

Preschool Speech Language Weekly Lesson Plans

This module provides a programme of activities and advice designed to assist the development of speech and language skills for children with Down syndrome from birth to five years. The advice and activities are based on knowledge of the processes affecting speech and language development in typically developing children, the identified difficulties of children with Down syndrome and current research findings from studies evaluating effective remedial strategies. It also includes checklists for evaluating and recording children's development of interactive communication skills, speech sounds, vocabulary, sentences and grammar. The programme will enable parents, teachers and therapists to help children with Down syndrome to learn to talk, to talk in sentences, and to develop their speech clarity and conversational skills. It starts with activities to develop the foundation skills in infancy that lead on to talking, including the use of gesture and sign to support comprehension, and with an emphasis on speech sound work from infancy. Building a spoken vocabulary to 400 words by 5 years of age is seen as a priority, in order to develop grammar and phonology, and a recommended vocabulary programme with record sheets is included. The ways in which reading activities should be used to support all aspects of speech and language learning during preschool years are mentioned but the detailed advice on teaching early reading is in the reading module. This module follows on from Speech and language development for individuals with Down syndrome - An overview DSii-03-01] which should be read first, to provide the reader with an adequate understanding of speech and language development to be successful in using this programme.

High-quality preschool programs are essential to improving children's outcomes in reading achievement and leveling language and literacy disparities among students from diverse backgrounds. Grounded in state-of-the-art research evidence, this practice-oriented book demonstrates how preschool professionals can create, evaluate, and sustain exemplary programs. Chapters from leading authorities cover coaching, assessment, and differentiation, as well as explicit strategies for teaching English language learners and helping at-risk readers. Discussion questions and suggested activities for professional development are included, as are reproducible assessment forms and planning tools for use in the classroom.

The thoroughly revised Sixth Edition of the best-selling Treatment Resource Manual for Speech-Language Pathology remains an ideal textbook for clinical methods courses in speech-language pathology, as well as for students entering their clinical practicum or preparing for certification and licensure. It is also a beloved go-to resource for practicing clinicians who need a thorough guide to effective intervention approaches/strategies. This detailed, evidence-based book includes complete coverage of common disorder characteristics, treatment approaches, information on reporting techniques, and patient profiles across a wide range of child and adult client populations. The text is divided into two sections. The first part is focused on preparing for effective intervention, and the second part, the bulk of the book, is devoted to therapy strategies for specific disorders. Each of these chapters features a brief description of the disorder, case examples, specific suggestions for the selection of therapy targets, and sample therapy activities. Each chapter concludes with a set of helpful hints on intervention and a selected list of available therapy materials and resources. New to the Sixth Edition: * A new chapter on Contemporary Issues including critical thinking, telepractice, simulation technologies, and coding and reimbursement * New tables on skill development in gesture, feeding, and vision * New information on therapist effects/therapeutic alliance * Coverage of emerging techniques for voice disorders and transgender clients * Expanded information on:???? * Childhood Apraxia of Speech * Cochlear Implants * Cultural and Linguistic Diversity * Interprofessional Practice * Shared Book-Reading * Traumatic Brain Injury * Treatment Dosage/Intensity * Vocabulary Development Key Features: * Bolded key terms with an end-of-book glossary * A multitude of case examples, reference tables, charts, figures, and reproducible forms * Lists of Additional Resources in each chapter Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

Updated curriculum with a friendly way to help enhance language and literacy skills in the early childhood classroom

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.

Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards (CCSS) and the development of interventions to meet student-specific needs. The CCSS is an education initiative in the United States that details what K-12 students should understand in English language arts and mathematics by the end of each grade. The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce. As of 2015, forty-three states had adopted the CCSS. With the implementation of the CCSS, it is critical that speech-language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners. This text offers a practical approach for application of the CCSS with a parallel analysis of children's strengths and needs to create a template for intervention. It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum, with a focus on students with communication disorders, hearing loss, vision loss, deaf-blindness, specific learning disabilities, autism, multiple disabilities, and English language learners. Key features include: Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention (both direct and classroom-based) with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech-Language Pathologist is a must-have resource for any speech-language pathologist working with children, as well as their education and administration partners.

