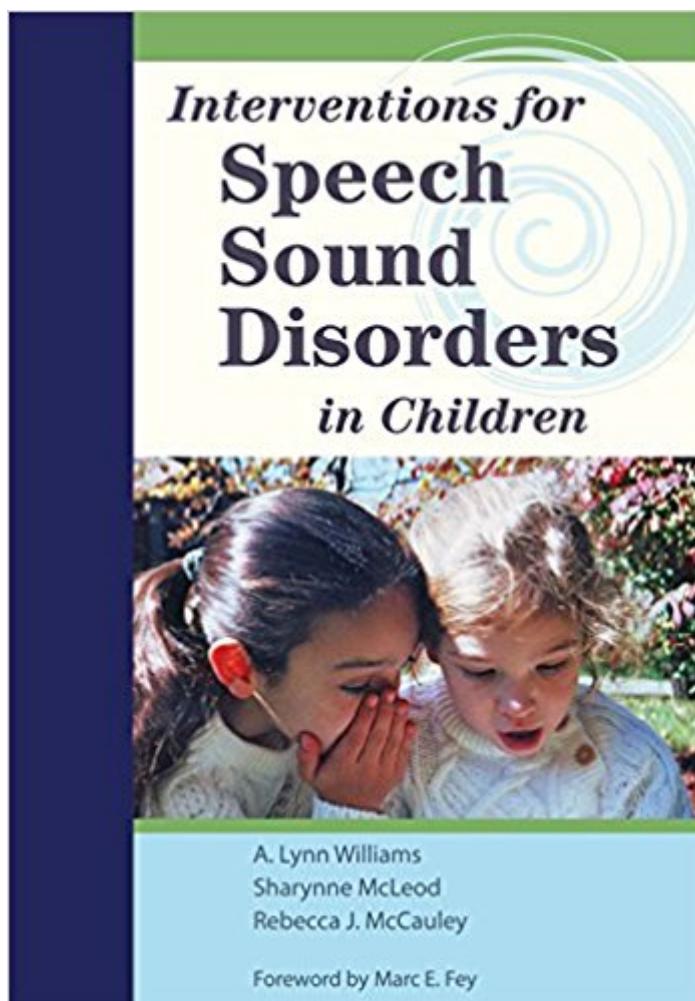


The book was found

Interventions For Speech Sound Disorders In Children (CLI)



Synopsis

With detailed discussion and invaluable video footage of 23 treatment interventions for speech sound disorders (SSDs) in children, this textbook and DVD set should be part of every speech-language pathologist's professional preparation. Focusing on children with functional or motor-based speech disorders from early childhood through the early elementary period, this textbook gives preservice SLPs critical analyses of a complete spectrum of evidence-based phonological and articulatory interventions. This textbook fully prepares SLPs for practice with a vivid inside look at intervention techniques in action through high-quality DVD clips large and varied collection of intervention approaches with widespread use across ages, severity levels, and populations proven interventions in three categories: direct speech production, broader contexts such as perceptual intervention, and speech movements clear explanations of the evidence behind the approaches so SLPs can evaluate them accurately contributions by well-known experts in SSDs from across the US, Canada, Australia, and the UK An essential core text for pre-service SLPs and an important professional resource for practicing SLPs, early interventionists, and special educators this book will help readers make the best intervention decisions for children with speech sound disorders. Evidence-based intervention approaches demonstrated in DVD clips such as: minimal pairs perceptual intervention core vocabulary stimulability treatment intervention for developmental dysarthria the psycholinguistic approach Interventions for Speech Sound Disorders in Children is a part of the Communication and Language Intervention Series

Book Information

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Customer Reviews

"In this era when evidence-based practice research support for intervention is the standard in our field, *Interventions for Speech Sound Disorders in Children* provides an invaluable sourcebook for both practicing clinicians and pre-professional training settings." (Barbara L. Davis, Ph.D.)

Steven F. Warren, Ph.D., Professor, Speech-Language-Hearing Sciences and Disorders, Dole Human Development Center, University of Kansas, 1000 Sunnyside Avenue, #3045, Lawrence, Kansas 66045 Dr. Steven Warren's research has focused on communication and language development and intervention. Working with various colleagues, Dr. Warren has contributed to the creation of pre-linguistic and milieu intervention approaches. Much of his research has focused on the effect of these intervention approaches and on the role of parenting on moderating the impact of developmental disorders, such as Down syndrome and fragile X Syndrome. Marc E. Fey, Ph.D., Professor, Hearing and Speech Department, University of Kansas Medical Center, 3901 Rainbow Boulevard, Kansas City, Kansas 66160 Dr. Fey's primary research and clinical interests include the role of input on children's speech and language development and disorders and the efficacy and effectiveness of speech and language intervention with children. Dr. Fey was editor of the American Journal of Speech-Language Pathology from 1996 to 1998 and was chair of the American Speech-Language-Hearing Association Publications Board from 2003 to 2005. Along with his many publications, including articles, chapters, and software programs, he has published three other books on language intervention— "Language Intervention with Young Children" (Allyn & Bacon, 1986) and "Language Intervention: Preschool Through the Elementary Years" (co-edited with Jennifer Windsor & Steven F. Warren; Paul H. Brookes Publishing Co., 1995), and "Treatment of Language Disorders in Children" (co-edited with Rebecca McCauley; Paul H. Brookes Publishing Company, 2006). Dr. Fey received the American Speech-Language-Hearing Association's Kawana Award for Lifetime Achievement in Publication in 2010 and the Honors of the Association in 2011. A. Lynn Williams, Ph.D., joined the Communicative Disorders faculty of East Tennessee State University in 1995 following academic positions at Oklahoma State University and California State University at Fullerton. Most of her research over the past decade has involved clinical investigations of models of phonological treatment for children with severe to profound speech

