

Language Disabilities in Children and Adolescents

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**Amalia Bar-On, Dorit Ravid, Elitzur
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Language Disabilities In Children And Adolescents:

Language Disabilities in Children and Adolescents Elisabeth H. Wiig, Eleanor Messing Semel, 1976 Language Learning Disabilities in School-age Children and Adolescents Geraldine P. Wallach, Katharine G. Butler, 1994 Provides readers with strategies for facilitating language learning and literacy learning Several themes are included the meaning of academic learning and learning potential the effect of oral and written language proficiency on successful learning and the whys and hows of delivering services to language and learning disabled students **Language Impairment and Psychopathology**

in Infants, Children, and Adolescents Nancy J. Cohen, 2001-06-25 There is a high correlation between language impairment and a range of psychological disorders in children and adolescents This book describes and discusses this relationship its etiology and consequences for the child and its treatment **Language Disorders in Children** Joe Beitchman, E. B. Brownlie, 2013-10-10 Language impairment in childhood and youth presentation diagnosis assessment and empirically validated treatment As many as half of children and adolescents presenting for mental health services have language impairments often undiagnosed This book offers a clear and comprehensive description of language impairment emerging in childhood and its implications for clinical practice with children and adolescents The book is filled with many clinical pearls and examples of the way language impairment impacts on the child's symptom picture and influences treatment After discussing DSM IV and the planned DSM 5 criteria it then goes on to provide the reader with an easy to follow plan on how to conduct the assessment with the child and parents and the steps to take in initiating treatment Unique are the recommended modifications to empirically validated treatments for language impaired children with comorbid anxiety or disruptive behavior disorders Anyone who works with children and adolescents will benefit from this book

Speech and Language Disorders in Children National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Institute of Medicine, Board on Children, Youth, and Families, Board on the Health of Select Populations, Committee on the Evaluation of the Supplemental Security Income (SSI) Disability Program for Children with Speech Disorders and Language Disorders, 2016-05-06 Speech and language are central to the human experience they are the vital means by which people convey and receive knowledge thoughts feelings and other internal experiences Acquisition of communication skills begins early in childhood and is foundational to the ability to gain access to culturally transmitted knowledge organize and share thoughts and feelings and participate in social interactions and relationships Thus speech disorders and language disorders disruptions in communication development can have wide ranging and adverse impacts on the ability to communicate and also to acquire new knowledge and fully participate in society Severe disruptions in speech or language acquisition have both direct and indirect consequences for child and adolescent development not only in communication but also in associated abilities such as reading and academic achievement that depend on speech and language skills The Supplemental Security Income SSI program for children

provides financial assistance to children from low income resource limited families who are determined to have conditions that meet the disability standard required under law Between 2000 and 2010 there was an unprecedented rise in the number of applications and the number of children found to meet the disability criteria The factors that contribute to these changes are a primary focus of this report Speech and Language Disorders in Children provides an overview of the current status of the diagnosis and treatment of speech and language disorders and levels of impairment in the U S population under age 18 This study identifies past and current trends in the prevalence and persistence of speech disorders and language disorders for the general U S population under age 18 and compares those trends to trends in the SSI childhood disability population

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 *Childhood Language Disorders in Context* Nickola Nelson,1993 Here is a comprehensive introduction to language disorders in children one whose two fold developmental contextual perspective acknowledges that children s language learning systems include not only their skills knowledge and biological abilities but also their language background family settings and the context in which they are attempting to learn language The text s primary focus is on perspectives from normal development and the bulk of the coverage is devoted to examination of expectations for early infant through toddler middle preschool through early elementary and later middle elementary through adolescent stages of learning language These developmentally geared divisions are then used to guide discussions of language assessment and intervention for children who are not learning language normally yet who have characteristics in common with their peers who are **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 [Child and Adolescent Communication Disorders](#) Marie R. Kerins,2014-12-30 **The Oxford Handbook of Clinical Child and Adolescent Psychology** Thomas H. Ollendick,Susan Williams White,Bradley A. White,2019 International in scope and with contributions from the field s most eminent scientists and practitioners 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 [Clinical Guide to Assessment and Treatment of Communication Disorders](#) Patricia A. Prelock,Tiffany L. Hutchins,2018-09-21 This book examines the typical pattern of communication development in children and adolescents to enable primary care physicians as well as other clinicians therapists and practitioners to assist parents in making informed decisions based on current research It offers an overview of communication disorders in children and adolescents that typically present before adulthood The book describes current assessment diagnostic procedures and evidence based interventions Chapters outline the standard course of speech milestones and ages to begin screening for deficits and their risk factors Subsequent chapters review best practices for every aspect of treatment including care