A Guide to School Services in Speech-Language Pathology, Fourth Edition serves as a comprehensive textbook for school-based speech-language pathology (SLP) courses and college students who are ready to embark on their student teaching experiences. With its summaries of cutting-edge research, evidence-based clinical approaches, workload solutions, and strategies for professionalism, the book is also a useful resource for practicing, school-based SLPs. The text begins by providing a brief history of school-based SLP services. It highlights the legal mandates set forth in the Individuals with Disabilities Education Improvement

Act; provides a review of the No Child Left Behind Act; offers new information about the Every Student Succeeds Act and the Americans with Disabilities Act; and summarizes court cases that have influenced and shaped school services. Then, the text delves into a description of service delivery models; provides valuable information about a workload analysis approach to caseload standards in schools; offers examples of how to write IEPs that reflect workload solutions; shares examples of implementation strategies; and offers concrete, real-life workload success stories. In addition, this text provides practical strategies for using evidence-based practice, proactive behavior management, conflict resolution, professional collaboration, conferencing and counseling skills, cultural competencies, goal writing, informal assessment procedures, and testing accommodations, including methods for conducting assessments for dual language learners. The final chapter provides the evidence base for links between language, literacy, and the achievement of school standards. This chapter is a must-read for every school SLP. New to the Fourth Edition: * New coauthor, Courtney Seidel, MS, CCC-SLP. * Examples of how to write IEPs that reflect workload. * Current court cases that have influenced school practice. * Information on implementing the 3:1 Model of service delivery and other evidence-based workload solutions. * Information on conducting assessments with dual language learners as well as evidence-based clinical strategies for this growing population. * Strategies to combat compassion fatigue. * Information about behavior management, conflict resolution, and mindfulness training. * Updated tables of evidence-based clinical strategies related to each disorder type. * Updated references throughout to reflect the current state of research. Key Features: * End of chapter summaries and questions to refresh critical information and improve comprehension. * Related vocabulary at the beginning of each chapter. * Real-life scenarios based on experiences from public school SLPs. * Links to useful strategies, materials, and resources such as the ASHA workload calculator and free Apps for intervention purposes. * An Oral Language Curriculum Standards Inventory (OLCSI) that provides checklists of what students should know and be able to do at each grade level from Pre-K to 12th grade. The OLCSI is a must-have tool for every school-based SLP. * Information and strategies about current topics such as Telepractice, children affected by the opioid crisis, assessment of dual language learners, and much more! Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

This handbook discusses early childhood special education (ECSE), with particular focus on evidence-based practices. Coverage spans core intervention areas in ECSE, such as literacy, motor skills, and social development as well as diverse contexts for services, including speech-language pathology, physical therapy, and pediatrics. Contributors offer strategies for planning, implementing, modifying, and adapting interventions to help young learners extend their benefits into the higher grades. Concluding chapters emphasize the importance of research in driving evidence-based practices (EBP). Topics featured in the Handbook include: Family-centered practices in early childhood intervention. The application of Response to Intervention (RtI) in young children with identified disabilities. Motor skills acquisition for young children with disabilities. Implementing evidence-based practices in ECSE classrooms. · Cultural, ethnic, and linguistic implications for ECSE. The Handbook of Early Childhood Special Education is a must-have resource for researchers, professors, upper-level undergraduate and graduate students, clinicians, and practitioners across such disciplines as child and school psychology, early childhood education, clinical social work, speech and physical therapy, developmental psychology, behavior therapy, and public health.

The essential, up-to-date guide for helping children with language and listening problems Does your child have trouble getting the right words out, following directions, or being understood? In this revised new edition of Childhood Speech, Language, and Listening Problems, speech-language pathologist Patricia Hamaguchi—who has been helping children overcome problems like these for more than thirty years—answers your questions to help you determine what's best for your child. This newest edition: * Expands on speech and articulation issues affecting toddlers * Includes a new chapter on socially "quirky" children Explains how to get the right help for your child, including when to wait before seeking help, how to find the right specialist, and how the problem may affect your child academically, socially, and at home Covers major revisions in educational laws and programs and insurance coverage as well as current information on new interventions and cutting-edge research in the field Updates information on autism spectrum disorders, neurobiological disorders, and auditory processing disorders "Provides valuable information for parents of children with speech, language, and listening problems."—Sandra C. Holley, Ph.D., Former President, American Speech-Language-Hearing Association (on the Second Edition) More than 1.1 million children receive special education services each year to address speech and language problems, and many others struggle with language and listening to some degree. If your child is one of them, this book gives you the crucial and up-to-date guidance you need to help him or her both in school and at home.