disorders. She developed an alternative model of phonological intervention, called multiple oppositions, which she has examined in National Institutes of Health (NIH)-funded treatment efficacy studies and recently has compared with other models of contrastive phonological intervention. Dr. Williams is the author of SCIP: Sound Contrasts in Phonology, a phonological intervention software program that was funded through the National Institute of Deafness and Communicative Disorders. Sharynne McLeod, Ph.D., is a professor in speech and language acquisition in the School of Teacher Education at Charles Sturt University (CSU), Australia. She is a Fellow of the American Speech-Language-Hearing Association and Speech Pathology Australia as well as Vice President of the International Clinical Linguistics and Phonetics Association. Dr. McLeod's translational research has primarily focused on children's speech and foregrounds the right of everyone (particularly children) to participate fully in society. Recently she has been awarded an Australian Learning and Teaching Council Citation for Outstanding Contribution to Student Learning —For sustained dedication, innovation and enthusiasm in university teaching that has had local, national and international impact.—
 Rebecca J. McCauley, Ph.D., Professor, Department of Speech and Hearing Science, The Ohio State University, 1070 Carmack Road, Columbus, OH 43210 Dr. McCauley is a board-recognized specialist in child language and an associate editor of the American Journal of Speech-Language Pathology. Her interests include issues in assessment and treatment of communication disorders, especially in children. She has authored one book on assessment—Assessment of Language Disorders in Children (2001). In addition to co-editing the first edition of this book, she has co-edited three other books on treatment—Interventions for Speech Sound Disorders in Children (with A. Lynn Williams & Sharynne McLeod; Paul H. Brookes Publishing Co., 2010), Treatment of Stuttering (with Barry Guitar; Lippincott, Williams, & Wilkins/Wolters Kluwer, 2010), and Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interaction (with Patricia Prelock; Paul H. Brookes Publishing Co., 2012). She is currently completing work on the Dynamic Evaluation of Motor Speech Skill in Children, a test developed with Edythe Strand (to be published by Paul H. Brookes Publishing Co.). Stephen Camarata, Ph.D., Professor, Hearing and Speech Sciences, Vanderbilt University School of Medicine, 1215 21st Avenue South, Suite 8310, Nashville, TN 37232 Stephen Camarata is a nationally and internationally renowned clinician-scientist who studies late-talking children. His research focuses on the assessment and treatment of speech and language disorders in children with disabilities such as autism, Down syndrome, and specific

language impairment. He also studies children whose late onset of talking appears to be a natural developmental stage rather than a symptom of a broader developmental disability. Ann P. Kaiser, Ph.D., Susan W. Gray Professor of Education and Human Development, Department of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee 37203 Dr. Ann Kaiser is the Susan W. Gray Professor of Education and Human Development at Peabody College of Vanderbilt University. Dr. Kaiser's research focuses on early language interventions for children with developmental disabilities and children at risk due to poverty. She has developed and researched an early communication program to improve the language outcomes for young children with intellectual and developmental disabilities, children with autism, and children at risk due to behavior problems.

This book was required for a graduate class, but I found it really helpful in explaining different childhood speech and language disorders as well as appropriate intervention approaches that can be effective for children who have disorders.

Came in great condition

Item was on time and as described

This book is thoroughly explained, and laid out in a formulaic manner that is easy to follow. great for therapy.

Incredibly useful text book! Everything a grad SLP student needs for treatment and diagnosis assistance. Will continue to use post graduation.

the item came in the condition as described, however - turns out i did not need it so I sent it back and got a full refund for the product in a timely manner.

Estoy muy satisfecha con el servicio y con el articulo, debido a que me llego sÃƒÂ³lo per rÃƒÂ¡pido y en perfectas condiciones.

Not surprising that this is a mixed bag, as each chapter is written by a different author/ authors. I felt that the strongest chapters were those dealing with direct speech production interventions. Elise

Baker, A. Lynn. Williams have made the best contributions here explaining phonological interventions. Interesting mixture of treatment approaches in the 2nd section- from Rvachew's contribution on Speech Perception intervention and Joy Stackhouse's chapter on psycholinguistic intervention (both worth reading) to less worthwhile contributions such as 'computer based interventions' (anything delivered by software), and other chapters where you feel the author is using their contribution as an opportunity to market their resources/programme. The DVD is mostly disappointing.

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