

VOLUME 5

LANGUAGE INTERVENTION

PRESCHOOL
THROUGH THE
ELEMENTARY YEARS

MARC E. FEY
JENNIFER WINDSOR
& STEVEN F. WARREN

*Communication
and Language
Intervention
Series*

Fey, Windsor,
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Communication
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Language Intervention

BROOKS

Language Intervention Preschool Through Elementary Years Communication Language Intervention Series

Rhea Paul, Paul W. Casella



Language Intervention Preschool Through Elementary Years Communication Language Intervention Series:

Language Intervention Marc E. Fey, Jennifer Windsor, Steven F. Warren, 1995 This theory to practice transdisciplinary book series addresses the language difficulties associated with communication disorders and developmental disabilities Grounded in state of the art research yet practical in orientation the volumes in this series are invaluable resources for professionals and graduate students who work with learners with language delays or communication impairment Profound changes in legislation technology and philosophy have transformed language intervention for preschool and elementary age children with language impairments This comprehensive book examines the developments of the past decade analyzes research and evaluates the efficacy of recent innovations Chapters provide practical intervention strategies for a variety of language problems and prepare interventionists to meet the demands of the classroom by addressing topics ranging from cultural awareness to the effectiveness of computers in intervention This resource also expands current norms outlining innovative approaches proposing challenging goals and suggesting specific research Speech language pathologists and students in speech language pathology special educators and reading specialists and researchers and clinicians in child development will turn to this volume for its appraisal of recent changes in language intervention and its recommendations for service delivery **BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved**

Handbook of Children's Literacy Terezinha Nunes, Peter Bryant, 2013-03-09 PETER BRYANT TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children's success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer **The Development of**

Language, Tenth Edition Jean Berko Gleason, Nan Bernstein Ratner, 2022-12-20 NOW PUBLISHED BY PLURAL This classic text now in its tenth edition and now available from Plural Publishing The Development of Language continues its focus on language acquisition in an unbiased authoritative and comprehensive way Written by leading experts known for their research in the areas they discuss this book has a multidisciplinary approach and demonstrates the relevance of typical language development to speech language pathologists educators clinicians and those in other professions Topics include the

roots of language learning in infancy phonology syntax grammar word learning bilingualism pragmatics literacy atypical language development and more This book provides the reader with an authoritative text that includes important and useful concepts and research findings Emphasis is placed on language development in children who are learning languages other than or in addition to English as well as children with risk factors for language delay or disorder The text leads the reader through every stage of development the early months before children begin to speak the preschool and school years and adolescence as children achieve mastery of adult like language skills Key Features Chapter pedagogy includes learning objectives visual aids video links summaries and suggested projects to extend students understanding and application of text concepts Key terms are highlighted in the text with definitions provided in a Glossary Clear and concise writing by authors who are known for their research in the subject area and their ability to explain complex topics to a broad audience A multilingual and multicultural focus on acquisition in languages other than English on non mainstream varieties of English and on children learning two or more languages simultaneously bilingualism as well as children with developmental communication disorders New to the Tenth Edition Restructure of chapters to streamline information Greater in depth coverage of concepts that are frequently more difficult for students to master Updated references to new research and the current literature References are now at the end of each chapter New and updated figures and photos Coverage of the latest technological advances in basic research and clinical practice in child language Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

The Development of Language Jean Berko Gleason, 2001 The fifth edition of *The Development of Language* is written and contributed by leading researchers and covers language acquisition and development from infancy through adulthood With its organization based on developmental stages of language this book is especially well suited for courses that take a developmental approach It covers every aspect of language acquisition and development from a lifespan perspective beginning with the earliest attempts to communicate and ending with the language and communication concerns of the aged The book thoroughly explores syntax morphology semantics phonology and pragmatics It examines atypical development presents strong coverage of individual differences how and why they occur and provides contemporary references and the most recent research findings The panel of expert authors provides readers with cutting edge research knowledge in an interesting and highly readable format For anyone interested in language development across the age span

