Bilingual Language Development And Disorders In Spanish English Speakers

Assessing Multilingual ChildrenHandbook of Language and Literacy, Second EditionDual Language Development and DisordersLanguage DevelopmentBilingual Language Development & Disorders in Spanish-English SpeakersChildhood BilingualismTreatment of Language Disorders in ChildrenClinical Cultural NeuroscienceWorking with Interpreters and TranslatorsPromoting the Educational Success of Children and Youth Learning EnglishBilingual Speech-language PathologyLanguage DevelopmentDifference Or DisorderSpeech and Language Disorders in BilingualsBilingual ChildrenManaging Children with Developmental Language DisorderLanguage Acquisition Across Linguistic and Cognitive SystemsCommunication Disorders in Spanish SpeakersThe Language of Early ChildhoodMultilingual Aspects of Speech Sound Disorders in ChildrenBlackwell Handbook of Language DevelopmentRisk and Protective Environmental Factors for Early Bilingual Language AcquisitionBilingualism in DevelopmentLanguage Processing in Bilingual ChildrenLanguage Disorders in Bilingual Children and AdultsThe Cambridge Handbook of Linguistic Code-switchingLanguage and Literacy in Bilingual ChildrenBilingual First Language AcquisitionBilingual Language Development: The Role of DominanceLanguage Disorders in Bilingual Children and Adults, Third EditionChildren with Specific Language ImpairmentMultilingual Perspectives on Child Language DisordersLanguage and Literacy Development in Bilingual SettingsLanguage Acquisition and DevelopmentPhonological Development and Disorders in ChildrenEncyclopedia of Language DevelopmentHandbook of Child Language DisordersLanguage Development from Theory to PracticeDual Language Development & Disorders: A Handbook on Bilingualism and Second Language LearningBilingual Cognition and Language

Assessing Multilingual Children

The contributions in this volume are based on an analysis of data from bilingual children acquiring French and German simultaneously. The longitudinal studies started at approximately age one year and six months and continued till age six. The papers focus on the development of specific grammatical phenomena; explanations are given within the framework of the Principle and Parameter approach. The study is primarily concerned with the acquisition of so-called 'functional categories' and the consequences of their acquisition for the development of grammar. Specific points dealt with in these papers include: gender, number and case and their internal structure (DP vs NP); inflection and its

consequences for agreement marking; and word order phenomena (subject-raising constructions (incl. passives), word order in subordinate clauses). The basic hypothesis underlying this study is that early child grammars consist only of lexical categories and that functional categories are implemented later in the child's grammar. How this happens exactly is the central issue explored in this book.

Handbook of Language and Literacy, Second Edition

Written by a team of speech-language pathologists with a plethora of experience in both the school and university setting, this new text for language development addresses the topic of language acquisition among monolingual and bilingual populations, teaches that all children and students develop and learn language differently and at different paces, and will stimulate readers' overall understanding of the complex nature of language development. The text covers language acquisition issues for infants, pre-school, school age, and adolescent language populations. Every chapter incorporates classroom strategies, numerous case studies, instructional strategies, and reflection questions among its features and content. Divided into three main sections: 1). Language Foundations and Development of Language; 2). Content Subject Development; and 3.) Home and School Language Programs, the text also discusses information on the different components of language including: phonology, morphology, semantics, syntax, and pragmatics. A helpful resource for general education classroom teachers, special education teachers, speech-language pathologists, counselors, school psychologists, school administrators and parents alike, the authors prepare their readers to make a positive impact on all students' academic success and their lives.

Dual Language Development and Disorders

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134412087. "Language Development From Theory to Practice" provides a survey of key topics in language development, including research methods, theoretical perspectives, and major language milestones from birth to adolescence and beyond, and language diversity and language disorders. Each chapter bridges language development theory and practice by providing students with a theoretical and scientific foundation to the study of language development. The authors emphasize the relevance of the material to students current and future experiences in clinical, educational, and research settings; emphasize multicultural considerations and how they affect language development; focus on using evidence-based practices for making educational and clinical

decisions; show the relevance of a multidisciplinary perspective on the theory and practice of language development; and include a number of outstanding pedagogical features to motivate and engage students. The new edition builds on the strengths of the earlier editions while featuring a chapter reorganization that promotes better understanding, more detailed coverage of topics of particular interest to students, expanded categorization of language-development theories, and a variety of helpful new pedagogical features. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(r) and Android(r) tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * "The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads." "*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7 or 10 tablet, or iPad iOS 5.0 or later." "" "

Language Development

The revised edition of this comprehensive graduate-level text gives SLPs the most current information on language development and disorders of Spanish-English bilingual children. Includes 5 new chapters on literacy and other hot topics.;

Bilingual Language Development & Disorders in Spanish-English Speakers

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.

