

Do you have a Learning Disability or care for someone with a Learning Disability?

Have you experienced any of the following?

- Coughing and spluttering on food or drink
- Choking
- Difficulty swallowing
- Reluctance to eat or drink
- Frequent chest infections or pneumonia
- Weight loss or dehydration



Speak to your GP about a referral to your local Learning Disability Speech and Language Therapy Team for support with your eating and drinking needs.

Language Assessment And Intervention For The Learning Disabled

Susan Unruh, Nancy A. McKellar



Language Assessment And Intervention For The Learning Disabled:

Language Assessment and Intervention for the Learning Disabled Elisabeth H. Wiig, Eleanor Messing
Semel, 1984-01-01 Assessment and Intervention for English Language Learners Susan Unruh, Nancy A.
McKellar, 2017-03-07 This book presents evidence based practices for appropriate assessment of and school based services for young English language learners It identifies and addresses the challenges of assessing and intervening with these students at the curricular instructional environmental and individual levels particularly the complexities of determining the presence or absence of learning disabilities Case studies and comparisons with fluent English speakers illustrate the screening and evaluation process including multi tier system of supports MTSS and response to intervention RTI and proactive intervention planning in core literacy and math domains Together these chapters model effective teaching practice advocacy and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population This invaluable guide Examines challenges of data collection when working with English language learners Traces the development of dual language fluency and competence Discusses language acquisition issues affecting oral language assessment Reviews commonly used assessment and intervention tools in use with English learners Features specialized chapters relating to reading writing and mathematics competencies Can be used regardless of first language spoken by students Assessment and Intervention for English Language Learners is an essential resource for researchers professionals and graduate students in diverse fields including school and clinical child psychology assessment testing and evaluation language education special education and educational psychology *Dyslexia in the Foreign Language Classroom* Joanna Nijakowska, 2010-06-23 This book addresses specific learning difficulties in reading and spelling developmental dyslexia Set in the cross linguistic context it presents issues surrounding dyslexia from the perspective of a foreign language teacher It is intended to serve as a reference book for those involved in foreign language teaching including experienced in service teachers and novice teachers as well as teacher trainers and trainees It offers an up to date and reader friendly study of the mechanisms of dyslexia and an overview of the current research on the disorder in theoretical and practical terms Its aim is to help teachers tackle one of the many challenges they face in the modern classroom the organization of an effective foreign language teaching process for students with dyslexia Language Intervention for School-Age Students Geraldine P. Wallach, 2007-09-25 Language Intervention for School Age Students is your working manual for helping children with language learning disabilities LLD gain the tools they need to succeed in school Going beyond the common approach to language disorders in school age populations this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies you can use to improve learning outcomes for children and adolescents with LLD Well referenced discussions with real life examples promote evidence based practice Case histories and treatment strategies help you better understand student challenges and develop

reliable methods to help them achieve their learning goals Unique application based focus combines the conceptual and practical frameworks to better help students achieve academic success Questions in each chapter encourage critical analysis of intervention methods for a deeper understanding of the beliefs behind them In depth coverage of controversial topics challenges your understanding and debunks common myths Realistic examples and case studies help you bridge theory to practice and apply intervention principles Margin notes highlight important facts questions and vocabulary for quick reference Key Questions in each chapter put concepts into an appropriate context and help you focus on essential content Summary Statement and Introductory Thoughts sections provide succinct overviews of chapter content for quick familiarization with complex topics

