

# LANGUAGE DEVELOPMENT

Foundations, Processes,  
and Clinical Applications

**Brian B. Shulman, PhD**

Dean

School of Health and Medical Sciences

Seton Hall University

South Orange, NJ

**Nina C. Capone, PhD**

Department of Speech-Language Pathology

School of Health and Medical Sciences

Seton Hall University

South Orange, NJ



**JONES AND BARTLETT PUBLISHERS**

*Sudbury, Massachusetts*

BOSTON

TORONTO

LONDON

SINGAPORE

*World Headquarters*

Jones and Bartlett Publishers  
40 Tall Pine Drive  
Sudbury, MA 01776  
978-443-5000  
info@jbpub.com  
www.jbpub.com

Jones and Bartlett Publishers Canada  
6339 Ormindale Way  
Mississauga, ON L5V 1J2  
Canada

Jones and Bartlett Publishers International  
Barb House, Barb Mews  
London W6 7PA  
United Kingdom

Jones and Bartlett's books and products are available through most bookstores and online booksellers. To contact Jones and Bartlett Publishers directly, call 800-832-0034, fax 978-443-8000, or visit our website [www.jbpub.com](http://www.jbpub.com).

Substantial discounts on bulk quantities of Jones and Bartlett's publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones and Bartlett via the above contact information or send an email to [specialsales@jbpub.com](mailto:specialsales@jbpub.com).

Copyright © 2010 by Jones and Bartlett Publishers, LLC

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

The authors, editor, and publisher have made every effort to provide accurate information. However, they are not responsible for errors, omissions, or for any outcomes related to the use of the contents of this book and take no responsibility for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the health care provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

**Production Credits**

Publisher: David Cella  
Associate Editor: Maro Asadoorian  
Production Director: Amy Rose  
Senior Production Editor: Renée Sekerak  
Production Assistant: Jill Morton  
Senior Marketing Manager: Barb Bartoszek  
Associate Marketing Manager: Lisa Gordon

Manufacturing and Inventory Control Supervisor: Amy Bacus  
Photo Research Manager and Photographer: Kimberly Potvin  
Cover Design: Kristin E. Parker  
Cover Image: © Sergey Lavrentev/Shutterstock, Inc.  
Composition: Shawn Girsberger  
Printing and Binding: Malloy, Incorporated  
Cover Printing: Malloy, Incorporated

**Library of Congress Cataloging-in-Publication Data**

Language development : foundations, processes, and clinical applications / edited by Brian B. Shulman and Nina C. Capone.

p. cm.

Includes bibliographical references and index.

ISBN-13: 978-0-7637-4723-7

ISBN-10: 0-7637-4723-8

1. Language acquisition. 2. Child development. 3. Children--Language. 4. Communicative disorders in children. I. Shulman, Brian B. II. Capone, Nina C.

P118.L264 2009

401'.93--dc22

2008045995

6048

Printed in the United States of America

13 12 11 10 09 10 9 8 7 6 5 4 3 2 1

## Dedication

*This book is dedicated to the memory of my father,  
Millard Shulman, who, along with my mother Eleanor,  
taught me to always ask questions and encouraged me to work as hard  
as I could to achieve the goals I set out for myself.*

—Brian B. Shulman

*I dedicate this text to my clinical and academic mentors:  
Karla McGregor, Margaret Aylesworth, June Campbell,  
Susan Mulhern, Ann Oehring, Kathleen Blenk, Cis Manno,  
Eve Reider, and Ned Mueller.*

—Nina C. Capone

*Together, we dedicate this book to the students who will take  
the knowledge contained in these pages and apply it to  
the children whose lives they will influence through  
evidence-based language assessment and intervention.*



# Contents

*Foreword* xiii

*Preface* xvii

*About the Authors* xix

*Contributors* xxi

## **1 Language Assessment and Intervention: A Developmental Approach** 1

*Nina C. Capone, PhD*

Objectives 1

Introduction 1

What Is Language? 2

Receptive versus Expressive Language 6

Stages of Communication 7

Who Is the Speech-Language Pathologist? 8

Background History 10

Spontaneous Language Sampling 11

Formal Testing 12

A Developmental Approach to the Clinical Practice of Speech-Language Pathology 15

Case Studies 21

Key Terms 33

Study Questions 33

References 33

## **2 Child Development** 35

*Theresa E. Bartolotta, PhD, and Brian B. Shulman, PhD*

Objectives 35

Introduction 35

Cognitive Development 36

Motor Development 40  
Social–Emotional Development 41  
Linguistic Development 43  
Assessment of Young Children 46  
Clinical Applications of Developmental Assessment 50  
Key Terms 52  
Study Questions 52  
References 53