Childhood Bilingualism

An introduction to the study of children's language development that provides a uniquely accessible perspective on generative/universal grammar-based approaches. How children acquire language so quickly, easily, and uniformly is one of the great mysteries of the human experience. The theory of Universal Grammar suggests that one reason for the relative ease of early language acquisition is that children are born with a predisposition to create a grammar. This textbook offers an introduction to the study of children's acquisition and development of language from a generative/universal grammar-based theoretical perspective, providing comprehensive coverage of children's acquisition while presenting core concepts crucial to understanding generative linguistics more broadly. After laying the theoretical groundwork, including consideration of alternative frameworks, the book explores the development of the sound system of language—children's perception and production of speech sound; examines how words are learned (lexical semantics) and how words are formed (morphology); investigates sentence structure (syntax), including argument structure, functional structure, and tense; considers such "nontypical" circumstances as acquiring a first language past infancy and early childhood, without the abilities to hear or see, and with certain cognitive disorders; and studies bilingual language acquisition, both simultaneously and in sequence. Each chapter offers a summary section, suggestions for further reading, and exercises designed to test students' understanding of the material and provide opportunities to practice analyzing children's language. Appendixes provide charts of the International Phonetic Alphabet (with links to websites that allow students to listen to the sounds associated with these symbols) and a summary of selected experimental methodologies.

Treatment of Language Disorders in Children

It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive

development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

Clinical Cultural Neuroscience

This book bridges the gap in the literature on Hispanic individuals for student clinicians and professionals in Speech-Language Pathology/Speech Therapy. It links empirical and theoretical bases to evidence-based practices for child and adult Spanish users. This volume provides both students and licensed professionals in speech-language pathology much-needed multidisciplinary bases to implement clinical services with Spanish speakers. Researchers and practitioners from Speech-Language Pathology, Neurolinguistics, Neuropsychology, Education, and Clinical Psychology provide theoretical and empirical grounds to develop evidence-based clinical procedures for monolingual Spanish and bilingual Spanish-English children and adults with communication disorders.

Working with Interpreters and Translators

This practical and reassuring guide will enable readers to make informed decisions about how to raise their child bilingually.

Promoting the Educational Success of Children and Youth Learning English

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a

lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated? Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area--until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topic areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

Bilingual Speech-language Pathology

Clinical Cultural Neuroscience aims to provide clinicians and researchers with an overview of contemporary topics relevant to the study of culture in psychology and neuroscience. Within a translational thematic framework, this multidisciplinary volume surveys our current understanding of human behavior and culture along the spectrum of health and disease across multiple levels of analysis, from molecular genetics to sociocultural environment.

Language Development

How and why do all children learn language? Why do some have difficulties while others are early language learners? What are the consequences of early bilingualism? Is it possible to reach native-like competence in a foreign language? Although we still cannot fully answer these questions, research during the last two decades has begun to solve some pieces of the puzzle. This book proposes an interdisciplinary collection of writings from some of the best specialists across several fields in cognitive science, offering a wide sample of recent advances in the study of first language acquisition, bilingualism, second language acquisition, and disorders of oral language. It is addressed to all

researchers and students interested in language acquisition, as well as to teachers, clinicians and parents, who will find therein many new findings and varied methodological approaches, as well as challenging questions that are still debated and in need of further research.

Difference Or Disorder

Bilingual language exposure is highly variable, with wide-ranging influences on early language skills. This underscores the need for understanding what to expect in early language acquisition so that those with typical language development can be differentiated from those who are struggling or at risk, and so requiring early intervention. One of the key ways to look at language development in very young children is to investigate their vocabulary development, and for bilingual children, this means measuring their abilities in both languages. This book takes an important step in this direction: it documents the expressive vocabularies of children aged 16-45 months who were exposed to different language pairs and bilingual contexts, and investigates the risk and protective effects of various environmental factors. In each of the six studies, the vocabularies of typically-developing children were measured using the vocabulary checklist of the MacArthur-Bates Communicative Development Inventories and its adaptations to other languages. Developmental and language background questionnaires provided additional information on children's developmental history, risk factors for language impairment, language exposure, as well as parental education and occupation. This harmonised methodology was designed within COST Action IS0804 (Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment). The outcomes of this cross-linguistic research contribute towards answering theoretical questions regarding early bilingual vocabulary acquisition. They also have clinical relevance, potentially assisting speech-language pathologists and those interested in early language development in distinguishing between clinically significant bilingual delays and the natural consequences of bilingual exposure. This book was originally published as a special issue of the International Journal of Bilingual Education and Bilingualism.

