

## Child Language Teaching And Therapy Researchgate

Speech, language, and communication are key to young children's well-being and development. At a time when communication contexts and modalities are becoming increasingly complex and multifaceted, this key text considers how pedagogical approaches, environments, and interactions can be used to develop and harness the voice of the child in the early years. Communication for the Early Years takes a broad, ecological systems approach to communication to present theoretical approaches and principles which map a child's communication experiences in the home, the early years setting, in the local community, through play, and engagement with digital media and the enabling environment, including the outdoor environment. Topics considered include: the role played by pedagogical leadership in the development of an effective communication environment aspects of the physical environment which encourage or inhibit communication effective communication in and between settings the importance of toys and resources developments in digital communication and their impact on the child Chapters consider perspectives of the child, family, and practitioner to encourage a holistic and collaborative understanding of interaction and the role this plays in a child's development, while case studies, examples from practice and reflective questions inspire discussion, challenge thinking, and encourage the application of research in practice. An in-depth exploration of the factors which impact on the development of a child's communication skills, this will be key reading for students and practitioners in the Early Years, as well as those involved in their training and continued professional development.

Increasing numbers of children find it a challenge to stay focused on a task and follow even simple instructions in the classroom. Teaching Children to Listen outlines a whole-school approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener. The book includes: The Listening Skills Rating Scale - a quick assessment, which will enable you to rate children on each of the four rules of good listening. Advice on using these findings to inform individual education plans that focus on a specific area of difficulty. 40 activities, including games to target whole-class listening and exercises particularly suitable for the Early Years. Each activity sets out what equipment you need, tips for facilitating and ideas for differentiation. Perfect for children aged 3-11, all the games and ideas have been tried-and-tested, and have proved successful with children with a range of abilities, including those with special needs.

Taking an accessible and cross-linguistic approach, Understanding Child Language Acquisition introduces readers to the most important research on child language acquisition over the last fifty years, as well as to some of the most influential theories in the field. Rather than just describing what children can do at different ages Rowland explains why these research findings are important and what they tell us about how children acquire language. Key features include: Cross-linguistic analysis of how language acquisition differs between languages A chapter on how multilingual children acquire several languages at once Exercises to test comprehension Chapters organised around key questions that summarise the critical issues posed by researchers in the field, with summaries at the end Further reading suggestions to broaden understanding of the subject With its particular focus on outlining key similarities and differences across languages and what this cross-linguistic variation means for our ideas about language acquisition, Understanding Child Language Acquisition forms a comprehensive introduction to the subject for students of linguistics, psychology and speech and language therapy. Students and instructors will benefit from the comprehensive companion website that includes a students' section featuring interactive comprehension exercises, extension activities, chapter recaps and answers to the exercises within the book. Material for instructors includes sample essay questions, answers to the extension activities for students and a Powerpoint including all the figures from the book. [www.routledge.com/cw/rowland](http://www.routledge.com/cw/rowland)

Child Language Teaching and Therapy Understanding Child Language Acquisition Routledge

A Practical Resource

Assessment of Language Disorders in Children

The Oxford Handbook of Clinical Child and Adolescent Psychology

Theory and Practice Across Europe and Beyond

Inside Language

2nd Edition

Short-term Memory Difficulties in Children

A focus on the developmental progress of children before the age of eight helps to inform their future successes, including their personality, social behavior, and intellectual capacity. However, it is difficult for experts to pinpoint best learning and parenting practices for young children. *Early Childhood Development: Concepts, Methodologies, Tools, and Applications* is an innovative reference source for the latest research on the cognitive, socio-emotional, physical, and linguistic development of children in settings such as homes, community-based centers, health facilities, and school. Highlighting a range of topics such as cognitive development, parental involvement, and school readiness, this multi-volume book is designed for educators, healthcare professionals, parents, academicians, and researchers interested in all aspects of early childhood development.

