
Online Library Handbook Of Child Language Disorders

Right here, we have countless books **Handbook Of Child Language Disorders** and collections to check out. We additionally find the money for variant types and moreover type of the books to browse. The normal book, fiction, history, novel, scientific research, as without difficulty as various additional sorts of books are readily simple here.

As this Handbook Of Child Language Disorders, it ends stirring physical one of the favored books Handbook Of Child Language Disorders collections that we have. This is why you remain in the best website to see the incredible ebook to have.

KEY=DISORDERS - DECKER HURLEY

Handbook of Child Language Disorders Psychology Press 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. **Handbook of Child Language Disorders 2nd Edition** Psychology Press 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. **The Handbook of Child Language** Wiley-Blackwell This volume, in its 25 definitive chapters on normal and nonnormal language development, represents the authoritative and up-to-date complete sourcebook on child language development. All aspects of child language development are addressed, including phonetics, phonology, grammar, and lexical development. Connectionism and government-binding theory, as applied to language development, are fully represented. The relevance of input, cognition, and social factors to language development is explored. Chapters on methodology, particularly using computer databases, are provided for both normal and nonnormal acquisition. **The Handbook of Language and Speech Disorders** John Wiley & Sons Through contributions from leading experts in the fields of communication science, The Handbook of Speech and Language Disorders presents a comprehensive survey detailing the state of the art in speech, language, and cognitive/intellectual disorders. Provides the first in-depth exploration of the rapidly expanding field of communication disorders Examines the current debates, landmark studies, and central themes in the discipline, including analytical methods and assessment Includes contributions from more than 20 leading scholars to provide an extraordinary breadth of coverage of this growing, multi-disciplinary field Features a "foundations" section that deals with issues of central importance to all research in the field, including social and practical considerations in classification and diversity, genetic syndromes, and principles of assessment and intervention **Intervention in Child Language Disorders** Jones & Bartlett Learning Health Sciences & Professions **Handbook of Child Language Disorders** Psychology Press 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. **Routledge Handbook of Communication Disorders** Routledge The Routledge Handbook of Communication Disorders provides an update on key issues and research in the clinical application of the speech, language and hearing sciences in both children and adults. Focusing on areas of cutting-edge research, this handbook showcases what we know about communication disorders, and their assessment and treatment. It emphasizes the application of theory to clinical practice throughout, and is arranged by the four key bases of communication impairments: Neural/Genetic Bases Perceptual-Motor Bases Cognitive-Linguistic Bases Socio-Cultural Bases. The handbook ends with

an integrative section, which looks at innovative ways of working across domains to arrive at novel assessment and treatment ideas. It is an important reference work for researchers, students and practitioners working in communication science and speech and language therapy.

The Cambridge Handbook of Child Language Cambridge University Press The most authoritative resource for students and researchers, The Cambridge Handbook of Child Language has been thoroughly updated and extended. Enhancements include new chapters on the acquisition of words, processing deficits in children with specific language impairments, and language in children with Williams syndrome, new authors for the bilingualism and autism chapters, a refocused discourse chapter on written narratives, and a new section on reading and reading disorders, cementing the handbook's position as the best study of the subject available. In a wide-ranging survey, language development is traced from prelinguistic infancy to adolescence in typical and atypical contexts; the material is intuitively grouped into six thematic sections, enabling readers to easily find specific in-depth information. With topics as varied as statistical learning, bilingualism, and the neurobiology of reading disorders, this multidisciplinary Handbook is an essential reference for students and researchers in linguistics, psychology, cognitive science, speech pathology, education and anthropology.

Supporting Communication Disorders A Handbook for Teachers and Teaching Assistants Routledge This practical handbook provides SENCOs, class teachers and teaching assistants with a step-by-step guide to the identification of speech and language disorders, a basic knowledge of the underlying causes and guidance for developing strategies for support and intervention in the classroom. It gives a foundation for assessment and differentiation, which will help the teacher or teaching assistant to work effectively in collaboration with speech and language therapists. It suggests appropriate materials and programmes of work for enabling the child to access the curriculum as fully as possible. The book includes photocopiable assessments and worksheets, which can be used as part of planning and intervention for individual children or small group work.

Assessment of Language Disorders in Children Psychology Press 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.

