

Treatment of Language Disorders in Children (CLI)

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Thoroughly updated to meet the needs of today's students in SLP courses, the second edition of this classic textbook prepares future professionals to evaluate, compare, select, and apply effective interventions for language disorders in children. Using realistic case studies and many new video clips that show each strategy in action, the expert contributors introduce your students to 14 current, research-based intervention models and examine practical ways to apply them in the field. The new edition covers interventions for both emerging communication and language and more advanced language and literacy, in a consistent chapter format that makes it easy for students to compare treatment approaches. A textbook SLPs will keep and reference often throughout their careers, this balanced, in-depth look at interventions will prepare professionals to choose and implement the best interventions for children with language disorders.

YOUR STUDENTS WILL LEARN ABOUT

- >> the theoretical and empirical basis of each intervention
- >> target populations for the intervention
- >> assessment and decision making
- >> practical requirements for implementation
- >> considerations for children from culturally and linguistically diverse backgrounds
- >> future directions

STUDENT-FRIENDLY MATERIALS: A video clip to illustrate each intervention (on the included DVD and available online); case studies; learning activities that challenge students to apply their new knowledge

WITH NEW CHAPTERS ON: Print-Referencing Interventions * Language Intervention for School-Age Bilingual Children * Comprehensive Reading Intervention in Augmentative Communication * Complex Sentence Intervention * Narrative Language Intervention * Social Communication Intervention for Children with Language Impairment * Strathclyde Language Intervention Program (SLIP)

Rebecca McCauley, Ph.D., CCC-SLP, is a professor in Speech and Hearing Science at The Ohio State University. She is a Fellow of the American Speech, Language, and Hearing Association (ASHA) and former associate editor of American Journal of Speech-Language Pathology. She will be receiving Honors of ASHA at this year's annual convention in Boston. Her research and scholarly interests include issues in assessment and treatment of communication disorders in children, especially those with speech sound disorders, including childhood apraxia of speech. Rebecca is currently Editor with Alan Kamhi of the Communication and Language Intervention series for Brookes Publishing.

With A. Lynn Williams and Sharynne McLeod, she has co-edited *Interventions for Speech Sound Disorders in Children* (Brookes Publishing, 2010), and is currently working with those colleagues on the second edition of that book. She has recently co-authored a paper on a taxonomy of phonological interventions with Elise Baker, A. Lynn Williams and Sharynne McLeod. In addition, Rebecca has authored one book on assessment, *Assessment of Language Disorders in Children* (2001) and has co-edited four other books on treatment for children's communication disorders.

Marc E. Fey, Ph.D., Professor, Hearing and Speech Department, University of Kansas Medical Center, 3901 Rainbow Boulevard, Kansas City, Kansas 66160

Dr. Fey's primary research and clinical interests include the role of input on children's speech and language development and disorders and the efficacy and effectiveness of speech and language intervention with children. Dr. Fey was editor of the *American Journal of Speech-Language Pathology* from 1996 to 1998 and was chair of the American Speech-Language-Hearing Association Publications Board from 2003 to 2005. Along with his many publications, including articles, chapters, and software programs, he has published three other books on language intervention—*Language Intervention with Young Children* (Allyn & Bacon, 1986) and *Language Intervention: Preschool Through the Elementary Years* (co-edited with Jennifer Windsor & Steven F. Warren; Paul H. Brookes Publishing Co., 1995), and *Treatment of Language Disorders in Children* (co-edited with Rebecca McCauley; Paul H. Brookes Publishing Company, 2006). Dr. Fey received the American Speech-Language-Hearing Association's Kawana Award for Lifetime Achievement in Publication in 2010 and the Honors of the Association in 2011.

Ronald B. Gillam, Ph.D., Raymond L. and Eloise H. Lillywhite Professor, Department of Communicative Disorders and Deaf Education, Utah State University, 1000 Old Main Hill, Logan, Utah 84322

Dr. Gillam's research, which has been funded by the National Institute on Deafness and Other Communication Disorders and the U.S. Department of Education, primarily concerns information processing, language assessment, and language intervention with school-age children with language impairments. Dr. Gillam has been the associate editor of the *American Journal of Speech-Language Pathology* (1996-1999) and the *Journal of Speech, Language, and Hearing Research* (2001-2004; 2010- 2013). In addition to publishing more than 130 articles and book chapters, Ron has published three tests and two other books—*Memory and Language Impairment in Children and Adults* (Aspen, 1988) and *Communication Sciences and Disorders: From Science to Clinical Practice* (co-edited with Thomas Marquardt & Fredrick Martin; Singular, 2000; Jones & Bartlett, 2010, 2015). Dr. Gillam's teaching and research awards include ASHA Fellow, the Hayden Williams Fellowship at Curtin University in Western Australia, and the Robins Award for the outstanding researcher at Utah State University.

