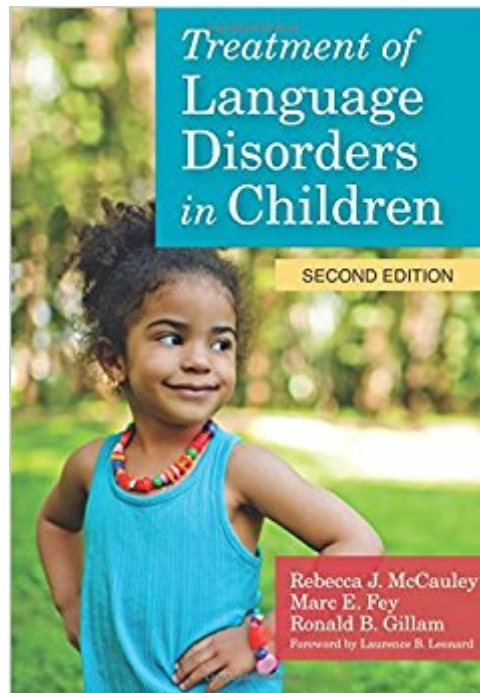




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Treatment Of Language Disorders In Children (CLI)



Synopsis

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)

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Customer Reviews

“This volume provides an updated version of an indispensable resource for speech-language pathologists. Like its first edition, it uses a structured format for each chapter to review a range of interventions that have some evidentiary support in the literature. Each chapter clearly outlines the approach, the population for which it is appropriate, its theoretical foundation as well as the studies that support it. The second edition adds the most recent evidence from the literature, and includes additional interventions, making it even more relevant to contemporary practice. Every SLP who delivers intervention to children should own this book.” (Rhea Paul, Ph.D., CCC-SLP)

Rebecca J. McCauley, Ph.D., Professor, Department of Speech and Hearing Science, The Ohio State University, 1070 Carmack Road, Columbus, OH 43210 Dr. McCauley is a board-recognized specialist in child language and an associate editor of the American Journal of Speech-Language Pathology. Her interests include issues in assessment and treatment of communication disorders, especially in children. She has authored one book on assessment •Assessment of Language Disorders in Children (2001). In addition to co-editing the first edition of this book, she has co-edited three other books on treatment •Interventions for Speech Sound Disorders in Children (with A. Lynn Williams & Sharynne McLeod; Paul H. Brookes Publishing Co., 2010), Treatment of Stuttering (with Barry Guitar; Lippincott, Williams, & Wilkins/Wolters Kluwer, 2010), and Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interaction (with Patricia Prelock; Paul H. Brookes Publishing Co., 2012). She is currently completing work on the Dynamic Evaluation of Motor Speech Skill in Children, a test developed with Edythe Strand (to be published by Paul H. Brookes Publishing Co.).

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 30302Ms. Andrea Barton-Hulsey is a doctoral student in Developmental Psychology and a Language and

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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.

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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.

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David A. Koppenhaver is Professor in the Reading Education and Special Education Department at Appalachian State University. His 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.

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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.

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 Rāfā ngai Ako me te Hauora. A native New Zealander of Māfā ori decent (Ngāfā  i 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. Karen A. Erickson, Ph.D., David E. and Dolores J. Yoder Distinguished Professor, Director, Center for Literacy and Disability Studies, University of North Carolina at Chapel Hill, 321 S. Columbia Street, Suite 1100 Bondurant Hall, Chapel Hill, North Carolina 27599 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

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settings. Ms. Cheslock's professional interests include child language, atypical development, augmentative communication, and early intervention.

Rose A. Sevcik, Ph.D., Distinguished University Professor, Department of Psychology, Georgia State University, P.O. Box 5010, Atlanta, Georgia 30302 Dr. Sevcik is Distinguished Professor of Psychology and Chair of the Developmental Psychology Doctoral Program. She is the founding co-director of the university's Area of Focus: Research on Challenges to Acquiring Language and Literacy and a member of the Center for Research on Atypical Development and Learning (CRADL). She has made significant contributions to the field of developmental and learning disabilities and language and reading intervention research through more than 100 peer-reviewed publications, chapters, and books and numerous presentations at national and international conferences. She has been an investigator on 12 federally funded projects (NIH, IES) with a long history of working with schools. Dr. Sevcik is a Fellow of the American Speech-Language-Hearing Association and the International Society of Augmentative and Alternative Communication. She also is a Fellow of the American Association on Intellectual and Developmental Disabilities and past President of its Communication Disorders Division. A member of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities, she is also on the Board of Directors for the United States Society for Augmentative and Alternative Communication.

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