



# I. General Principles of Intervention for Children with Language Impairments\*\*

- Specific language impairment is a primary language impairment
- Language impairment can also be a secondary condition
- Many intervention techniques apply to children with both primary and secondary language impairments (LIs)

# Specific Language Impairments In Children

**Rhea Paul**



## **Specific Language Impairments In Children:**

Children with Specific Language Impairment Laurence B. Leonard, 2014-06-13 Children with specific language impairment SLI show a significant deficit in spoken language that cannot be attributed to neurological damage hearing impairment or intellectual disability More prevalent than autism and at least as prevalent as dyslexia SLI affects approximately seven percent of all children it is longstanding with adverse effects on academic social and eventually economic standing The first edition of this work established Children with Specific Language Impairment as the landmark reference on this condition considering not only the disorder's history possible origins and treatment but also what SLI might tell us about language organization and development in general This second edition offers a complete update of the earlier volume Much of the second edition is completely new reflecting findings and interpretations based on the hundreds of studies that have appeared since the publication of the first edition in 1997 Topics include linguistic details descriptive and theoretical word and sentence processing findings genetics neurobiology treatment and comparisons to such conditions as autism spectrum disorders ADHD and dyslexia The book covers SLI in children who speak a wide range of languages and although the emphasis is on children it also includes studies of adults who were diagnosed with SLI as children or are the parents of children with SLI Written by a leading scholar in the field Children with Specific Language Impairment offers the most comprehensive balanced and unified treatment of SLI available Speech and Language Impairments in Children

Dorothy V.M Bishop, Laurence B Leonard, 2014-04-23 Delayed development of speech and or language is one of the commonest reasons for parents of preschool children to seek the advice of a paediatrician Accessible to non academic Speech and Language Impairments provides an overview of recent research developments in specific speech and language impairments written by experts in the field Topics include normal and disordered development of problems crosslinguistic studies pragmatic language impairments early identification educational and psychiatric outcomes acquired epileptic aphasia and experimental studies of remediation The book concludes with a chapter by Michael Rutter that gives guidelines for conducting and evaluating research in this field *Children with Specific Language Impairment, second edition* Laurence B. Leonard, 2014-06-20 The landmark reference in the field completely updated a comprehensive treatment of a disorder that is more prevalent than autism Children with specific language impairment SLI show a significant deficit in spoken language that cannot be attributed to neurological damage hearing impairment or intellectual disability More prevalent than autism and at least as prevalent as dyslexia SLI affects approximately seven percent of all children it is longstanding with adverse effects on academic social and eventually economic standing The first edition of this work established Children with Specific Language Impairment as the landmark reference on this condition considering not only the disorder's history possible origins and treatment but also what SLI might tell us about language organization and development in general This second edition offers a complete update of the earlier volume Much of the second edition is completely new reflecting findings and

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*Handbook of Child Language Disorders* Richard G. Schwartz, 2010-10-18 The Handbook of Child Language Disorders provides an in depth comprehensive and state of the art review of current research concerning the nature assessment and remediation of language disorders in children The book includes chapters focusing on specific groups of childhood disorders SLI autism genetic syndromes dyslexia hearing impairment the linguistic perceptual genetic neurobiological and cognitive bases of these disorders and the context of language disorders bilingual across dialects and across languages To examine the nature of deficits their assessment and remediation across populations chapters address the main components of language morphology syntax semantics and pragmatics and related areas processing memory attention executive function such as reading and writing Finally even though there is extensive information regarding research and clinical methods in each chapter there are individual chapters that focus directly on research methods This Handbook is a comprehensive reference source for clinicians and researchers and can be used as a textbook for undergraduate masters and doctoral students in speech language pathology developmental psychology special education disabilities studies neuropsychology and in other fields interested in children s language disorders **Language Competence Across Populations** Yonata Levy, Jeannette C. Schaeffer, 2003-01-30 This unique edited book bridges studies in language disorders and linguistic theory with timely contributions from leading scholars in language development It presents an attempt to define Specific Language Impairment relating it to children of normal and disordered language capabilities The chapter presentations examine language development across a variety of populations of children from those with Specific Language Impairment to second language learners The contributors discuss criteria for the definition of SLI compare and contrast SLI with profiles of children with other disorders and dialects and offer a comprehensive look at the Whole Human Language which ties together spoken and signed languages Methodological concerns that affect the credibility and generalizability of the findings are discussed and controversies between opposing linguistic approaches to language acquisition are presented The conceptual thread that gradually reveals itself as the chapters unfold is a theoretical issue of central importance to cognitive theory as well as to our understanding of the biological correlates of language it concerns the variability that linguistic competence can manifest in