This is the third book in the series "Children's Speech and Literacy Difficulties" and is based on research and practice with school-age children with persisting speech and associated difficulties. It focuses on the psycholinguistic nature of their difficulties, how to design intervention programmes, and how intervention outcomes might be measured. It will serve as a practical handbook and will contain useful word lists, tips and photocopiable sheets in the appendix. Each chapter will summarise recent research findings and close with a bulleted summary of the main points in the chapter. Provides an explanation of the psycholinguistic approach and how to implement it, and integrate it with other approaches. Includes case studies

The domain of Communication Disorders has grown exponentially in the last two decades and has come to encompass much more than audiology, speech impediments and early language impairment. The realization that most developmental and learning disorders are language-based or language-related has brought insights from theoretical and empirical linguistics and its clinical applications to the forefront of Communication Disorders science. The current handbook takes an integrated psycholinguistic, neurolinguistic, and sociolinguistic perspective on Communication Disorders by targeting the interface between language and cognition as the context for understanding disrupted abilities and behaviors and providing solutions for treatment and therapy. Researchers and practitioners will be able to find in this handbook state-of-the-art information on typical and atypical development of language and communication (dis)abilities across the human lifespan from infancy to the aging brain, covering all major clinical disorders and conditions in various social and communicative contexts, such as spoken and written language and discourse, literacy issues, bilingualism, and socio-economic status.

This book constitutes a clear, comprehensive, up-to-date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders. Rebecca McCauley describes specific commonly used tools, as well as general approaches ranging from traditional standardized norm-referenced testing to more recent ones, such as dynamic and qualitative assessment. Highlighting special considerations in testing and expected patterns of performance, she reviews the challenges presented by children with a variety of problems--specific language impairment, hearing loss, mental retardation, and autism spectrum disorders. Three extended case examples illustrate her discussion of each of these target groups. Her overarching theme is the crucial role of well-formed questions as fundamental guides to decision making, independent of approach. Each chapter features lists of key concepts and terms, study questions, and recommended readings. Tables throughout offer succinct summaries and aids to memory. Students, their instructors, and speech-language pathologists continuing their professional education will all welcome this invaluable new resource. Distinctive features include: A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change--a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm-referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers.

The UK Guide to Augmentative and Alternative Communication

A Holistic Approach

**Persisting Speech Difficulties in Children  
Supporting Children with Communication Problems  
Teaching Children to Listen in the Early Years  
Unlocking Speaking and Listening  
A Practical Approach**

This book is part of the Phoneme Factory Project undertaken by Granada Learning in partnership with the Speech and Language Therapy Research Unit (SLTRU) in Bristol. It aims to provide guidance for teachers, SENCOs, SLTs and parents regarding: criteria for referral to speech and language therapy phonological disorders appropriate intervention approaches that can be used in the classroom and at home. Complementing the book is a CD containing downloadable resources including a picture library for the classroom and the home, as well as checklists and other time-saving documents.

^In its third edition...the author has included the latest research evidence relating to children aged from nought to eight. Her writing embraces the value of play, relationships, bilingualism and multilingualism in creating a rich language and literacy environment. Developing Language and Literacy with Young Children will appeal to a wide range of readers - practitioners, students, and their tutors, as well as parents and carers? - Early Years Update ?Highly readable... Anybody working with babies and young children needs to have the knowledge that Whitehead clearly explains here? - SureStart ?One of the many excellent features of this book is the way it tackles the issue of bilingualism in early childhood? - Early Years Educator (eye) Praise for previous editions: ^Marian Whitehead forces the reader to attend to the "voice of the child against the encroachment of inappropriate curriculum demands. Her total fascination for children?s language development captures the reader in an enthusiastic and informed voyage through "the most exciting and important aspect of human development - language in the early years? - Early Years ^This is an excellent read for all parents and workers with young children. The style of the book is friendly and accessible, with beautifully produced of photographs of children and indeed of their own work. Marian Whitehead is not ashamed to draw on her experiences as a grandparent, as well as highly competent theoretical researcher; she does both with competence and humour. This will prove an excellent source book for those involved in course design from childminders to university lecturers? - Child Language Teaching and Therapy Looking at the most exciting and important aspect of human development - communication and language in the early years - this accessible book gives carers, parents, teachers and other professionals who work and play with young children a confident understanding of children?s communication and language development in the years from birth to age eight. The book examines the wide range of elements that are typical of all our communication and language activities: thinking, feeling, imagining, talking, listening, drawing, writing and reading. The author emphasizes the importance of children?s relationships and communications with the people who care about them, spend time with them and share in the excitement of their developing languages and their investigations of literacy. Taking a holistic approach, she covers: o early communication and language o the achievements of young bilinguals o the significance of stories, narrative and language play o the emergence of literacy in homes, early years settings and classrooms. ?This highly readable guide discusses how to help babies become competent communicators...Anybody working with babies and young children needs to have the knowledge that Whitehead clearly explains here? - SureStart