Understanding Developmental Language Disorders From Theory to Practice Psychology Press Developmental language disorders (DLD) occur when a child fails to develop his or her native language often for no apparent reason. Delayed development of speech and/or language is one of the most common reasons for parents of preschool children to seek the advice of their family doctor. Although some children rapidly improve, others have more persistent language difficulties. These long-term deficits can adversely affect academic progress, social relationships and mental well-being. Although DLDs are common, we are still a long way from understanding what causes them and how best to intervene. Understanding Developmental Language Disorders summarises the recent research developments in genetics and neuroimaging studies, assessment techniques and treatment studies to provide an overview of all aspects of DLD. The book investigates the possible genetic and biological causes of the disorder, how best to assess children's language skills to identify when and where communication breakdown occurs, what the long-term outcomes are for children who grow up with DLD, overlaps between DLD and other childhood disorders such as dyslexia and autism and how best to treat children with the disorder. Each chapter is written by a leading authority in the field in a format accessible to researchers, clinicians and families alike. This book, with its focus on both theory and practice, will be invaluable to students and researchers of speech-language pathology, psychology, psychiatry, linguistics and education. It will also be of interest to practicing speech-language pathologists, clinical psychologists, psychiatrists, educational psychologists, and teachers and parents of children with developmental language disorders.

Understanding Individual Differences in Language Development Across the School Years Psychology Press This volume presents the findings of a large-scale study of individual differences in spoken (and heard) language development during the school years. The goal of the study was to investigate the degree to which language abilities at school entry were stable over time and influential in the child's overall success in important aspects of development. The methodology was a longitudinal study of over 600 children in the US Midwest during a 10-year period. The language skills of these children -- along with reading, academic, and psychosocial outcomes -- were measured. There was intentional oversampling of children with poor language ability without being associated with other developmental or sensory disorders. Furthermore, these children could be sub-grouped based on their nonverbal abilities, such that one group represents children with specific language impairment (SLI), and the other group with nonspecific language impairment (NLI) represents poor language along with depressed nonverbal abilities. Throughout the book, the authors consider whether these distinctions are supported by evidence obtained in this study and which aspects of development are impacted by poor language ability. Data are provided that allow conclusions to be made regarding the level of risk associated with different degrees of poor language and whether this risk should be viewed as lying on a continuum. The volume will appeal to researchers and professionals with an interest in children's language development, particularly those working with children who have a range of language impairments. This includes Speech and Language Pathologists; Child Neuropsychologists; Clinical Psychologists working in Education, as well as Psycholinguists and Developmental Psychologists.

Handbook of Developmental Disabilities Guilford Press This authoritative handbook reviews the breadth of current knowledge about developmental disabilities: neuroscientific and genetic foundations; the impact on health, learning, and behavior; and effective educational and clinical practices. Leading authorities analyze what works in intervening with diverse children and families, from infancy through the school years and the transition to adulthood.