Alan G. Kamhi, Ph.D., is Adjunct Professor in the Department of Communicative Disorders at Northern Illinois University. Since the mid-1970s, he has conducted research on many aspects of developmental speech, language, and reading disorders. He has written several books with Hugh Catts on the connections between language and reading disabilities as well as two books with Karen E. Pollock and Joyce Harris on communication development and disorders in African American speakers. His current research focuses on how to use research and reason to make clinical decisions in the treatment of children with speech, language, and literacy problems. He began a 3-year term as the Language Editor for the *Journal of Speech, Language, and Hearing Research* in January 2004 and served as Editor of *Language, Speech, and Hearing Services in Schools* from 1986 to 1992.

Andrea Barton-Hulsey, M.A., CCC-SLP, Speech-Language Pathologist, Department of Psychology, Georgia State University, P.O. Box 5010, Atlanta, Georgia 30302

Ms. Andrea Barton-Hulsey is a doctoral student in Developmental Psychology and a Language and Literacy Fellow at Georgia State University. She has clinical and research experience working with children with developmental disabilities. Her work has focused on providing AAC services and supports to facilitate language and reading development in children.

Ann P. Kaiser, Ph.D., Susan W. Gray Professor of Education and Human Development, Department of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee 37203

Dr. Ann Kaiser is the Susan W. Gray Professor of Education and Human Development at Peabody College of Vanderbilt University. Dr. Kaiser's research focuses on early language interventions for children with developmental disabilities and children at risk due to poverty. She has developed and researched an early communication program to improve the language outcomes for young children with intellectual and developmental disabilities, children with autism, and children at risk due to behavior problems.

Paul J. Yoder, Ph.D., Professor, Department of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee 37203

Dr. Paul Yoder has been studying the transition from prelinguistic to linguistic communication in multiple populations with disabilities for over two decades. He is a co-designer of Milieu Communication Teaching and has contributed to several studies examining the efficacy of this treatment. He teaches methods and measurement at Vanderbilt University.

David A. Koppenhaver, Ph.D., Professor, Department of Reading Education and Special Education, Appalachian State University, ASU Box 32085, 151 College Street, Boone, North Carolina 28608

David A. Koppenhaver is Professor in the Reading Education and Special Education Department at Appalachian State University. His Dr. Koppenhaver's research focuses on literacy in individuals with significant disabilities, including those with complex communication needs. He and David Yoder cofounded the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill in 1990.

Elaine Weitzman, M.Ed., Adjunct Professor, Department of Speech-Language Pathology, University of Toronto; Executive Director, The Hanen Centre, 1075 Bay Street, Suite 515, Toronto, ON M5S 2B1, Canada

Elaine Weitzman is Executive Director of The Hanen Centre, Toronto, Canada, and Adjunct Professor in the Department of Speech-Language Pathology at the University of Toronto. Ms. Weitzman is coauthor of three resources for caregivers on how to facilitate children's language and literacy development: *It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays* (The Hanen Centre, 2004); *Learning Language and Loving It: A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings* (The Hanen Centre, 2002); and *ABC and Beyond: Building Emergent Literacy in Early Childhood Settings* (The Hanen Centre, 2010). Her research has focused on the efficacy of caregiver-implemented early language intervention.

Elizabeth Peña, Ph.D., CCC-SLP, is Professor in the School of Education at the University of California, Irvine. Her work focuses on differentiating language impairment from language difference in bilingual children. Her assessment work employs a variety of methods including standardized and dynamic assessment. She is interested in how children from diverse linguistic backgrounds learn new language skills and how they lexicalize their conceptual knowledge across two languages and has published extensively in these areas. She is a Fellow of the American Speech, Language, and Hearing Association.

