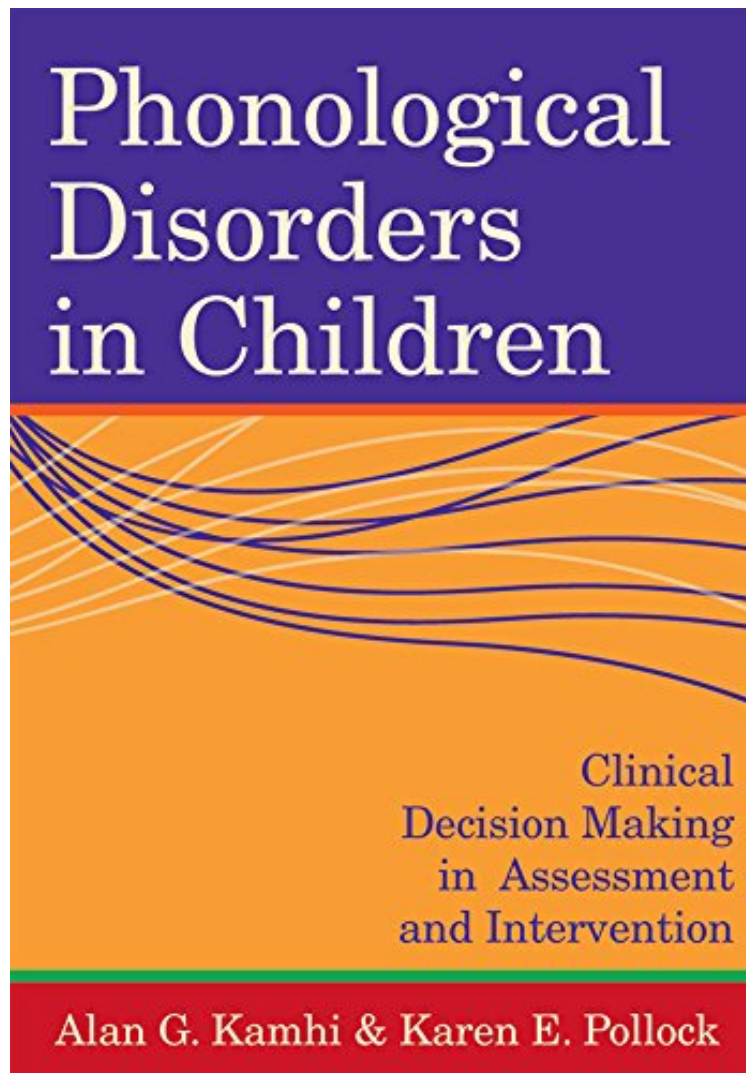


(Library ebook) Phonological Disorders in Children: Clinical Decision Making in Assessment and Intervention

## Phonological Disorders in Children: Clinical Decision Making in Assessment and Intervention

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**From Brookes Publishing : Phonological Disorders in Children: Clinical Decision Making in Assessment and Intervention** before purchasing it in order to gage whether or not it would be worth my time, and all praised Phonological Disorders in Children: Clinical Decision Making in Assessment and Intervention:

1 of 1 people found the following review helpful. Great ResourceBy ianThis is a great book for students of speech language pathology who are beginning their clinical work. Kamhi and Pollock present viewpoints given by current authors in the field regarding their assessment procedures and how they choose goal attack strategies for children with

phonological disorders. It's a great resource to have if you want to read current literature on target selection based on differing perspectives for treating phonological disorders from outstanding researchers. 0 of 0 people found the following review helpful. Five Stars By Abbadiawesome!!! 0 of 0 people found the following review helpful. Not quite what I was expecting. By Silvia This book does not have the practical information I was expecting. It's a little boring and hard to read. I haven't used it for studying.

This one-of-a-kind resource presents a wide range of expert opinions about phonological disorders in children, allowing readers to understand and compare diverse approaches to assessment and intervention, choose the ones that will work best, and use their new knowledge to make decisions during clinical interventions. For each of the book's three sections—Assessment and Classification, Goal and Target Selection, and Intervention—the editors pose important "frequently asked questions" for each contributor to answer, such as Which diagnostic classification system do you find useful? How does your assessment differ for children of different ages, developmental levels, or linguistic backgrounds? How do you integrate language goals with phonological goals? What factors influence your selection of treatment goals and targets? When should a child receive individual therapy as opposed to group therapy? What do you do when your intervention plan is not working? Through the theoretical insights and practical experience each contributor shares and a helpful conclusion that comments on all the approaches discussed, readers will have the broad and balanced knowledge they need for informed clinical decision making. Speech-language pathologists, graduate students, audiologists, and educators will use this comprehensive, accessible resource to shape their practices and improve the lives of children with phonological disorders. *Phonological Disorders in Children* is a part of the Communication and Language Intervention Series.

"Refreshing and well-grounded . . . The collected perspectives of these authors give this book a balance that is rare among textbooks and encourages the reader . . . to make today's visions tomorrow's reality." (Ray D. Kent, Ph.D., Waisman Center, University of Wisconsin, Madison 20060608) "As a compilation of diverse views on the assessment and remediation of speech sound disorders in children, this book may well be a must-have, as it answers the questions of how to address clinical questions and why a specific therapy approach is chosen." (Doody's Book 20051001) -- Endorsement About the Author Alan G. Kamhi, Ph.D., is Adjunct Professor in the Department of Communicative Disorders at Northern Illinois University. Since the mid-1970s, he has conducted research on many aspects of developmental speech, language, and reading disorders. He has written several books with Hugh Catts on the connections between language and reading disabilities as well as two books with Karen E. Pollock and Joyce Harris on communication development and disorders in African American speakers. His current research focuses on how to use research and reason to make clinical decisions in the treatment of children with speech, language, and literacy problems. He began a 3-year term as the Language Editor for the *Journal of Speech, Language, and Hearing Research* in January 2004 and served as Editor of *Language, Speech, and Hearing Services in Schools* from 1986 to 1992. Karen E. Pollock, Ph.D., is Professor and Chair of the Department of Speech Pathology and Audiology at the University of Alberta. She has taught graduate courses, conducted research, and published in the area of child phonology for almost 20 years. In addition to co-editing two books with Alan G. Kamhi and Joyce Harris on communication development/disorders and literacy in African American children, she served as associate editor in the area of phonology for the *Journal of Speech, Language, and Hearing Research* from 1995 to 1997 and is currently an editorial consultant for several scholarly professional journals. Her recent research interests include vowel errors in children with phonological disorders, phonological variation in southern and African American English dialects, and speech-language development in internationally adopted children. Marc E. Fey, Ph.D., Professor, Hearing and Speech Department, University of Kansas Medical Center, Mailstop 3039, 3901 Rainbow Boulevard, HC Miller Building, Kansas City, Kansas 66160 Dr. Marc E. Fey is Professor of Hearing and Speech at the University of Kansas Medical Center. He received his Ph.D. from the Department of Audiology and Speech Sciences at Purdue University in 1981. Along with his articles, chapters, and software programs, Dr. Fey has published three books on language intervention. He holds distinguished alumnus status from the University of Georgia, Purdue University, and Wichita State University, as well as the Honors of the American Speech-Language-Hearing Association. 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.