Chapters present established and emerging approaches to promoting communication and language abilities, academic skills, positive social relationships, and vocational and independent living skills. Current practices in positive behavior support are discussed, as are strategies for supporting family adaptation and resilience. **The Cambridge Handbook of Communication Disorders** Cambridge University Press Many children and adults experience impairment of their communication skills. These communication disorders impact adversely on all aspects of these individuals' lives. In thirty dedicated chapters, The Cambridge Handbook of Communication Disorders examines the full range of developmental and acquired communication disorders and provides the most up-to-date and comprehensive guide to the epidemiology, aetiology and clinical features of these disorders. The volume also examines how these disorders are assessed and treated by speech and language therapists and addresses recent theoretical developments in the field. The handbook goes beyond well-known communication disorders to include populations such as children with emotional disturbance, adults with non-Alzheimer dementias and people with personality disorders. Each chapter describes in accessible terms the most recent thinking and research in communication disorders. The volume is an ideal guide for academic researchers, graduate students and professionals in speech and language therapy. **Handbook of Language and Literacy, Second Edition Development and Disorders** Guilford Publications An acclaimed reference that fills a significant gap in the literature, this volume examines the linkages between spoken and written language development, both typical and atypical. Leading authorities address the impact of specific language-related processes on K-12 literacy learning, with attention to cognitive, neurobiological, sociocultural, and instructional issues. Approaches to achieving optimal learning outcomes with diverse students are reviewed. The volume presents research-based practices for assessing student needs and providing effective instruction in all aspects of literacy: word recognition, reading comprehension, writing, and spelling. New to This Edition *Chapters on digital literacy, disciplinary literacy, and integrative research designs. *Chapters on bilingualism, response to intervention, and English language learners. *Incorporates nearly a decade's worth of empirical and theoretical advances. *Numerous prior edition chapters have been completely rewritten. **Language Disorders in Bilingual Children and Adults, Third Edition** Plural Publishing Language Disorders in Bilingual Children and Adults, Third Edition, provides speech-language pathologists, advanced students in communication disorders programs, and clinical language researchers with information needed to formulate and respond to questions related to effective service delivery to bilingual children and adults with suspected or confirmed language disorders. The bilinguals of interest represent varying levels of first and second language proficiency across the lifespan. That is, bilingualism is not determined here by proficiency in each language, but rather by the individual's experience or need for two languages. In separate chapters, the book synthesizes the literature on bilingual children and adults with typical and atypical language skills. These chapters give the reader a deep understanding of the multiple factors that affect language development and disorders in those who rely on two languages for meaningful interactions. Chapters on assessment and intervention issues and methods are then presented for each population. For children, the text focuses on developmental language disorder but also discusses secondary language disorders (such as autism spectrum disorder) in bilingual populations. For adults, the focus is on aphasia, with additional discussion of dementia, traumatic brain injury, and right hemisphere disorder. Although child and adult, typical and atypical populations are presented separately, all are considered within a unifying Dynamic Interactive Processing perspective and within a new Means-Opportunities-Motives framework for understanding language disorders in bilinguals. This broad theoretical framework emphasizes interactions between social, cognitive, and communicative systems to form the basis for very practical implications related to assessment and intervention. This third edition has been completely updated to reflect the current research on bilingual populations and the best practices for working with them. Studies at the intersection of bilingualism and language disorders have expanded to include additional disorders and new language combinations. The authors synthesize the current literature and translate it for clinical use. New to the Third Edition • Coauthors Kerry Danahy Ebert, PhD, CCC-SLP and Giang Thuy Pham, PhD, CCC-SLP • Updated literature review and references to reflect new research on bilingualism, cultural competence, cognitive advantages and clinical practice with linguistically diverse populations • Case studies on assessment with bilingual children and adults • Additional tables and figures summarizing key information • Available evidence on additional child and adult language disorders in bilinguals • Updated extension activities and resource supplement **The Handbook of Adult Language Disorders** Psychology Press The Handbook of Adult Language Disorders is the essential guide to the scientific and clinical tenets of aphasia study and treatment. It focuses on how language breaks down after focal brain damage, what patterns of impairment reveal about normal language, and how recovery can be optimally facilitated. It is unique in that it reviews studies from the major disciplines in which aphasia research is conducted—cognitive neuropsychology, linguistics, neurology, neuroimaging, and speech-language pathology—as they apply to each topic of language. For each language domain, there are chapters devoted to theory and models of the language task, the neural basis of the language task (focusing on recent neuroimaging studies) and clinical diagnosis and treatment of impairments in that domain. In addition, there is broad coverage of approaches to investigation and treatment from leading experts, with several authors specializing in two or more disciplines. This second edition focuses on characterizing the cognitive and neural processes that account for each variant of aphasia as a first step toward developing effective rehabilitation, given that aphasia is one of the most common and disabling consequences of stroke. The best and most authoritative handbook in the field, The Handbook of Adult Language Disorders is the definitive reference for clinicians and researchers working in the scientific investigation of aphasia. **Handbook of Communication Disorders Theoretical, Empirical, and Applied Linguistic Perspectives** Walter de Gruyter GmbH & Co KG 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. **Handbook of Research on Psychosocial Perspectives of Human Communication Disorders** IGI Global Communication is a key component of everyday life, but what happens when an individual is