Speaking directly to experienced and novice clinicians, educators and students in speech-language pathology/speech and language therapy via an informative essay-based approach, Children's Speech Sound Disorders provides concise, easy-to-understand explanations of key aspects of the classification, assessment, diagnosis and treatment of articulation disorders, phonological disorders and childhood apraxia of speech. It also includes a range of searching questions to international experts on their work in the child speech field. This new edition of Children's Speech Sound Disorders is meticulously updated and expanded. It includes new material on Apps, assessing and treating two-year-olds, children acquiring languages other than English and working with multilingual children, communities of practice in communication sciences and disorders, distinguishing delay from disorder, linguistic sciences, counselling and managing difficult behaviour, and the neural underpinnings of and new approaches to treating CAS. This bestselling guide includes: Case vignettes and real-world examples to place topics in context Expert essays by sixty distinguished contributors A companion website for instructors at [www.wiley.com/go/bowen/speechlanguagetherapy](http://www.wiley.com/go/bowen/speechlanguagetherapy) and a range of supporting materials on the author's own site at [speech-language-therapy.com](http://speech-language-therapy.com) Drawing on a range of theoretical, research and clinical perspectives and emphasising quality client care and evidence-based practice, Children's Speech Sound Disorders is a comprehensive collection of clinical nuggets, hands-on strategies, and inspiration.

Language Disabilities in Cultural and Linguistic Diversity offers a new approach to understanding the familiar dilemma of disentangling difficulties in communication for learners developing the language of schooling. The author takes a socio-cultural Vygotskian approach to reinterpret international research in language disabilities, namely specific language impairment, communication difficulties, dyslexia and deafness.

Language Play

Early Childhood Development: Concepts, Methodologies, Tools, and Applications

Learn to Do Expert Speech Therapy at Home with Children and Adults

Colourful Semantics

Developing Language and Literacy with Young Children

Service Integration in Schools

Teaching Children to Listen in the Early Years contains a wealth of interventions to teach young children the rules of good listening and why they are important. It is perfect for Early Years practitioners and settings where poor listening is an increasing barrier to teaching and growing numbers of children find it a challenge to stay focused on a task and follow even simple instructions, especially as technology proliferates. This affects young children's learning in all curriculum areas and their resultant distractible behaviour can make it more difficult for the rest of the class to pay attention. Specialist Speech and Language Therapists Liz Spooner and Jacqui Woodcock offer clear ideas for differentiation along with ideas to help children apply their improved skills, whilst supporting target setting and evaluation of progress. They also make suggestions for adapting the Early Years learning environment to maximise listening and they consider how listening can be encouraged by analysing language and expression when addressing children in the classroom. This practical guide not only contains photocopiable resources, a full-colour plate section, assessments and teaching suggestions with clear and digestible explanations from professionals who work directly with children on a daily basis, but it also pinpoints the behaviours that children need to learn in order to become good listeners. Teaching Children to Listen in the Early Years is an invaluable resource perfect for Early Years practitioners and settings. For activities aimed specifically at primary-age children, check out Teaching Children to Listen in Primary School.