Speech and Language Disorders in Bilinguals

Bilingual Children

Grounded in state-of-the-art research, this book explores how English language learners develop both the

oral language and literacy skills necessary for school success. Chapters examine the cognitive bases of English acquisition, and how the process is different for children from alphabetic (such as Spanish) and nonalphabetic (such as Chinese) language backgrounds. The book addresses a key challenge facing educators and clinicians: identifying students whose poor English skills may indicate an underlying impairment, as opposed to still-developing language proficiency. Implications for diagnosis, intervention, and instruction are highlighted throughout.

Managing Children with Developmental Language Disorder

CONTENTSForeword by Orlando L. Taylor, Ph.D. The Bilingual Speech-Language Pathologist. Speech and Language Development, Disorders, Assessment, and Intervention. Spanish Phonological Development. Spanish Morphological and Syntactic Development. "Early Intervention? Que Quiere Decir Eso?" What Does That Mean? Narrative Development and Disorders in Spanish-Speaking Children. Language and Assessment/Instructional Programming for Linguistically Different Learners. Considerations in the Assessment and Treatment of Neurogenic Communication Disorders in Bilingual Adults. Assessment Issues and Considerations. Bilingualism, Myths, and Language Impairments. Interpreters. Intelligence Testing of Hispanic Students. Assessment of Speech and Language Impairments in Bilingual Children. Language Samples. Conclusions. Research Needs and Conclusions.

Language Acquisition Across Linguistic and Cognitive Systems

A collection of papers that explore bilingual children coping with two language systems.

Communication Disorders in Spanish Speakers

This book investigates language disorders in children who speak languages other than, or in addition to, English. The chapters in the first section of the volume focus on language disorders associated with four different syndromes in multilingual populations and contexts. This section discusses language disorders associated with autism spectrum disorders, Down syndrome, fetal alcohol syndrome and Williams syndrome. The chapters in the second section of the book relate to language impairment in children who speak diverse languages, although the issues they address are relevant across languages and cultural contexts. The book also reviews assessment procedures and intervention approaches for diverse languages, including Bengali, Cantonese, French, Spanish, and Turkish. The volume aims to stimulate thoughtful

clinical practice and further research in language disorders in multilingual populations.

The Language of Early Childhood

This collection brings together leading names in the field of bilingualism research to celebrate the 25th anniversary of the Studies in Bilingualism series. Over the last 25 years the study of bilingualism has received a tremendous amount of attention from linguists, psychologists, cognitive scientists, and neuroscientists. The breadth of coverage in this volume is a testament to the many different aspects of bilingualism that continue to generate phenomenal interest in the scholarly community. The bilingual experience is captured through a multifaceted prism that includes aspects of language and literacy development in child bilinguals with and without developmental language disorders, language processing and mental representations in adult bilinguals across the lifespan, and the cognitive and neurological basis of bilingualism. Different theoretical approaches - from generative UG-based models to constructivist usage-based models - are brought to bear on the nature of bilingual linguistic knowledge. The end result is a compendium of the state-of-the-art of a field that is in constant evolution and that is on an upward trajectory of discovery.

Multilingual Aspects of Speech Sound Disorders in Children

Accurately differentiate between errors that are related to second-language influence or are due to a communication disorder. Is your student having difficulty because they have an impairment or because they are learning a second language? Improve instructional targets for culturally and linguistically diverse students in the general education classroom as well as make gains and improve referrals for special education. The framework used in this book makes it easy for any education professional to distinguish between language differences and language disorders regardless of your own language background.

Blackwell Handbook of Language Development

This book contains reports of research on bilingualism in infants and children as well as perspectives from those involved in cross-linguistic research on language development, literacy development in bilingual children, and psycholinguistic research on bilingualism in adults. It offers a fresh multidisciplinary perspective and next steps for research on childhood bilingualism.