Gail T. Gillon, Ph.D., Professor, Pro-Vice-Chancellor, College of Education, University of Canterbury, Christchurch 8041, New Zealand

Gail T. Gillon is Pro-Vice-Chancellor at the University of Canterbury and leads the College of Education, Health and Human Development, Te Rūnaki Ako me te Hauora. A native New

Zealander of Māori descent (Ngāi Tahu iwi), she received her undergraduate tertiary qualifications in education, primary teaching, and speech-language therapy at the University of Canterbury. Dr. Gillon successfully completed her Ph.D. in speech and hearing at the University of Queensland, Australia, while working as a special education consultant for Brisbane Catholic Education.

James W. Cunningham, Ph.D., Professor Emeritus, Literacy Studies, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599

James W. Cunningham has authored more than 100 publications, including books, book chapters, research articles, professional articles, and scholarly reviews. He was a member of the Text Complexity Committee for the Common Core Standards in English Language Arts. Dr. Cunningham has presented many papers at national and international conferences. He is a member of the Reading Hall of Fame.

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Karen A. Erickson is Yoder Distinguished Professor and Director of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. A former teacher of children with significant disabilities, Dr. Erickson's current research addresses literacy and communication assessment and intervention for students with a range of disabilities, including significant disabilities. Dr. Erickson is codeveloper of the Tar Heel Reader online library of accessible books for beginning readers as well as several other assistive, learning, and communication technologies.

Laura M. Justice, Ph.D., EHE Distinguished Professor, Teaching and Learning Administration, Executive Director of the Schoenbaum Family Center and the Crane Center for Early Childhood Research and Policy, The Ohio State University, 175 E 7th Ave., Columbus, Ohio 43201

Dr. Justice's research primarily focuses on young children who exhibit developmental vulnerabilities in language and literacy acquisition. Much of her research considers the effects of teacher- or parent-implemented interventions on children's learning, including the effective use of storybooks. She is a recipient of the Annie Glenn Leadership Award in Speech-Language Pathology, the Editor's Award (from the American Journal of Speech-Language Pathology), the Early Career Publication Award (from the Division of Research, Council for Exceptional Children), the Erskine Fellowship (from the University of Canterbury), and the Fulbright Scholar Award. Dr. Justice has also received the Presidential Early Career

Award in Science and Engineering (from President G.W. Bush).

Lauren H. Hampton, Ph.D., Research Associate, Department of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee 37203

Lauren H. Hampton is a research associate at the Peabody College of Vanderbilt University. Dr. Hampton's research focuses on early communication interventions, parent training interventions, and classroom interventions for children with autism. She has more than 10 years of experience implementing early interventions for children with autism and their families.

Lisa M. Bedore, Ph.D., CCC-SLP, Professor and Chair, Communication Sciences and Disorders, College of Public Health, Temple University, 1701 N. 13th Street, Weiss Hall 113, Philadelphia, PA 19122

Dr. Bedore is Professor and Chair of the Communication Sciences and Disorders Department at Temple University in Philadelphia. She is a bilingual speech-language pathologist by training. Her research interests focus on understanding the nature of language impairment in bilingual children and the factors that influence language outcomes for bilingual children. Many of her publications focus on the relationships between bilingual language experience and language performance in bilingual children. A key practical application of this work is the identification of clinical markers of language impairment that can be applied to assessments such as the BESA.

Luigi Girolametto, Ph.D., Professor, Department of Speech-Language Pathology, University of Toronto, 500 University Avenue #160, Toronto, Ontario M5G 1V7, Canada

Luigi Girolametto is a professor in the Department of Speech-Language Pathology at the University of Toronto. He teaches child language disorders and intervention. Current research in his Child Language Lab focuses on 1) parent-focused language intervention, 2) the development of emergent literacy skills in preschoolers, and 3) language acquisition in bilingual preschoolers. Dr. Girolametto's interests include the efficacy of language intervention and professional development.

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MaryAnn Ronski is Regents Professor of Communication, Psychology, and Communication Disorders at Georgia State University, Atlanta, and serves as Associate Dean for Research and Graduate Studies in the College of Arts and Sciences. She is a certified speech-language pathologist with more than 30 years of clinical experience. Her well-recognized and continuously funded research program focuses on the language and communication development of children and adults with intellectual and developmental disabilities who encounter difficulty speaking, particularly the development and evaluation of computerized communication interventions.

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