Who's Afraid of AAC? is a clear and concise guide to Augmentative and Alternative Communication (AAC) in the UK and will be an essential resource for all Speech and Language Therapists, educators, parents and carers supporting children with non-verbal communication. This book sets out to demystify AAC by demonstrating that you already have the skills necessary to use AAC successfully. Key features include: an overview of the different types of AAC analysis of the best available approaches tools to give you the context you need to make specific recommendations and choices thorough sections on different settings including Home, Early Years, Primary, Secondary and Special Schools so that guidance is relevant to individual needs numerous practical examples, templates and activities to help you implement AAC in all settings summaries of recent research and hot topics including eye-gaze technology, using AAC in exams, and internet safety so that you have the most up-to-date guidance at your fingertips. Created by a Speech and Language Therapist who specialises in AAC training for therapists, educators, and individuals with communication needs, as well as parents and carers, this is the only book of its kind written for a UK audience.

Rising recognition of semantic and pragmatic disabilities in children with specific language impairment has created a demand for a satisfactory framework and suitable methods for assessment and remediation. Work in tackling these problems is at an early stage. This book reports on progress in research and practice in a form accessible to professionals from a variety of backgrounds.

This finely curated collection of thirteen chapters presents ideas and research on different disability topics from key leaders in the field of the assessment of children with disabilities. They help us to properly understand and compare traditional and innovative assessment techniques for students with disabilities.

A practical approach to developing children's listening skills

Understanding Child Language Acquisition

Sharing the Workload

Speech and Language Therapy

Managing Children with Developmental Language Disorder

Children's Language and Communication Difficulties

A Resource for Developing Children's Spoken and Written Language Skills

**This is an important and timely collection in which recent research and interpretations are reported and debated. The papers provide a scholarly analysis of a range of significant issues, complexities and recurring themes.**

**The field of educational psychology is primarily concerned with teaching and learning. This field has been involved with the topics of motivation, intelligence, memory, cognition, intellectual development and evaluation and assessment. This book presents the research and advances in the field.**

**In the counseling field, it is imperative that mental health professionals stay informed of current research findings. By staying abreast of the most recent trends and techniques in healthcare, professionals can modify their methods to better aid their patients. Emerging Research in Play Therapy, Child Counseling, and Consultation is a critical resource that examines the most current methodologies and treatments in child therapy. Featuring coverage on relevant topics such as behavioral concerns, childhood anxiety, and consultation services, this publication is an ideal reference source for all healthcare professionals, practitioners, academicians, graduate students, and researchers that are seeking the latest information on child counseling services.**

**"I recommend this book as an important contribution to the debate on pedagogy in special education. It is largely well written and informative and rich with ideas and opinions." Educational Review What, if anything, is 'special' about teaching children with special or exceptional learning needs? This book addresses this question, looking at pupils' special learning needs including low attainment, learning difficulties, language difficulties, emotional and behavioural problems and**

sensory needs. Some special needs groups (for example dyslexia) have argued strongly for the need for particular specialist approaches. In contrast, many proponents of inclusion have argued that 'good teaching is good teaching for all' and that all children benefit from similar approaches. Both positions fail to scrutinise this issue rigorously and coherently, and it is this aspect which distinguishes this book. Leading researchers in each special needs field defend and critique a conceptual analysis of teaching strategies used with particular learner groups with special educational needs. Summaries by the editors after each chapter link pedagogic strategies, knowledge and curriculum to key points from the chapter and pave the way for discussion. This book is indispensable reading for students, policy makers, researchers and professionals in the field of special educational needs and inclusion. Shortlisted for the TES / NASEN Book Awards 2005