children under different biological conditions and life circumstances Language Competence Across Populations Toward a Definition of Specific Language Impairment is an essential volume for advanced students and scholars in linguistics and psychology who have an interest in language acquisition and language disorders as well as for the clinical professionals dealing with children with language impairments Specific Language Impairments in Children Ruth V. Watkins, Mabel Rice, 1994 Professionals have reached few empirically reliable conclusions in their study of specific language impairments SLI in children This book provides groundbreaking research that will elucidate the nature defining characteristics and far reaching effects of this perplexing disorder To advance intervention efforts and ensure a solid foundation for continued study leading researchers and clinicians offer possible answers to important questions including Can an individual be predisposed to particular linguistic difficulties Why are some aspects of language particularly vulnerable Do processing limitations relate to cognitive and linguistic deficits in children with SLI How can intervention improve children s conversational abilities and social relationships Peer reviewed to ensure quality and reliability Specific Language Impairments in Children contains valuable findings and promising research directions that will enhance the work of researchers and students in the fields of child development and child language disorders and teachers and clinicians who work with children with specific language impairments BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Assessment of Language Disorders in Children Rebecca J. McCauley, 2013-03-07 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 **Specific**

**Language Impairment** Stavroula Stavrakaki,2015-08-15 This volume is dedicated to the field of Specific Language Impairment SLI addressing important research questions including the interrelation of genetic and cognitive profiles of individuals with SLI the comorbidity issue and clinical boundaries between SLI and other developmental disorders cross linguistic manifestations of SLI and theory motivated therapy approaches to individuals with SLI This volume brings together researchers with different scientific backgrounds and research disciplines challenging current points of view and offering new perspectives on issues of SLI and developmental disorders *The MIT Encyclopedia of Communication Disorders*

Raymond D. Kent,2004 A major new reference work with entries covering the entire field of communication and speech disorders **Language Development and Language Impairment** Paul Fletcher,Ciara O'Toole,2015-10-12 Language Development and Language Impairment offers a problem based introduction to the assessment and treatment of a wide variety of childhood language developmental disorders Focuses for the most part on the pre school years the period during which the foundations for language development are laid Uses a problem based approach designed to motivate students to find the information they need to identify and explore learning issues that a particular speech or language issue raises Examines the development of a child s phonological system the growth of vocabulary the development of grammar and issues related to conversational and narrative competence Integrates information on typical and atypical language development

*Language Disorders from Infancy Through Adolescence* Rhea Paul,2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments The book covers language development from birth to adolescence *Children's Language and Communication Difficulties* Julie Dockrell,1999-06-03 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 *Paediatric Audiological Medicine* Valerie E. Newton,2008-12-30 Professionals will find a wide

range of topics relevant to their work with hearing impaired children or those suspected of having an impairment in this book. A chapter on epidemiology includes the prevalence of hearing impairment and several additional chapters are devoted to the various causative factors. Detection of a hearing loss, measurement of the degree of hearing loss and identification of the site of lesion are covered together with management of any hearing loss found. Individual chapters give coverage to balance disorders, tinnitus, progressive hearing loss, auditory neuropathy, central auditory processing disorders and unilateral hearing impairment. Methods of communication, communication disorders and the psychological effects of a hearing impairment are included together with consideration of education and employment issues. **Uncommon Understanding** Dorothy V.M. Bishop, 2014-02-04