This text is designed to assist in the replication of a successful classroom-home language intervention program for mildly to moderately language impaired preschool children. The first portion of the manual discusses the rationale and operation of the program. Provided in the second part are sample lesson plans which provide specific examples of the integration of language remediation targets into preschool activities. After an introductory chapter, a literature review examines a pragmatic approach to language intervention in the classroom. Appended to this chapter are resources on pragmatic skills. The next chapter considers the use of space, furniture, and learning materials in the classroom and includes a checklist for arranging and equipping a classroom. Staffing and training in the preschool language classroom are discussed next and samples of school newsletters and forms for training and home visits provided. The next chapter addresses planning and scheduling of language intervention and is followed by a consideration of classroom management with guidelines for managing behavior, and a review of data collection in the classroom. Provided for each lesson plan in Part II is information on language targets, materials, and procedures. References accompany most chapters. (DB)

This text provides speech and language therapists and language researchers with a state-of-the-art review covering all aspects of speech and language development in individuals with Down syndrome. Written by leading experts in the field, it includes chapters on: the principles which should guide intervention; prelinguistic development; pragmatics and communication; literacy and language; augmentative communication; intervention with adolescents and adults; maintenance of skills for older adults; and a perspective on pertinent issues. Each chapter summarizes research and provides guidelines for effective interventions. This book should be a valuable guide to those working in the field who wish to be able to provide evidence-based interventions for individuals with Down syndrome and to contribute to their quality of life by improving their communication skills.

This seminal text provides a scholarly overview of evidence-based approaches to emergent literacy intervention as a necessary component of clinical practice in speech-language pathology. Numerous books are available on the topic of emergent literacy, yet few are developed specifically for the speech-language pathologist. The scope of this book is comprehensive yet focused: it is tailored to identify state-of-the-art approaches on a range of topics in the area of emergent literacy, yet focuses its emphasis on children from toddlerhood to kindergarten. This period corresponds to the emergent literacy years, which precedes children's transition to beginning reading. Each chapter provides scientifically cited background information relevant to the content of the chapter before discussing the "How To" and the "Why." Figures, tables, and charts throughout the text are easily accessible to the busy practicing clinician. By providing a usable integration of theory and research, it encourages readers to think about building early foundations in literacy to promote healthy early development, and emphasizes

the specific approaches speech-language pathologists need to employ when targeting literacy in childhood intervention. Designed for speech-language pathologists at both pre-professional and post-graduate levels, the book will also be of value to reading specialists, literacy coaches, special educators, preschool and kindergarten teachers, and others.

The case studies in this book provide readers with opportunities to think critically about real-life situations that arise when working with children with varied abilities and disabilities, as well as opportunities to question and explore and to empower themselves in the process. The case scenarios illustrate actual experiences faced by a diverse group of general and adapted physical educators representing various contexts from self-contained APE classes and inclusive GPE (elementary, middle, and high school; urban, rural, and suburban) to youth sports, community recreation, and health club settings. When reading the book, pre-service and in-service teachers will be exposed to the issues facing physical educators as changes in federal law further mandate the inclusion of students with disabilities in general physical education classes and after-school sports. Identifying with the situations and characters in the cases will encourage readers to explore such issues as diversity and disability, attitude and ethics, behavior management and conflict resolution, and inclusion strategies. Questions following each case prompt readers to identify the critical issues and how the physical education professionals dealt with those issues, and then determine whether they would have handled the issues in the same way. Analyzing and discussing the cases will enable readers to formulate strategies for dealing with related issues and better prepare them to provide safe, satisfying, and successful physical activity experiences to individuals with varied abilities.

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.