faced with a communication disorder? Today, the prevalence of individuals with communication disorders has increased substantially. However, many of these ailments are poorly understood, and medical professionals often lack the training and research necessary to manage and treat these individuals. The Handbook of Research on Psychosocial Perspectives of Human Communication Disorders is a critical scholarly resource that covers needs-based issues pertaining to the assessment and management of communication disorders. It provides the latest research on the importance of early identification, as well as prevention and intervention practices to promote healthy cognitive, speech, language, motor, social, and emotional development. Featuring coverage on a broad range of topics such as speech therapy for children, behavior therapy, and communication disorders, this book is a vital reference source for clinical psychologists, audiologists, speech-language pathologists, special education teachers, occupational therapists, physiotherapists, psychiatrists, otolaryngologists, and neurologists. **A Clinical Handbook on Child Development Paediatrics - E-Book** Elsevier Health Sciences This handbook offers a succinct study of Childhood Development Paediatrics with practical applications for helping the child and family through all areas of the developmental process. The book covers diverse topics like developmental delay, learning difficulties, attention deficit disorders, autism, Asperger syndrome, behaviour difficulties, language disorders, school refusal, bullying, emotional difficulties, neurological impairments that affect development (examples being cerebral palsy and brain injury) and motor coordination problems. It also offers online case scenarios on autism, ADHD, school refusal and truancy, cerebral palsy and child abuse and neglect. The cases are followed by questions to test the acquired knowledge of the student on these topics. This practical guide to child development is ideal for trainee paediatricians, registrars, paediatricians and general practitioners. Deals with developmental issues unlike comprehensive paediatric or child psychiatry texts Concise text providing practical tips Clinically and practically orientated (e.g. history, physical examination, assessment techniques) Comparison of normal and abnormal/normal development Definitions (Chapters.8,11,12) to clarify terms Several chapters (e.g. Chapters 8,9,10) inform about special problems/illnesses, which are increasing in incidence Online case scenarios on autism, ADHD, school refusal and truancy, cerebral palsy and child abuse and neglect are available on Student Consult. Combines physical and psychological problems in the development of children, which might be already present at birth (Cerebral Palsy) or which might be apparent later in life (Chapter 8) **Blackwell Handbook of Language Development** John Wiley & Sons The Blackwell Handbook of Language Development provides a comprehensive treatment of the major topics and current concerns in the field; exploring the progress of 21st century research, its precursors, and promising research topics for the future. Provides comprehensive treatments of the major topics and current concerns in the field of language development Explores foundational and theoretical approaches Focuses on the 21st century's research into the areas of brain development, computational skills, bilingualism, education, and cross-cultural comparison Looks at language development in infancy through early childhood, as well as atypical development Considers the past work, present research, and promising topics for the future. Broad coverage makes this an excellent resource for graduate students in a variety of disciplines **Handbook of Neurodevelopmental and Genetic Disorders in Children, 2/e** Guilford Press Recognized as the definitive reference in the field, this book addresses a broad range of biologically based disorders that affect children's learning and development. Leading authorities review the genetics of each disorder; its course and outcome; associated developmental, cognitive, and psychosocial challenges; and what clinicians and educators need to know about effective approaches to assessment and intervention. Coverage encompasses more frequently diagnosed learning and behavior problems with a genetic component as well as numerous lower-incidence neurodevelopmental disabilities. Illustrations include 12 color plates. **The SAGE Handbook of Developmental Disorders** SAGE Over the last four decades, breakthroughs in genetic knowledge, together with the emergence of disciplines devoted to the scientific study of developmental disorders have resulted in much greater awareness of the many different behavioural and genetic phenotypes involved. It is now evident that not only do different disorders have different causes and different manifestations, but different neurological and biochemical bases, different responses to intervention, and different life courses. Reflecting the enormous changes that have taken place in our knowledge and understanding of developmental disorders, this groundbreaking international volume brings this vast and complex field together for the first time. The Editors have collected together the world's leading academic scholars and clinicians, to explore how current research across a range of different disciplines can inform clinical practice and help to improve the lives of individuals and their families. **Dual Language Development and Disorders A Handbook on Bilingualism and Second Language Learning** Brookes Pub Updated with the latest research, this second edition of the bestselling textbook fully prepares SLPs and educators to support young children who are dual language learners-and make informed decisions about assessment and intervention when a disorder is p **The Handbook for Evidence-based Practice in Communication Disorders** Paul H Brookes Publishing Company With this resource, speech-language pathologists (SLPs) and audiologists will learn to apply best evidence as they make critical decisions about the care of each individual they serve. The first to cover this important topic for the field of communication disorders, this book introduces SLPs to the principles and process of evidence-based practice, thoroughly covering its three primary components: external evidence from systematic research, internal evidence from clinical practice, and evidence concerning patient preferences. Developed by Christine A. Dollaghan, a researcher in the field of language acquisition and disorders, this book makes complex concepts understandable with its clear, reader-friendly language; vivid step-by-step examples of key processes; and illuminating figures and tables. Readers will come away with a solid, practical understanding of evidence-based practice - knowledge they'll use throughout their careers to make sound clinical decisions about the screening, diagnosis, and treatment of communication disorders. **Language in Children** Taylor & Francis Language in Children provides a concise and basic introduction for students studying child language acquisition for the first time. Starting from the first sounds a child produces, this book covers all the stages a child goes through in acquiring a language. This title: Illustrates developmental stages from the recognition of sounds and words to the ability to hold a conversation, also covering bilingual upbringing and language disorders; Features real-life examples of all the phenomena discussed, from languages such as French, Spanish and Portuguese as well as