A great deal has been written on how children learn to speak but development of language comprehension has been a relatively neglected topic. This book is unique in integrating research in language acquisition, psycholinguistics and neuropsychology to give a comprehensive picture of the process we call comprehension, right from the reception of an acoustic stimulus at the ear up to the point where we interpret the message the speaker intended to convey by the utterance. A major theme of the book is that comprehension is not a unitary skill; to understand spoken language one needs the ability to classify incoming speech sounds, to relate them to a mental lexicon, to interpret the propositions encoded by word order and grammatical inflections and to use information from the environmental and social context to select from a wide range of possible interpretations the one that was intended by the speaker. Furthermore, although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension, they should be applied with caution because a sequential bottom-up information processing model of comprehension is ill-suited to the developmental context. The emphasis of the book is on children with specific language impairments but normal development is also given extensive coverage. The focus is on research and theory rather than practical matters of assessment and intervention. Nevertheless, while this book is not intended as a clinical guide to assessment, it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves and how different types of difficulty may be pinpointed. *Working Memory and Clinical Developmental Disorders* Tracy Packiam Alloway, 2018-03-19. This comprehensive volume brings together international experts involved in applying and developing understanding of Working Memory in the context of a variety of neurodevelopmental disorders, neurocognitive disorders and depressive disorders. Each chapter provides a description of the disorder and investigates the Working Memory and related Executive Function deficits. It goes on to provide a neurological profile before exploring the impact of the disorder in daily functions, the current debates related to this disorder and the potential effects of medication and intervention. Through combining coverage of theoretical understanding, methods of assessment and different evidence-based intervention programs, the book supports clinical assessment and management of poor Working Memory. It is essential reading for students in neurodevelopmental disorders, atypical development and developmental psychopathology as well as

allied health professionals clinicians and those working with children in education and healthcare settings      **Assessing Multilingual Children** Sharon Armon-Lotem, Jan de Jong, Natalia Meir, 2015-04-28 Second language learners often produce language forms resembling those of children with Specific Language Impairment SLI At present professionals working in language assessment and education have only limited diagnostic instruments to distinguish language impaired migrant children from those who will eventually catch up with their monolingual peers This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children It aims to disentangle effects of bilingualism from those of SLI making use of both models of bilingualism and models of language impairment The book's methods oriented focus will make it an essential handbook for practitioners who look for measures which could be adapted to a variety of languages in diverse communities as well as academic researchers      The Routledge International Handbook of Psycholinguistic and Cognitive Processes Jackie Guendouzi, Filip Loncke, Mandy J. Williams, 2023-06-02 This handbook provides a comprehensive overview of the theories of cognition and language processing relevant to the field of communication disorders Thoroughly updated in its second edition the book explores a range of topics and issues that illustrate the relevance of a dynamic interaction between both theoretical and applied clinical work Beginning with the origins of language evolution the authors explore a range of both developmental and acquired communication disorders reflecting the variety and complexity of psycholinguistics and its role in extending our knowledge of communication disorders The first section outlines some of the major theoretical approaches from psycholinguistics and cognitive neuroscience that have been influential in research focusing on clinical populations while Section II features examples from researchers who have applied this body of knowledge to developmental disorders of communication Section III features examples focusing on acquired language disorders and finally Section IV considers psycholinguistic approaches to gesture sign language and alternative and augmentative communication AAC The new edition features new chapters offering fresh perspectives further reading recommendations and a new epilogue from Jackie Guendouzi This valuable text serves as a single interdisciplinary resource for graduate and upper level undergraduate students in cognitive neurosciences psychology communication sciences and disorders as well as researchers new to the field of communication disorders or to psycholinguistic theory      **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

**Handbook of Communication Disorders** Amalia Bar-On,Dorit

Ravid,Elitzur Dattner,2018-04-23 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

## The Enigmatic Realm of **Specific Language Impairments In Children**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Specific Language Impairments In Children** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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