planning discussing disorders and interventions with parents making referrals and collaborating with other providers The book also discusses evidence based interventions for specific disorder types such as language impairment stuttering language disabilities and hearing impairment In addition the book offers guidance on how to speak about care planning as well as quality of life issues related to communication disorders with other caregivers and parents Featured topics include Screening and identification procedures of communication disorders Key elements to providing family centered care Common causes assessment and treatment of specific language impairment SLI in children Hearing loss and its impact on the development of communication in children Attention deficit hyperactivity disorder ADHD and the role of attention in the development of language in children Communication development in children with autism spectrum disorder ASD The Clinical Guide to Assessment and Treatment of Communication Disorders is a must have resource for clinicians and related professionals researchers and professors and graduate students in the fields of child school and developmental psychology pediatrics and social work child and adolescent psychiatry primary care medicine and related disciplines

Language Disorders from Infancy Through Adolescence - E-Book Rhea Paul, Courtenay Norbury, Carolyn Gosse, 2017-11-15

Selected for Doody's Core Titles 2024 with Essential Purchase designation in Communication Sciences Disorders Spanning the entire childhood developmental period Language Disorders from Infancy Through Adolescence 5th Edition is the go to text for learning how to properly assess childhood language disorders and provide appropriate treatment The most comprehensive title available on childhood language disorders it uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends social skills assessment and instruction best practices Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Highly regarded lead author who is an expert in language disorders in children provides authoritative guidance on the diagnosis and management of pediatric language disorders More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts Student Professional Resources on Evolve include an image bank video clips and references linked to PubMed NEW Common core standards for language arts incorporated into the preschool and school age chapters NEW Updated content features the latest research theories trends and techniques in the field Information on preparing high functioning students with autism for college Social skills training for students with autism The role of the speech language pathologist on school literacy teams and in response to intervention Emerging theories of etiology and psychopathology added to Models of Child Language

Disorders chapter Use of emerging technologies for assessment and intervention **Handbook of Language and Literacy**
C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2013-09-24 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 **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 *Kaplan and Sadock's Concise Textbook of Child and Adolescent Psychiatry* Benjamin J. Sadock, Virginia A. Sadock, Harold I. Kaplan, 2009 This book presents updated clinical material on child and adolescent psychiatry from the best selling Kaplan and Sadock s Synopsis of Psychiatry Tenth Edition Coverage includes clinically relevant information on normal and abnormal development examination neuroimaging learning communication and behavioral disorders adolescent substance abuse forensic issues and the spectrum of psychiatric problems such as depression and bipolar disorders Treatment chapters include a broad range of psychopharmacotherapeutic and psychotherapeutic techniques and the many controversies related to appropriate use of medication in children are addressed The book is DSM IV TR compatible and replete with case studies and tables including DSM IV TR tables *Expository Discourse in Children, Adolescents, and Adults* Marilyn A. Nippold, Cheryl M. Scott, 2013-03-07 School success in the 21st century requires proficiency with expository discourse the use and understanding of informative language in spoken and

written modalities This occurs for example when high school students read their textbooks and listen to their teachers lectures and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations Although many students are proficient with the expository genre others struggle to meet these expectations This book is designed to provide information on the use and understanding of expository discourse in school age children adolescents and young adults Recently researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders Although many books have addressed the development of conversational and narrative discourse by comparison books devoted to the topic of expository discourse are sparse This crossdisciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders It will be of interest to a range of professionals including speech language pathologists teachers linguists and psychologists who are concerned with language development and disorders

Language-related Learning Disabilities Adele Gerber,1993 A practical text reference on the relationship between learning disabilities and the linguistic and cognitive factors that contribute to academic failure Among the topics explored are the theoretical foundations of learning disabilities the nature of language related learning disabilities and beneficial intervention methods The volume also reviews current trends in service delivery such as team teaching classroom based intervention consultation collaboration and staff curriculum and program development For professionals educators and graduate students in speech language pathology and special education Annotation copyright by Book News Inc Portland OR