[The SAGE Handbook of Developmental Disorders](#) Patricia Howlin, Tony Charman, Mohammad Ghaziuddin, 2011-01-31 Over the last four decades breakthroughs in genetic knowledge together with the emergence of disciplines devoted to the scientific study of developmental disorders have resulted in much greater awareness of the many different behavioural and genetic phenotypes involved It is now evident that not only do different disorders have different causes and different manifestations but different neurological and biochemical bases different responses to intervention and different life courses Reflecting the enormous

changes that have taken place in our knowledge and understanding of developmental disorders this groundbreaking international volume brings this vast and complex field together for the first time The Editors have collected together the world's leading academic scholars and clinicians to explore how current research across a range of different disciplines can inform clinical practice and help to improve the lives of individuals and their families

Handbook of DSM-5 Disorders in Children and Adolescents Sam Goldstein, Melissa DeVries, 2017-11-05 This handbook synthesizes and integrates the science of internalizing and externalizing childhood disorders with the diagnostic structure of the Diagnostic and Statistical Manual 5th Edition DSM 5 of the American Psychiatric Association It offers a comprehensive overview of DSM 5 disorders in childhood covering etiology symptom presentation assessment methods diagnostic criteria and psychotherapeutic and pharmacological approaches to treatment prognosis and outcomes Clinical vignettes and empirical insights illustrate key concepts and diagnostic and treatment issues such as developmental cultural gender and other considerations that may influence diagnosis and case formulation In addition chapters on psychosocial therapies offer robust guidelines for working with children and adolescents with DSM 5 disorders The Handbook also addresses the shift from categorical to dimensional diagnostic and treatment systems particularly focusing on the current shift in funded research in childhood disorders Topics featured in this Handbook include Intellectual disabilities and global developmental delay Depressive disorders in youth Posttraumatic and acute stress disorders in childhood and adolescence Autism spectrum and social pragmatic language disorders Alcohol related disorders and other substance abuse disorders Parent child and sibling relationships Cognitive behavioral interventions and their role in improving social skills

The Handbook of DSM 5 Disorders in Children and Adolescents is a must have resource for researchers professors and graduate students as well as clinicians professionals and scientist practitioners in clinical child and school psychology pediatrics social work and educational psychology

Clinical Decision Making in Developmental Language Disorders Alan G. Kamhi, Julie Masterson, Kenn Apel, 2007 This essential text will prepare SLPs to make the best possible clinical decisions and improve the communication and overall quality of life for children and adolescents with developmental language disorders Addresses a broad age span and teaches b

Handbook of Research Methods in Developmental Science Douglas M. Teti, 2008-04-15 The Handbook of Research Methods in Developmental Science is a collection of newly written articles that provide an overview of methods and approaches associated with the study of human development Contains accessible contributions from some of the most renowned developmental scientists in the field Provides basic information on the strengths and challenges inherent in traditional and complex research design Discusses successful intervention approaches that have been used to promote intellectual social and linguistic development Includes cutting edge research that is forging new and exciting directions in developmental research Provides students and scholars with a working understanding of research approaches and issues in the developmental sciences

Assessment of Communication and Language Kevin N. Cole, Philip S. Dale, Donna J.

Thal,1996 Identifying children with language impairments has grown increasingly complex as a result of rapid and revolutionary progress in the field of communicative disorders In *Assessment of Communication and Language* leading experts in the field analyze the implications of advances in research and theory and suggest improvements to widely used methods and practices Some of the important issues they discuss are who should be tested for speech language disorders how to adapt methods for children from multicultural backgrounds what to do when English is a child s second language the pros and cons of norm referenced tests and criterion referenced tests new ways to use parent report better methods for evaluating narrative discourse skills what kinds of tests to use to develop an intervention plan the best methods for verifying program progress and new discoveries about language acquisition This comprehensive guide to communication and language assessment provides speech language pathologists psychologists researchers interventionists special educators and students with invaluable information and helpful strategies for integrating theoretical and practical advances into their daily work

BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved *Educating Latino Preschool Children* Hortense García Ramirez Kayser,2008 In this book Kayser aims to respond to preschool educators speech language pathologists frustrations in meeting the needs of the Hispanic family It represents a positive contribution to the understanding of Hispanic families their children while primarily a literature review it includes anecdotes case histories

