourse level knowledge, which is key to both written and oral expression and comprehension. The first part of this webinar will focus on using TILLS – a standardized test – for assessing sound/word level knowledge, and the second on using SPELL-2 – a diagnostic, prescriptive measure – to reveal a more detailed picture of multi-linguistic knowledge of phonologic, orthographic, morphologic, and mental orthographic image (MOI) elements of words and write intervention goals. Other topics include using pseudowords and real words in assessment and intervention, advantages and limitations of standardized norm-referenced testing and context-based assessment, and how to interpret and relate TILLS data and SPELL-2 results for an elementary-age student. You will gain an increased understanding of how to develop a detailed picture of word-structure knowledge in relation to other language skills for individual students and how to use this information to plan individualized word level intervention for improved literacy outcomes.



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Key Benefits of Attending:

1. Advance your diagnostic evaluation skills to more effectively identify language and literacy disorders, including dyslexia.
2. Achieve better student outcomes by more precisely identifying the nature of a student's sound/word level deficits and sentence/discourse level deficits.

Learning Objectives:

1. Be able to discuss how and why to use different tasks to assess sound/word level knowledge and sentence/discourse level knowledge when conducting formal assessment.
2. Be able to list at least three aspects of linguistic knowledge that can be gleaned by observing a student write words on relevant TILLS subtests and the SPELL-2.
3. Be able to state the rationale for selection of treatment goals based on SPELL-2 test results.