**The decision-making process when working with children**

**Reading Success in the Primary Years**

**Concepts, Methodologies, Tools, and Applications**

**Child Language Disability: Semantic and pragmatic difficulties**

**Research and Policy Discourses, Practices and Future Prospects**

**Children with Specific Language Impairment**

**Analysing Interactions in Childhood**

*This open access book describes the Reading Success project, in which a 5-step, assessment-to-intervention process, based on the Simple View of Reading, was used within a primary school setting in Australia to better support those students who struggle with reading. It provides an easily accessible overview of each step of the process involved in implementing this approach and highlights the crucial importance of collaboration between professionals involved in the teaching of reading within a school setting. It focuses on the decision-making processes used, such as rich dialogue with the leadership team and teachers, and shares participants' perspectives gathered throughout the project. Using case studies, the book describes how the 5-step approach assists in creating detailed profiles of students' strengths and weaknesses in spoken and written language skills that can be used to guide targeted intervention. This book offers valuable insights for educators, speech pathologists, researchers, and pre-service teacher education students interested in the teaching of reading*

*This volume offers almost 200 detailed entries covering the entire range of communication and speech disorders in children and adults, from basic science to clinical diagnosis. It is divided into four sections that reflect the standard categories with the field: voice, speech, language and hearing.*

*This book is an extensive & stimulating introduction to language which students & general readers alike will read for enjoyment as well as instruction. It explores questions about the nature of human language, drawing on current thinking in linguistics.*

*"This book will show you how to do expert speech and language stimulation and therapy at home throughout your loved one's daily activities. You will first learn to stimulate your loved one's speech and language through the use of questions that garner yes and no answers. From there, you will begin asking questions that require easy one-two word responses from your loved one. Once mastered, you will move to three-word answers and build thereon until your loved one or client can answer in phrases, and short sentences which will jump-start longer sentences, more independent speaking and, ultimately, conversation"--P. [4] of cover.*

**Phoneme Factory**

**The MIT Encyclopedia of Communication Disorders**

**A Guide to Journals in Psychology and Education**

**Communication for the Early Years**

**Handbook of Communication Disorders**

**Special Teaching for Special Children**

**Children's Speech and Literacy Difficulties**

*Written by expert contributors from Brunel University, this vital resource offers practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two.*

*This report makes recommendations to Government about the steps it should take to transform provision for and the experiences of children and young people with speech, language and communication needs (SLCN) and their families. These recommendations are the culmination of ten months of extensive evidence gathering and analysis, as well as consultation with a wide range of stakeholders.*

*In this exhilarating and often hilarious book, David Crystal examines why we devote so much time and energy to language games, how professionals make a career of them, and how young children instinctively take to them. Crystal makes a simple argument-that since playing with language is so natural, a natural way to learn language is to play with it-while he discusses puns, crosswords, lipograms, comic alphabets, rhymes, funny voices taken from dialect and popular culture, limericks, anagrams, scat singing, and much more.*

*Covers 356 periodicals in psychology and education, offering information about where to submit papers for publication and which journals to read. With title, editor, and publisher indexes.*

*...concisely presented and useful data for the prospective author. --ARBA ...provides the reader with a revealing overview of modern psychology. --PSYCHOLOGICAL MEDICINE*

*The Teaching of Talking*

*Teaching Children to Listen*

*Language Disabilities in Cultural and Linguistic Diversity*

*Theoretical, Empirical, and Applied Linguistic Perspectives*

*Traditional and Innovative Assessment Techniques for Students with Disabilities*

*Emerging Research in Play Therapy, Child Counseling, and Consultation*

*New Issues in Research and Practice*

At the founding in 1896 of the first psychological clinic dedicated to children and adolescents, the study of the psychological treatment of young people lagged behind that of adults, and the basic psychopathology underlying mental disorders in this population was largely ignored. Since those early days, the field has evolved steadily and, in recent years, exponentially. The Oxford Handbook of Clinical Child and Adolescent Psychology is a state-of-the-science volume providing comprehensive coverage of the psychological problems and disorders of childhood. International in scope and penned by the discipline's most eminent scientists and practitioners, the handbook begins with a section on conceptual and empirical issues, followed by exceptional content on specific psychiatric disorders such as intellectual disability, externalizing and internalizing disorders, communication disorders, schizophrenia and bipolar disorder, personality disorders, and many more. The third section offers chapters on special problems in childhood and adolescence, including divorce, the incarceration of parents, suicide and non-suicidal self-injury, bullying, and medical illness. A fourth section covers delivery of clinical services in diverse settings, such as schools and prisons, and the handbook concludes with several chapters on emerging trends and future directions for the field.