Introduction to Clinical Methods in Communication Disorders Rhea Paul,Paul W. Cascella,2007 Ideal for students in clinical methods courses or professionals seeking a reliable reference handbook this bestselling text will prepare pre and in service practitioners to provide the best possible services for people with communication disorders Cove **Pivotal**

Response Treatments for Autism Robert L. Koegel,Lynn Kern Koegel,2006 With this proven approach based on of 20 years of research educators and therapists will use natural learning opportunities to help children with autism enjoy more positive interactions more effective communication and higher academic achievement *Sharing Books and Stories to Promote Language and Literacy* Anne Van Kleeck,2006 The role of parent child and teacher child shared storybook reading has been shown to be a key vehicle for supporting children s development of emergent literacy and early language skills This book brings the advantages of shared storybook reading to the clinical setting demonstrating how it may be used to support vocabulary print knowledge phonological awareness and inferential language abilities among other topics This book synthesizes and applies current theory and research on uses of storybook reading in an intervention context and as a clinical tool With contributions from notable scholars who actively conduct research in this area Speech language pathologists will find *Sharing Books and Stories as a Clinical Tool* a significant resource on this important aspect of clinical practice

Exploring the Speech-language Connection Rhea Paul,1998 This volume investigates the various connections between the earliest human sounds and subsequent language development With special attention to tracheostomies Down syndrome deafness and speech motor impairments the authors examine the interaction between speech and language in typical

development and the effect that that interaction has on language disorders

Promoting Social Communication Howard Goldstein, Louise A. Kaczmarek, Kristina M. English, 2002 This title captures real life lessons and documents the best practices for internet based synchronous learning Synchronous e learning or live learning presented in real time has many benefits including immediate feedback live group learning just in time presentations and the stability of the classroom experience This Survival Guide does not focus on a specific software platform Rather it covers effective synchronous design facilitation and communication techniques All content is very specific and the practical examples shared throughout are designed to help the creators of synchronous training transition from the traditional practices of delivering classroom training

Transitions in Prelinguistic Communication Amy M. Wetherby, Steven F. Warren, Joe Reichle, 1998 Speech and language professionals have been studying the significance of prelinguistic communication since the 1970s This is the first book to compare and contrast the emergence of intentional and symbolic communication in young children

Bilingual Language Development and Disorders in Spanish-English Speakers Brian Goldstein, 2004 Both SLPs and researchers must understand speech and language developments in children and SLPs also need reliable assessment and intervention approaches for serving bilingual children with language disorders This comprehensive text is one of the few to offer readers in depth theoretical and practical information on these timely topics brings together more than a dozen top researchers to present developmental data best assessment practices and appropriate intervention approaches in the following areas language processing skills lexical development morpho syntactic development first language loss grammatical impairments semantic development phonological development and disorders narrative development and disorders fluency language intervention for bilingual speakers The chapter outlines the major purposes of intervention for bilingual children with speech and language disorders explores the debate over which language SLPs should use with bilingual children and examines ways to promote gains in both languages With this research based text SLPs will understand the complexity of language development in bilingual children and learn appropriate assessment and intervention approaches

Multisensory Teaching of Basic Language Skills Judith R. Birsh, 1999 This guide reveals the benefits of using multisensory instruction in any classroom After they review 50 years of research and experience with those with learning disabilities the authors explain how and why multisensory methods work

[Resource Guide on Cultural and Linguistic Diversity](#) Brian Goldstein, 2000 This comprehensive guide is designed for speech language pathologists who work with individuals from culturally and linguistically diverse populations It bridges the gap between existing research and the use of that information in clinical practices It includes easy to access information on normative data assessment techniques intervention approaches and resources Practical information is included to help readers provide speech and language services that meet the needs of culturally and linguistically diverse populations

Including Students with Severe and Multiple Disabilities in Typical Classrooms June Downing, 2002 This resource offers ideas and information on including students with sensory impairments

and cognitive and physical disabilities in regular classrooms This second edition covers recent issues and strategies such as alternate assessment and block scheduling provides separate chapters on inclusion

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