What Works with Children, Adolescents, and Adults? Alan Carr,2008-08-18 What Works with Children Adolescents and Adults provides an up to date review of research on the effectiveness of psychotherapy and psychological interventions with children adolescents adults people in later life and people with intellectual and pervasive developmental disabilities Drawing on recent meta analyses systematic reviews and key research studies in psychotherapy this volume presents evidence for the overall effectiveness and cost effectiveness of psychotherapy the contribution of common factors to the outcome of successful psychotherapy the effectiveness of specific psychotherapy protocols for particular problems This comprehensive user friendly guide will inform clinical practice service development and policy It will be invaluable to psychotherapists service managers policymakers and researchers What Works with Children Adolescents and Adults offers a review of the evidence base for three Handbooks published by Routledge The Handbook of Child and Adolescent Clinical Psychology Carr 2006 The Handbook of Adult Clinical Psychology Carr McNulty 2006 and The Handbook of Intellectual Disability and Clinical Psychology Practice O Reilly Carr Walsh McEvoy 2007

WISC-IV Clinical Use and Interpretation Aurelio Prifitera,Donald H. Saklofske,Lawrence G. Weiss,2011-10-11 WISC IV Clinical Use and Interpretation provides comprehensive information on using and interpreting the WISC IV for clinical assessment and diagnosis With chapters authored by recognized experts in intelligence research test development and assessment this will be a valuable resource to anyone using the WISC IV in practice This information is available nowhere

else and is a unique opportunity to understand the WISC IV from the perspective of those who know it best. Most relevant to practitioners is the applied focus and interpretation of the WISC IV in psychological and psychoeducational assessment. Divided into two sections, Section I discusses general advances in the assessment of children's intelligence and how the WISC IV differs from the WISC III. Also discussed are the clinical considerations of this test, including the meaning of the FSIQ and four Index scores and how the WISC IV relates to other assessment measures, including the WISC IV Integrated Section II, which discusses the use of WISC IV with exceptional children, including those with learning disabilities, giftedness, mental retardation, hearing impairment, ADHD, neuropsychological injury, and/or cultural and ethnic differences. Written by leading experts, it provides a comprehensive description of the WISC IV from research to clinical practice. It discusses WISC IV use with exceptional children, including LD, AD/HD, Gifted, Mental Retardation, Language Disabilities, Hearing Impaired, Head/Brain Injury, and Culturally and Ethnically Different Children. It outlines integrated models of assessment that include the WISC IV. It provides case studies illustrating WISC IV clinical use. It contains additional validity data on WISC IV not available elsewhere. Practical and directly relevant to practitioners who use the WISC IV.

Augmentative and Alternative Communication for Children, Adolescents and Adults with Developmental Disorders Stephen von Tetzchner, Harald Martinsen, Kristine Stadsleiv, 2024-12-31. This book is about the possibilities and achievements of children, adolescents, and adults who have developmental disorders that make their development of speech difficult or very delayed and who therefore need to develop communication and language with other means than speech. For some, the difficulties are temporary in childhood; others continue to communicate with alternative communication systems throughout adulthood. This comprehensive and accessible volume offers guidance based on current knowledge about typical and atypical language development for all those supporting families and professionals involved with children, adolescents, and adults who may benefit from using augmentative and alternative communication (AAC) systems. The text covers all major issues and gives a thorough introduction to factors that are important when choosing communication systems, vocabularies of manual signs and graphic symbols. It guides the reader in assessment strategies, adaptation of the language environment, and the principles for teaching comprehension and use of AAC sentence formation and conversational skills to individuals with different disabilities, including motor disabilities, intellectual disabilities, autism spectrum disorders, and developmental language disorders. The volume also addresses the influence of AAC on speech development and the use of AAC to promote participation in various activities, including social media, and to reduce challenging behaviour. The book will be essential reading for students and practising psychologists, speech and language therapists, special educators, teachers, physiotherapists, and occupational therapists. The accessible guidance will also be helpful for the families of children, adolescents, and adults who use augmentative and alternative communication.

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Language Disabilities In Children And Adolescents Introduction

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