English; Incorporates guidance on sources for further reading and exploration by chapter; Is supported by a companion website that includes exercises with links to real-world data in the CHILDES archive. Written by an experienced author and teacher, Language in Children is essential reading for students studying this topic. **Managing Children with Developmental Language Disorder Theory and Practice Across Europe and Beyond** Routledge 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. **Language Intervention Preschool Through the Elementary Years** Paul H Brookes Publishing Company "This theory-to-practice, transdisciplinary book series addresses the language difficulties associated with communication disorders and developmental disabilities. Grounded in state-of-the-art research, yet practical in orientation, the volumes in this series are invaluable resources for professionals and graduate students who work with learners with language delays or communication impairment." "Profound changes in legislation, technology, and philosophy have transformed language intervention for preschool and elementary-age children with language impairments. This comprehensive book examines the developments of the past decade, analyzes research, and evaluates the efficacy of recent innovations. Chapters provide practical intervention strategies for a variety of language problems and prepare interventionists to meet the demands of the classroom by addressing topics ranging from cultural awareness to the effectiveness of computers in intervention." "This resource also expands current norms, outlining innovative approaches, proposing challenging goals, and suggesting specific research. Speech-language pathologists and students in speech-language pathology, special educators and reading specialists, and researchers and clinicians in child development will turn to this volume for its appraisal of recent changes in language intervention and its recommendations for service delivery."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved **Handbook of Early Language Impairment in Children Nature** Delmar Pub This innovative book covers the basic nature and description of children with specific language impairments. This text also provides information on the cognitive, motor, and communication problems in young children with language impairments. It also contains up-to-date information on a variety of disorders such as: AD/HD, Fragile X, TBI, Prenatal Substance Abuse, Landau-Kleffner syndrome, and HIV-infected children. **The Parent's Guide to Speech and Language Problems** McGraw Hill Professional Six million children under the age of 18 suffer from speech disorders Breaking terminology down for the layperson, this book helps parents deal with every issue relating to their child's problems: where to find help, how to evaluate therapies and therapists, and how to help a child face his or her challenges **The Handbook of Language and Speech Disorders** John Wiley & Sons This handbook presents a comprehensive survey of the latest research in communication disorders. Reflecting the rapid advances in the field, the handbook features in-depth coverage of the major disorders of language and speech, including perception. **The Oxford Handbook of Aphasia and Language Disorders** Oxford University Press The Oxford Handbook of Aphasia and Language Disorders integrates neural and cognitive perspectives, providing a comprehensive overview of the complex language and communication impairments that arise in individuals with acquired brain damage. **Language development and disorders Handbook of Early Childhood Intervention** Cambridge University Press This 2000 book provides a comprehensive overview of this complex field by an outstanding group of contributing authors. **The Oxford Handbook of Poverty and Child Development** OUP USA Comprehensive and integrative, The Oxford Handbook of Poverty and Child Development describes the contextual and social ecology of children living in poverty and illuminates the biological and behavioral interactions that either promote optimal development or that place children at risk of having poor developmental outcomes. **Handbook of Resilience in Children** Springer Science & Business Media Today's children face a multitude of pressures, from the everyday challenges of life to the increasing threats of poverty, exploitation, and trauma. Central to growing up successfully is learning to deal with stress, endure hardships, and thrive despite adversity. Resilience - the ability to cope with and overcome life's difficulties - is a quality that can potentially be nurtured in all young people. The second edition of the Handbook of Resilience in Children updates and expands on its original focus of resilience in children who overcome adversity to include its development in those not considered at risk, leading to better outcomes for all children across the lifespan. Expert contributors examine resilience in relation to environmental stressors, as a phenomenon in child and adolescent disorders, and as a means toward positive adaptation into adulthood. New and revised chapters explore strategies for developing resilience in the family, the therapist's office, and the school as well as its nurturance in caregivers and teachers. Topics addressed include: Resilience in maltreated children and adults. Resilience and self-control impairment. Relational resilience in young and adolescent girls. Asset-building as an essential component of treatment. Assessment of social and emotional competencies related to resilience. Building resilience through school bullying prevention programs. Large-scale longitudinal studies on resilience. The second edition of the Handbook of Resilience in Children is a must-have reference for researchers, clinicians, allied practitioners and professionals, and graduate students in school and clinical psychology, education, pediatrics, psychiatry, social work, school counseling, and public health. **Handbook of Child and Adolescent Obsessive-Compulsive Disorder** Routledge Previously considered a rare condition among children and adolescents, recent research on obsessive-compulsive disorder (OCD) has indicated an increased prevalence among this age group, insofar as it is now considered one of the most common of all psychiatric illnesses affecting youth. **Handbook of Child and Adolescent Obsessive-Compulsive Disorder Impaired Language Acquisition** GRIN Verlag Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1,7, University of Paderborn (Anglistik), course: Psycholinguistics, 8 entries in the bibliography, language: English, abstract: Language is a major communicative device. Human beings communicate via different language systems like for instance sign languages, verbal languages and written languages. This paper will deal with the acquisition of the verbal language or more accurate certain problems which can occur during the process of acquisition. Almost every human being acquires one or more languages during his live. The general schedule of acquisition can be considered to be the same for all languages and all human beings. Learners of different languages and different age create the same errors. However this process of acquisition does not always follow the same pattern, there are instances in which the process is distracted due to certain problems. Some children suffer from brain damages which prevent them from learning a language properly, while other children have hearing problems which result as well in problems with the acquisition of a language. Furthermore there exists a group of children which have