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

Teaching Exceptional Children is an ideal textbook for introductory graduate and undergraduate courses on early childhood special education and teaching in inclusive classrooms. Bayat's clear and accessible writing, a visually appealing design, and focused pedagogy in each chapter help make it possible to cover a significant amount of material. This powerful text identifies specific behavioral characteristics and presents theoretical information grounded in neuroscience and child development research for a wide range of disabilities. Research-based best practices for effectively working with children with various disabilities in inclusive classrooms are provided in each chapter. The second edition has been fully updated based on the DSM-5, and includes new sections on contemporary issues in inclusion of children with disabilities in early childhood classrooms, such as challenging behaviors, using technology, at-risk children, promoting mental health, and family issues. A robust pedagogical program, along with online resources for instructors and students, provides full support, including: Chapter Objectives and Key Terms help frame each chapter Discussion, Critical Thinking, Essay/Short Answer, and Review Questions at the beginning, throughout, and concluding chapters prompt students to fully engage with the material Homework/Field Assignments provide opportunities for students to apply their knowledge to real-world situations Real-Life Vignettes illustrate concepts in action Color Photos, Figures, and Tables clarify concepts in a visually engaging way Recommended Resources and References offer guidance for further study The companion website, <http://routledgetextbooks.com/textbooks/9781138802209>, includes instructor resources for teaching and planning, including an Instructor's Manual with additional ideas for assignments and projects, web links, and video links with reflection questions; a test bank; and PowerPoint lecture slides. The site also includes tools for students to engage with and master the concepts and terminology introduced in the book.

"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

This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children's learning. It examines 26 techniques ranging from simple ones, such as describing and listening, to more complex methods, such as deconstruction and scaffolding. The strategies selected are derived from the best current research knowledge about how young children learn. A detailed evaluation of each strategy enables childcare staff, early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings. Vignettes and examples show how early childhood staff use the techniques to support children's learning and help to bring the discussion of each technique to life. Revised and updated in light of the latest research, new features include: * Coverage of the phonics debate * Addition of ICT content * Questions for further discussion * Revision to the chapter on problem solving * Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children.

This new edition of the much-loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting-edge focus on emergent and important areas of research. This comprehensive work guides the reader through current social, cultural and historical analysis on a global scale. The new edition contains a greater range of methodologies, and chapters on: - space and literacy - disabilities and early childhood literacy - digital literacies - indigenous literacy - play and literacy - policy In the Handbook, readers will find coverage of all the key topics in early childhood literacy. The exceptional list of contributors offers in-depth expertise in their respective areas of knowledge. The Handbook is essential for Undergraduate students; Masters students; PhD students; CPD students; researchers, and literacy-centre personnel. 'The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights, both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice. In pushing the boundaries still further, the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century' -Professor Teresa Cremin,

Open University UK 'This handbook provides in-depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces. There is a rich array of research perspectives of children's meaning-making through family and digital literacies, play and literacy, and in-school and out-of-school literacy experiences' - Yetta Goodman, Regents Professor, University of Arizona

This book is an ideal resource for any teacher who wants to include explicit phonemic awareness instruction in an early reading program. In one easy-to-use 8 1/2" x 11" volume, the authors present three separate sets of phonemic awareness lessons, complete with scripted directions and reproducible learning materials and assessment tools. Incorporating a variety of fun and engaging activities, each set of lessons is field-tested and research-based. Included are developmentally sequenced lessons for the whole class and small groups, more intensive lessons for children struggling with phonemic awareness, and class lessons on the consonant phonemes to help children hear and process the sounds of American English. The lesson sets can be used independently or in combination with each other, and can easily be adapted to meet the needs of specific classes.

Designed for speech-language pathologists to enhance emergent literacy intervention for preschool and kindergarten-age children, this book includes 90 lessons addressing key areas of emergent literacy: phonological awareness, print concepts, alphabet knowledge, emergent writing, inferential language, and vocabulary. These lessons are suitable for use in clinical settings as well as in collaboration with classroom teachers. Also included are an overview of emergent literacy, differentiation recommendations, and suggestions for lesson integration across the key areas.

Serves as an index to Eric reports [microform].