Risk and Protective Environmental Factors for Early Bilingual Language Acquisition

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELsâ€"who account for more than 9 percent of enrollment in grades K-12 in U.S. schoolsâ€"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Bilingualism in Development

For nearly half a century, Professor M. A. K. Halliday has been enriching the discipline of linguistics with his keen insights into the social semiotic phenomenon we call language. This ten-volume series presents the seminal works of Professor Halliday. This fourth volume contains sixteen papers that look at the development of early childhood language. They are presented in three parts: infancy and protolanguage; the transition from child tongue to mother tongue; and early language and learning. The sociolinguistic account of the early development of the mother tongue presented by Professor Halliday is based on his intensive study of the language of one particular child, Nigel, for the period from nine- to eighteen months.

Language Processing in Bilingual Children

This volume brings together a collection of empirical studies on phonological acquisition and disorder of monolingual children speaking different languages (English, German, Putonghua, Cantonese, Maltese, Telugu, Colloquial Egyptian Arabic and Turkish) and bilingual children speaking different language pairs (Spanish-English, Cantonese-English, Mirpuri/Punjabi/Urdu-English, Welsch-English, Arabic-English and Putonghua-Cantonese). The research findings provide much-needed baseline information for clinical assessment and diagnosis as well as valuable evidence concerning theories of language acquisition and the role of the ambient language.

Language Disorders in Bilingual Children and Adults

Updated with the latest research, this third edition of the bestselling textbook 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 present.

The Cambridge Handbook of Linguistic Code-switching

The landmark reference in the field, completely updated: a comprehensive treatment of a disorder that is more prevalent than autism.

Language and Literacy in Bilingual Children

During the last years a significant number of papers, books, and monographs devoted to speech and language impairments in bilingual children have been published. Different aspects and questions have been approached and today we have a relatively good understanding of the specific characteristics of the speech and language difficulties potentially observed in bilingual and multilingual children. This interest has been significantly resulted from the potential developmental and educational consequences of bilingualism. Our understanding of the communication disorders in adult populations is notoriously more limited, even though over 50% of the adult population can speak at least another language in addition to his/her native language. That simply means that over 50% of the communication disorders observed in adults are bilingual speech and language disorders: bilingual aphasias, bilingual dementias, bilingual stuttering, etc. This book was written with the specific purpose of filling this gap. The major purpose of this book has been to integrate the state of the art on the different aspects of the communication disorders observed in adult bilinguals. The book is organised in such a way that an integrated perspective of bilingualism is presented: from the normal conditions to the pathology; from the clinical descriptions to the rehabilitation issues; from the biological factors to the cultural variables.

Bilingual First Language Acquisition

This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children. It aims to disentangle effects of bilingualism from those of Specific Language Impairment

(SLI), making use of both models of bilingualism and models of language impairment.

Bilingual Language Development: The Role of Dominance

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

Language Disorders in Bilingual Children and Adults, Third Edition

Thoroughly updated to meet the needs of today's students in SLP courses, the second edition of this classic textbook prepares future professionals to evaluate, compare, select, and apply effective interventions for language disorders in children. Using realistic case studies and many new video clips that show each strategy in action, the expert contributors introduce your students to 14 current, research-based intervention models and examine practical ways to apply them in the field. The new edition covers interventions for both emerging communication and language and more advanced language and literacy, in a consistent chapter format that makes it easy for students to compare treatment approaches. A textbook SLPs will keep and reference often throughout their careers, this balanced, in-depth look at interventions will prepare professionals to choose and implement the best interventions for children with language disorders. YOUR STUDENTS WILL LEARN ABOUT the theoretical and empirical basis of each intervention target populations for the intervention assessment and decision making practical requirements for implementation considerations for children from culturally and linguistically diverse backgrounds future directions STUDENT-FRIENDLY MATERIALS: A video clip to illustrate each intervention (on the included DVD and available online); case studies; learning activities that challenge students to apply their new knowledge WITH NEW CHAPTERS ON: Print-Referencing Interventions * Language Intervention for School-Age Bilingual Children * Comprehensive Reading Intervention in Augmentative Communication * Complex Sentence Intervention * Narrative Language Intervention * Social Communication Intervention for Children with Language Impairment * Strathclyde Language Intervention Program (SLIP)

Children with Specific Language Impairment

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 counties, 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.