WISC-IV Clinical Assessment and Intervention Aurelio Prifitera,Donald H. Saklofske, Lawrence G. Weiss,2008-08-08 The Wechsler Intelligence Scale for Children Fourth Edition WISC IV is one of the most often used measures to assess intelligence and cognitive functions in children ages 6 16 years The second edition of the WISC IV Clinical Assessment and Intervention will include new information obtained from the clinical use of the WISC IV in practice Information on the basic use of the assessment tool is condensed from three chapters into one with four new chapters discussing how to use and interpret WISC IV with additional clinical populations These new populations include pervasive Developmental Disorders including autism Social and emotional disorders psychiatric disorders and medical disorders that may affect intelligence An additional new chapter discusses intervention planning across patient populations Each of the chapters revised original chapters and new chapters will additionally include case studies including diagnosis and intervention Overall the material in the book is 65% changed new and updated These changes make the second edition better able to meet a clinician s needs in using and interpreting this test Inclusion of case studies illustrating the clinical applications of the WISC IV in assessment and program planning Intervention recommendations following from assessment to diagnosis Introductory chapter illustrating the relationships between the WISC IV index scores and intervention planning New chapters on Learning Disabilities emotionally disturbed children systematic illness and Autism Spectrum Disorders Specialized chapters on neuropsychological applications executive functioning and cultural issues Additional information to aid test interpretation including extended norms for gifted children and the Cognitive Proficiency Index All chapters revised to reflect data obtained from the test in clinical use

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 **Language Disorders And Intervention Strategies: A Practical Guide To The Teachers** G.Lokanadha Reddy,2004 Contents Nature of Language and its Development Language Development Perspectives Theories and Models Assessment of Language Disorders Planning Language Intervention for Pre school and Schoolaged Children Language Intervention Approaches A Critical Evaluation Language Disorders and Special Population **Language Disorders** Robert E. Owens, Jr.,2022-09-15 Thoroughly updated to meet the needs of today s students in communication sciences and disorders programs Language Disorders A Functional Approach to Assessment and Intervention in Children Seventh Edition is a comprehensive overview of language disorders and clinical practice with a focus on the child s overall communication effectiveness Unlike other texts that have a disorder specific focus this book emphasizes a functional and holistic approach to assessment and intervention by shifting the perspective to how a child uses the language feature targeted and how assessment can consider language as it s used The author presents intervention methods in a system of least prompts followed by information on each area of language and literacy Generalization is foremost throughout the text Known for writing numerous bestselling textbooks related to speech language pathology the author approaches this complex subject in a practical matter while maintaining a conversational writing style that resonates with students Key Features Each chapter begins with a case example Information on children from culturally and linguistically diverse backgrounds is woven into each chapter Food for Thought boxes invite students to move beyond the text and consider the implications for assessment and intervention of the material Key terms are highlighted throughout and included in a handy glossary Numerous tables provide easy reference on the many techniques and norms Multiple appendices include additional practical information New to the Seventh Edition New and improved modern layout with color enhancements 600 new references highlighting the latest theoretical and evidence based practices Greater focus on discussions of assessment of children with culturally and linguistically diverse backgrounds New section on developmental language disorders DLD with new and more inclusive terms Increased emphasis on autism spectrum disorder ASD The chapters on language and narrative analysis have been strengthened and consolidated into one Increased number of figures and tables **Child Language Disability: Semantic and pragmatic difficulties** Kay Mogford-Bevan,Jane Sadler,1991-01-01 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 **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 **Promoting Academic Success with English Language Learners**
 Craig A. Albers, Rebecca S. Martinez, 2015-08-31 Educators and school psychologists throughout the country are working with growing numbers of English language learners ELLs but often feel unprepared to help these students excel This highly informative book presents evidence based strategies for promoting proficiency in academic English and improving outcomes in a response to intervention RTI framework Illustrated with a detailed case example the book describes best practices for working with K 5 ELLs in all stages of RTI universal screening progress monitoring data collection decision making and intensifying instruction In a large size format for easy photocopying the book includes more than two dozen reproducible worksheets Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **Resources in Education**
 , 2000 *The Handbook of Language and Speech Disorders* Nicole Müller, 2012-07-10 The Handbook of Speech and Language Disorders presents a comprehensive survey of the latest research in communication disorders Contributions from leading experts explore current issues landmark studies and the main topics in the field and include relevant information on analytical methods and assessment A series of foundational chapters covers a variety of important general principles irrespective of specific disorders These chapters focus on such topics as classification diversity considerations intelligibility the impact of genetic syndromes and principles of assessment and intervention Other chapters cover a wide range of language speech and cognitive intellectual disorders *The Oxford Handbook of Deaf Studies, Language, and Education, Vol. 2* Marc Marschark, Patricia Elizabeth Spencer, 2010-05-28 Oxford Handbooks offer authoritative and up to date reviews of original research in a particular subject area Specially commissioned chapters from leading figures in the discipline give critical examinations of the progress and direction of debates as well as a foundation for future research Oxford Handbooks provide scholars and graduate students with compelling new perspectives upon a wide range of subjects in the humanities social sciences and sciences The adage Those who do not learn from history are doomed to repeat it is a powerful one for parents teachers and other professionals involved with or interested in deaf individuals or the Deaf community Myths grown from ignorance have long dogged the field and faulty assumptions and overgeneralizations have persisted despite contrary evidence A study of the history of deaf education reveals patterns that have affected educational policy and legislation for deaf people around the world these patterns are related to several themes critical to the chapters of this volume One such theme is the importance of parental involvement in raising and educating deaf children Another relates to how Deaf people