The sixth edition of *Clinical Methods and Practicum in Speech-Language Pathology* remains a vital resource for students in speech-language pathology who are about to begin their clinical practicum. The book is divided into two major sections: clinical practicum and clinical methods in speech language pathology. These sections provide coverage of the structural and functional aspects of clinical practicum in a variety of settings. The book emphasizes clinical practicum is an exciting learning experience. The students will understand what is expected of them in each setting and what they can expect from their clinical supervisors. The book also gives an overview of treatment methods that apply across disorders. With this book, students will be better prepared to meet the exciting and yet often challenging task of providing ethical and effective services to children and adults with communication disorders. Clinical supervisors may find the book helpful in understanding their own roles and responsibilities better so that they can create a productive and exciting clinical practicum experience for their student clinicians. *Clinical Methods and Practicum in Speech-Language Pathology* offers a single and comprehensive source of information that will help establish clear expectations for both student clinicians and the clinical supervisors. New to the Sixth Edition New coauthor, Katrina Kuyumjian A new chapter with an overview of treatment procedures that apply across disorders of communication Revised section on clinical methods to include updated information on the current ASHA guidelines on clinical practicum; current legal and professional requirements regarding clinical practicum in educational settings; new and expanded information on assessment, target behaviors, and treatment strategies for all disorders of communication Updated and expanded references throughout Key Features: * Chapter Outlines open each chapter and provide a summary of the key topics * An end-of-book glossary allows readers to easily find and define important terms or concepts * Bulleted and boxed information for easy access Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

Improving the Vocabulary and Oral Language Skills of Bilingual Latino Preschoolers: An Intervention for Speech-Language Pathologists, is a unique resource that offers a comprehensive vocabulary and oral language intervention program for Spanish-speaking preschool children with language disorders. The program can be used by both bilingual and monolingual speech-language pathologists working in collaboration with bilingual teachers or assistants. The manual contains lessons that correspond to preschool-level books that are commercially available in both Spanish and English, and the lessons are presented in both languages.. The accompanying CD will help both instructors implementing the program and preparing lessons, as well as students studying the English vocabulary words they encounter throughout this intensive program. This supplemental material contains review slides and color pictures with correlating vocabulary definitions in both English and Spanish- from Chapter 7, "The Volar Lessons"- which can easily be printed out.. The program is a nine-week intervention; each week has four lessons based on bilingual fiction and nonfiction preschool books with target vocabulary words each week. The intervention uses manipulative objects to help children experience each new word and play activities to stimulate language expression. Additionally, there are lessons every two weeks that review the vocabulary and the oral language activities practiced in the previous weeks.. *Volar* has been evaluated and follows rigorous evidence-based practice guidelines. With this much-needed manual, clinicians will be equipped to provide effective intervention.

This stimulating book sets out to critically explore the notion of men, masculinities and teaching in early childhood education. It addresses the global pattern of gender, teaching and care where men are in the minority, and explores the notion that the greater involvement of men within teaching and associated professions has the potential to transform gender relations for future generations. International contributors raise critical questions about the construction of masculinities, the continuing reluctance of men to engage in this type of work, and the influence of political and public debates on the issue. Through this engaging discussion readers are asked to question whether this is something that we should care about, with key topics including: The roles of men in education and care Teachers' beliefs, norms and values of gender equality The construction of male identities Gendered ideals, and children's interpretations of gender. *Men, Masculinities and Teaching in Early Childhood Education* brings together a refreshing and critical set of perspectives linked to an increasingly important educational debate and will be a valuable text for practitioners, professionals, policy makers and parents/carers.

The *Chatterbugs Manual* is a practical resource for all those supporting the development of the foundation communication skills of attention and listening, turn-taking and early vocabulary in children. The *Chatterbugs* programme has been designed to bridge the gap between education and specialist speech, language and communication provision, specifically with Early Years mainstream settings in mind. It enables school staff to prepare children--including those with delayed communication skills, EAL learners, or children with suspected special education needs--for learning in school by developing their communication skills through the use of robust communication strategies. The *Chatterbugs Manual* contains: ? An overview of the programme, including step-by-step instructions on how to plan and deliver a *Chatterbugs* session ? Guidance on identifying children likely to benefit from the programme ? Progress Tracking documents, along with information on measuring outcomes ? Child-friendly, illustrated session resources ? Frequently Asked Questions ? A parent-friendly information leaflet ? Information on models of implementation ?