Conceptually rich and evidence-based, this handbook is an essential resource for students, practitioners, and researchers, providing a cutting-edge compendium of the latest theoretical and empirical developments by leaders of the discipline.

This book contains contributions from eminent clinicians and researchers in the field of language impairment, and crosses the bridge between children and adults. It reflects the developments that have taken place in Speech and Language Therapy over the past 10 years and focuses on issues in SLT that have recently come into ascendancy. These include: personal and social consequences of language disability, and how to measure these; the evidence base for speech and language therapy interventions; language processing and the interplay between language and cognition; and the degree to which impairments in one affect the other. There is a growing concern about the needs of adolescents who have language difficulties - a group who, by their age, development and experience straddle the child/adult divide. It extends the themes by looking at future implications and sets out the challenges ahead for the speech and language therapy profession.

Children's language difficulties affect many areas of functioning and development. Since most children with these difficulties are expected to function in ordinary schools and nurseries it is important that parents, teachers and practitioners have a broad understanding of the issues. Language and communication problems typically fall under the umbrella terms 'language disability', 'language delay', or 'language difficulties'. They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language. These problems can occur in isolation or be associated with a range of special needs such as hearing loss, visual impairment or learning disabilities. This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment, intervention and service provision. Children's Language and Communication Difficulties offers professionals and parents an up-to-date account of: -the developmental language problems that children experience -the provision available to meet the child's needs the long term impact of language difficulties The authors examine the problems of identification and diagnosis, and explore the range of physical and cognitive disabilities associated with language problems. They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques.

This comprehensive resource pack, developed in conjunction with education staff, draws on the principles of Alison Bryan's original Colourful Semantics approach to provide professionals with an engaging, dynamic way to support children's language development. By coding sentences using colour, symbols and signs, this visual approach aims to: Teach understanding of question words Develop vocabulary and increase sentence complexity Increase range and complexity of verbs (children with delayed or disordered spoken language skills often overuse simple verbs such as do, go or get) Improve children's written language skills This practical resource consists of three parts: a printed book containing ready-made session plan ideas, black and white vocabulary cards and worksheets; an online version using the current Colourful Semantics colour coding system, and an online version using the colour coding system used by Speech and Language Therapists from NHS Forth Valley. This is an essential pack for teachers and professionals looking to work on language development with children aged four to nine. The flexible session plans can be used with individuals, small groups and whole classes, and can be easily

adapted by Speech and Language Therapists, teachers and other practitioners.

The Bercow Report

Child Language Teaching and Therapy

Language Disorders in Children and Adults

An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention

Developing Speech and Language Skills

A Review of Services for Children and Young People (0-19) with Speech, Language, and Communication Needs

Insights from Conversation Analysis

The acquisition of language is one of the most remarkable human achievements. When language acquisition fails to occur as expected, the impact can be far-reaching, affecting all aspects of the child's life and the child's family. Thus, research into the nature, causes, and remediation of children's language disorders provides important insights into the nature of language acquisition and its underlying bases and leads to innovative clinical approaches to these disorders. This second edition of the Handbook of Child Language Disorders brings together a distinguished group of clinical and academic researchers who present novel perspectives on researching the nature of language disorders in children. The handbook is divided into five sections: Typology; Bases; Language Contexts; Deficits, Assessment, and Intervention; and Research Methods. Topics addressed include autism, specific language impairment, dyslexia, hearing impairment, and genetic syndromes and their deficits, along with introductions to genetics, speech production and perception, neurobiology, linguistics, cognitive science, and research methods. With its global context, this handbook also includes studies concerning children acquiring more than one language and variations within and across languages. Thoroughly revised, this edition offers state-of-the-art information in child language disorders together in a single volume for advanced undergraduate students and graduate students. It will also serve as a valuable resource for researchers and practitioners in speech-language pathology, audiology, special education, and neuropsychology, as well as for individuals interested in any aspect of language acquisition and its disorders.