no obvious physically problems like brain damages or hearing problems, but they are delayed or impaired concerning the process of language acquisition. This group of children is within the focus of this paper because their development as well as the treatment of their impairment is most challenging for researchers and medical doctors. To show the problems that can occur in an acquisition process, the first part of this paper will outline the normal process of language acquisition which almost all children pass through. This serves the purpose to show the contrasts between a normal language development and an impaired development. After this short outline the general concept of language impairment will be described, before dealing with the concept of Specific Language Impairment (SLI). This concept will be described in more detail before showing the different specifications in which the SLI can occur. These specifications will be illustrated through examples that show the contrasts and similarities between children with and without problems in the language acquisition. The Conclusion will present a short summary of the presented issues as well as results of recent research concerning the treatment of SLI.

Neurodevelopmental Disorders Research challenges and solutions Psychology Press Interest in the field of neurodevelopmental disorders has grown exponentially in recent years across a range of disciplines, including psychology, psychiatry, education and neuroscience. The research itself has become more sophisticated, using multidisciplinary methods to probe interdisciplinary questions. *Neurodevelopmental Disorders: Research Challenges and Solutions* provides a thorough overview of the key issues involved in researching neurodevelopmental disorders. The volume includes 14 chapters, arranged over three sections. Chapters in the first section address general research challenges for the study of neurodevelopmental disorders. The second section draws upon specific disorders (such as Williams syndrome, Autism Spectrum Disorders, Down Syndrome, Fragile X Syndrome, ADHD, and Language Disorders) to consider the syndrome-specific issues or challenges that may be crucial to advancing our understanding of aspects of cognition and behavior associated with them. The final section considers how research evidence may be translated into practice to begin making an impact upon the lives of individuals who have neurodevelopmental disorders and their families. Each chapter in the book also includes 'practical tips' for either conducting research with individuals who have neurodevelopmental disorders or considering wider practical issues. The book will be indispensable reading for advanced students, researchers, and practitioners in the fields of developmental psychology, developmental psychopathology, special needs education, neuropsychology, and neurodevelopmental disorders.

International Handbook of Language Acquisition Routledge How do children acquire language? How does real life language acquisition differ from results found in controlled environments? And how is modern life challenging established theories? Going far beyond laboratory experiments, the *International Handbook of Language Acquisition* examines a wide range of topics surrounding language development to shed light on how children acquire language in the real world. The foremost experts in the field cover a variety of issues, from the underlying cognitive processes and role of language input to development of key language dimensions as well as both typical and atypical language development. Horst and Torkildsen balance a theoretical foundation with data acquired from applied settings to offer a truly comprehensive reference book with an international outlook. The *International Handbook of Language Acquisition* is essential reading for graduate students and researchers in language acquisition across developmental psychology, developmental neuropsychology, linguistics, early childhood education, and communication disorders.