Information on accessing training and support Developed by an experienced speech and language therapist, Chatterbugs has consistently recorded successful outcomes for over 80% of participants since the programme's inception in 2012, and for over 90% of participants since 2016. With its hands-on approach, the programme is an essential resource for educators, support staff, and speech and language therapists working with Early Years children.

A well-designed language-focused curriculum creates natural and teacher-directed opportunities for preschoolers to develop the language and communication skills that are essential to later academic success. And all children benefit -- those with language impairments, those learning English as a second language, and those developing typically. Volume I explains how children acquire language and proves the merits of a culturally sensitive, individualized approach to helping young children learn.

This is a complete & thorough resource book for early childhood professionals, including preschool teachers, speech-language pathologists, early intervention specialists, administrators, librarians & others who are in the ideal position to help children become effective communicators during daily activities. It is based on the premise that children learn language best in their natural interactions & conversations with others. Each of the 33 thematically organized weekly units contain lesson plans with over 1000 activities for free play/pretend play, circle times, small group activities, & snack time. In addition, each lesson plan provides interactive language & articulation targets as well as literacy experiences. Other features of this excellent resource include rebus recipes to promote emergent literacy; a take-home illustrated review story for each week to encourage parent participation; new & familiar stories with story prop patterns; patterns with clear line drawings that have warm & inviting detail; & reviews of hundreds of children's books that can facilitate language. Author Jennifer Carroll, M.A., a speech-language pathologist, developed a language preschool & provides inservices & courses for early childhood professionals. To order, call: (800) 879-4214, or write BookCrafters, 613 Industrial Dr., Chelsea, MI 48118-0370.

Time to Talk provides a powerful and accessible resource for practitioners to help develop their own skills, as well as supporting a whole-school or setting approach to speaking and listening. Written by the government's former Communication Champion for children, it showcases and celebrates effective approaches in schools and settings across the country. Jean Gross helpfully summarises research on what helps children and young people develop good language and communication skills, and highlights the importance of key factors: a place to talk, a reason to talk and support for talk. This practical and engaging book also provides: whole-class approaches to developing all children and young people's speaking and listening skills; 'catch-up' strategies for those with limited language ways in which settings and schools can develop an effective partnership with specialists, such as speech and language therapists, to help children with more severe needs; examples of good practice in supporting parents/carers to develop their children's language skills; answers to practitioners' most frequently asked questions about speech and language. This book is for all school leaders, teachers and Early Years practitioners concerned about the growing number of children and young people with limited language and communication skills.

Speech-Language Pathologists in Early Childhood Intervention: Working with Infants, Toddlers, Families, and Other Care Providers presents practicing clinicians and graduate students with the skills necessary to provide evidence-based best practice services to young clients struggling to gain functional communication skills and their families. It also serves to broaden the understanding of early intervention within the field of speech-language pathology. Through research, real life scenarios, and practical documents the text presents positive advocacy for this population. The text begins with a general overview of the history and rationale for early childhood intervention, including the Individuals with Disabilities Education Act (IDEA), Part C program, and Early Head Start, as well as a description of the need for speech-language pathologists in early intervention. The majority of the text offers assessment and intervention strategies and tools, including specific tests and curricula, training resources, and the importance of using ongoing assessment for this young age. Strategies for coaching parents and collaborating with professional colleagues as well as working within daily routines in natural environments for the child - all integral components of the Part C early intervention program - are interwoven throughout. The text concludes with the importance of viewing children holistically - taking into consideration all aspects of a child's being and acknowledging the interrelatedness of their developing skills as well as the importance of family in their development. Speech-language pathologists have a critical role in evaluation, assessment, and intervention for young children with or at risk for communication disorders. Speech-Language Pathologists in Early Childhood Intervention creates a pathway for investing in the principles and activities of early intervention that can lead to best practice and positive outcomes for this young population. *Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

[Copyright: 0d1e18ac7d547868134f8d046bc57892](https://www.bookcrafters.com/copyright/0d1e18ac7d547868134f8d046bc57892)