"Children who have low self-confidence; a negative attitude towards school; score below average on assessments of language comprehension; and have an erratic pattern of errors with no specific linguistic weaknesses on assessments of comprehension, may be suffering from short-term memory difficulties. Written by a practising speech language therapist, this book provides a structured yet flexible approach to addressing the needs of children with short-term memory difficulties. "Short-term memory therapy can be of great benefit with very positive results. "Memory therapy can have a direct and positive impact on a child's receptive language skills, self-confidence and ability to learn. "This practical resource provides a complete programme of ideas for developing a child's short-term memory skills. "The programme can be administered in its entirety, or as an accompaniment to clinician's existing packages of care and is best suited to individual intervention. "The book provides a structured programme for individual therapy, although activities may be adapted for group therapy. "Containing photocopyable activity sheets and supporting material, ideal for use with 7 to 11 year-olds, the book also includes child-friendly recording forms and progress charts. Although written primarily for speech language therapists, this book will prove useful in teaching and practising memory strategies for learning support assistants, teachers, educational psychologists and anyone working with school-aged children. "Anyone working with school-aged children would find the contents of the book useful." Child Language Teaching and Therapy"--Provided by publisher.

Although most children learn language relatively quickly, as many as 10 per cent of them are slow to start speaking and are said to have developmental language disorder (DLD). Children with DLD are managed by a variety of different professionals in different countries, are offered different services for different periods of time and are given a variety of different therapeutic treatments. To date, there has been no attempt to evaluate these different practices. Managing Children with Developmental Language Disorder: Theory and Practice Across Europe and Beyond does just this, reporting on the findings of a survey carried out as part of the work of COST Action IS1406, a European research network. Law and colleagues analyse the results of a pan-European survey, looking at how different services are delivered in different countries, at the cultural factors underpinning such services and the theoretical frameworks used to inform practice in different countries. The book also provides a snapshot of international practices in a set of 35 country-specific "vignettes", providing a benchmark for future developments but also calling attention to the work of key practitioners and thinkers in each of the countries investigated. This book will be essential reading for practitioners working with children with language impairments, those commissioning services and policy in the field and students of speech and language therapy.

Children with Specific Language Impairment covers all aspects of SLI, including its history, possible genetic and neurobiological origins, and clinical and educational practice.

Handbook of Child Language Disorders

Children's Speech Sound Disorders

Who's Afraid of AAC?

Educational Psychology Research Focus

Handbook for Arabic Language Teaching Professionals in the 21st Century

Offers a fresh perspective on how conversation analysis can be used to highlight the sophisticated nature of what children actually do when interacting with their peers, parents, and other adults. Brings together a contributor team of leading experts in the emerging field of child-focused conversation analytic studies, from both academic and professional research backgrounds Includes examples of typically developing children and those who face a variety of challenges to participation, as they interact with parents and friends, teachers, counsellors and health professionals Encompasses linguistic, psychological and sociological perspectives Offers new insights into children's communication as they move from home into wider society, highlighting how this is expressed in different cultural contexts

Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic

Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Now in its second edition, *Speech and Language Therapy: the decision-making process when working with children* reveals how recent research and changes in health and education services have affected the decision-making process in the assessment and management of children with speech and language problems. With individual chapters written by experts in their field, this book: Illustrates how the decisions made by practitioners may vary within different work settings Shows how these decisions may need to be adapted when working with specific client groups Explores how such decisions are part of effective evidence-based practice Offers an overview of the skills required by the developing professional Provides insight into working as a newly qualified therapist in the current job market. Rigorously underpinned with current research and revised legislation, this is an important textbook for speech and language therapy students, potential students and specialist teachers in training. *Speech and Language Therapy: the decision-making process when working with children* will also be relevant to newly qualified therapists, therapists returning to the profession, specialist teachers and Special Educational Needs Coordinators.