Multilingual Perspectives on Child Language Disorders

Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists offers state-of-the-art procedures to conduct interviews, assessments, and conferences with students with limited English language proficiency and their families. As no research base is available in the field of communicative disorders on this specific topic, the information presented in this guide is supported by a critical review of the literature on best practices in interpreting for international conferences and legal and medical fields. Furthermore, the authors' experience working with language interpreters and training professionals as well as graduate students in communicative disorders, makes this a very valuable resource for professionals, interpreters/translators, as well as undergraduate and graduate students. Federal and state laws specify that, if necessary, English-language learners (ELL) need to be assessed in their native language when referred for possible special education. The number of ELL students attending public schools across the nation has increased in the past few decades. There are not enough speech-language pathologists (SLPs) or audiologists who are proficient in the various languages spoken by ELL students--even in Spanish, the most common language spoken by ELL students in the United States. The next best solution is to conduct assessments in collaboration with a trained interpreter/translator. Key features include: * Information and references for the most common languages spoken by ELL students * Discussion of culturally based variables that need to be considered in the process of interviewing and working with linguistically and culturally diverse populations *Description of the roles and responsibilities for individuals who will be collaborating as interpreters and translators with SLPs and audiologists in various contexts, such as interviews, assessments, and various meetings (such as IEPs and IFSPs), as well as suggestions on training individuals in this collaborative process *Review of best practices in speech-language and audiological assessments, both with and without materials in the given language Disclaimer: Please note that ancillary content (such documents, audio, and video) may not be included as published in the original print version of this book. Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists is a must-have reference for anyone working with ELL students. Although the process was developed with the pediatric

population in mind, much of this information can be applied to older culturally and linguistically diverse populations in need of speech-language and/or hearing services. It will also be useful to professionals working with language interpreters in allied health professions in other countries.

Language and Literacy Development in Bilingual Settings

Code-switching - the alternating use of two languages in the same stretch of discourse by a bilingual speaker - is a dominant topic in the study of bilingualism and a phenomenon that generates a great deal of pointed discussion in the public domain. This handbook provides the most comprehensive guide to this bilingual phenomenon to date. Drawing on empirical data from a wide range of language pairings, the leading researchers in the study of bilingualism examine the linguistic, social and cognitive implications of code-switching in up-to-date and accessible survey chapters. The Cambridge Handbook of Linguistic Code-switching will serve as a vital resource for advanced undergraduate and graduate students, as a wide-ranging overview for linguists, psychologists and speech scientists and as an informative guide for educators interested in bilingual speech practices.

Language Acquisition and Development

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

Phonological Development and Disorders in Children

This book sets a high standard for rigor and scientific approach to the study of bilingualism and provides new insights regarding the critical issues of theory and practice, including the interdependence of linguistic knowledge in bilinguals, the role of socioeconomic status, the effect of

different language usage patterns in the home, and the role of schooling by single-language immersion as opposed to systematic training in both home and target languages. The rich landscape of outcomes reported in the volume will provide a frame for interpretation and understanding of effects of bilingualism for years to come.

Encyclopedia of Language Development

Language Development: Understanding Language Diversity in the Classroom offers comprehensive coverage of the language development process for pre- and in-service teachers while emphasizing the factors that further academic success in the classroom, including literacy skills, phonological awareness, and narrative. With chapters written by respected specialists in various fields, this interdisciplinary text illuminates the impact of language development on learning success and distinguishes between language differences and disorders, integrating illustrative case studies as well as helpful classroom strategies that teachers can implement right away.

Handbook of Child Language Disorders

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

Language Development from Theory to Practice

Multilingual Aspects of Speech Sound Disorders in Children translates research into clinical practice for speech-language pathologists working with children. The book explores both multilingual and multicultural aspects of children with speech sound disorders. The 30 theoretical and clinical chapters have been written by 44 authors from 16 different countries about 112 languages and dialects.

Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning

Bilingualism in Development is an examination of the language and cognitive development of bilingual children focusing primarily on the preschool years. It begins by defining the territory for what is

included in bilingualism and how language proficiency can be conceptualized. Using these constraints, the discussion proceeds to review the research relevant to various aspects of children's development and assesses the role that bilingualism has in each. The areas covered include language acquisition, metalinguistic ability, literacy skill, and problem-solving ability. In each case, the performance of bilingual children is compared to that of similar monolinguals, and differences are interpreted in terms of a theoretical framework for cognitive development and processing. The studies show that bilingualism significantly accelerates children's ability to selectively attend to relevant information and inhibit attention to misleading information or competing responses. This conclusion is used as the basis for examining a set of related issues regarding the education and social circumstances of bilingual children.

Bilingual Cognition and Language

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.

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