have taken an increasingly greater role in influencing their own futures and places in society In published histories we see the longstanding conflicts through the centuries that pertain to sign language and spoken communication philosophies as well as the contributions of the individuals who advocated alternative strategies for teaching deaf children More recently investigators have recognized the need for a diverse approach to language and language learning Advances in technology cognitive science linguistics and the social sciences have alternately led and followed changes in theory and practice resulting in a changing landscape for deaf and hard of hearing individuals and those connected to them This second volume of the The Oxford Handbook of Deaf Studies Language and Education 2003 picks up where that first landmark volume left off describing those advances and offering readers the opportunity to understand the current status of research in the field while recognizing the opportunities and challenges that lie ahead In Volume 2 an international group of contributing experts provide state of the art summaries intended for students practitioners and researchers Not only does it describe where we are it helps to chart courses for the future

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 **Current Catalog** National Library of Medicine (U.S.), First multi year cumulation covers six years 1965 70

Handbook of Learning Disabilities, Second Edition H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical methodological and instructional advances that have occurred in the field of learning disabilities With contributions from leading researchers the volume synthesizes a vast body of knowledge on the nature of learning disabilities their relationship to basic psychological and brain processes and how students with these difficulties can best be identified and treated Findings are reviewed on ways to support student performance in specific skill areas m including language arts math science and social studies m as well as general principles of effective instruction that cut across academic domains Authoritative and up to date the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation **Contemporary Intellectual**

Assessment Dawn P. Flanagan, Erin M. McDonough, 2022-12-05 In one volume this authoritative reference presents a current comprehensive overview of intellectual and cognitive assessment with a focus on practical applications Leaders in the field describe major theories of intelligence and provide the knowledge needed to use the latest measures of cognitive abilities with individuals of all ages from toddlers to adults Evidence based approaches to test interpretation and their relevance for intervention are described The book addresses critical issues in assessing particular populations including culturally and linguistically diverse students gifted students and those with learning difficulties and disabilities in today s educational settings **The Second Language Learning Processes of Students with Specific Learning Difficulties**

Judit Kormos, 2016-12-08 The Second Language Learning Processes of Students with Specific Learning Difficulties is the only recent book available to offer a detailed and in depth discussion of the second language learning processes of students with specific learning difficulties SpLDs It summarizes research advances in the fields of cognitive and educational psychology and integrates them with recent studies in the area of second language acquisition SLA Thus the book is relevant not only to readers who are particularly interested in the role of specific learning difficulties in learning additional languages but also to those who would like to understand how individual differences in cognitive functioning influence SLA The book focuses on four important areas that are particularly relevant for language learners with SpLDs the processes of SLA in general and the development of reading skills in particular the effectiveness of pedagogical programs the assessment of the language competence of students with SpLDs and identifying SpLDs in another language The book also views learners with SpLDs in their social and educational contexts and elaborates how the barriers in these contexts can affect their language learning processes This is an excellent resource for language teachers students and researchers in the areas of second language acquisition and applied linguistics **Handbook of Special Education** James M. Kauffman, Daniel P. Hallahan, Paige Cullen

Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education To ensure consistency across the volume chapter

authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research and an entirely new section has been added on research methods in special education

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