**3 Historical and Contemporary Views of the Nature–Nurture Debate:  
A Continuum of Perspectives for the Speech-Language Pathologist 55**  
*Sima Gerber, PhD, and Lorain Szabo Wankoff, PhD*

Objectives 55  
Introduction 55  
Nature, Nurture, and Interactionist Views 59  
The Science of Child Development in 2008: Broader Perspectives 84  
Conclusion: How to Use This Information as a Lifelong Student of Language  
Disorders 86  
Key Terms 88  
Study Questions 88  
References 88

**4 Hearing and Language Development 95**  
*Deborah R. Welling, AuD*

Objectives 95  
Introduction 95  
Anatomy and Physiology of the Peripheral Auditory System 96  
The Process of Normal Auditory Development 102  
Assessment of Hearing in the Pediatric Population 108  
Hearing Impairment 113  
Interventions for Hearing Loss 117  
Language Development Typical of the Hearing-Impaired Population 123  
Case Studies 129  
Summary 131  
Key Terms 132  
Study Questions 132  
References 133

## **5 Social–Emotional Bases of Communication Development 135**

*Carol E. Westby, PhD*

Objectives 135

Introduction 135

Underpinnings of Social Competence and Language 136

Communicating with Others 144

Factors Affecting Social–Emotional Aspects of Communication 151

Assessing Social–Emotional Bases for Communication 157

Philosophy of Intervention for Social–Communicative Deficits 167

Conclusion 170

Key Terms 171

Study Questions 171

References 171

## **6 Gesture Development 177**

*Nina C. Capone, PhD*

Objectives 177

Introduction 177

Defining Gesture Types 178

The Emergence of Gesture 180

Gesture Reflects the Child’s Mental Representations 182

Gesture Reflects the Child’s Readiness to Learn 184

Gesture Input to the Child 187

The Function of Gesturing 189

Children with Language Learning Impairments 190

Final Thoughts for the Clinician 192

Summary 193

Key Terms 193

Study Questions 193

References 194

## **7 Early Semantic Development: The Developing Lexicon 197**

*Nina C. Capone, PhD, William O. Haynes, PhD, and Kristy Grohne-Riley, MA*

Objectives 197

Introduction 197

Preparing the First Year: Perlocutionary Stage 198

Intent to Communicate: Illocutionary Stage 198

The First Word: Locutionary Stage 199

A Preponderance of Nouns 202

Expressive versus Referential Word Learners	205
Innate Biases Make Word Learning Efficient	206
The Emergent Coalition Model of Word Learning	208
Learning a Word	209
An Associationistic Account of Lexical–Semantic Representations	210
Naming Errors of Overextension and Underextension	211
Naming Errors	212
Working Memory	215
Later Lexical Development	216
Summary	217
Key Terms	218
Study Questions	219
References	219

## **8 Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment 225**

*Lynn K. Flahive, MS, and Barbara W. Hodson, PhD*

Objectives	225
Introduction	225
The Speech Mechanism	226
Phonemes	227
Speech Sound System Development	230
Acquisition	230
Phonological Deviations	234
Suppression of Phonological Processes	236
Phonological Awareness	237
Evaluation of Children with Speech Sound Disorders	239
Treatment	244
Case Studies	248
Summary	249
Key Terms	250
Study Questions	250
References	250

## **9 Morphology 255**

*Theresa E. Bartolotta, PhD, and Brian B. Shulman, PhD*

Objectives	255
Introduction	255
Definition	256
Morphological Development	256

Clinical Applications: Examination of the Case Studies	266
Summary	268
Key Terms	269
Study Questions	269
References	270

## **10 The Development of Grammar 271**

*Patricia J. Brooks, PhD, and Liat Seiger-Gardner, PhD*

Objectives	271
Introduction	271
The Development of Grammar in Typically Developing Children	272
The Development of Grammar in Late Talkers	279
The Development of Grammar in Children with Specific Language Impairment	281
Summary	289
Key Terms	289
Study Questions	290
References	290

## **11 Comprehension of Language 297**

*Amy L. Weiss, PhD*

Objectives	297
Introduction	297
Studying Language Comprehension in Young Children	298
What Is Language Comprehension?	300
Measuring Children's Language Comprehension	317
Case Studies	323
Summary	325
Key Terms	326
Study Questions	326
References	327

## **12 The Transition to the School-Age Years: Literacy Development 329**

*SallyAnn Giess, PhD*

Objectives	329
Introduction	329
The Foundations of Literacy: The Emergent Literacy Period	330
Stage Theories of Reading Development	333
The Self-Teaching Hypothesis	335
Early Literacy: The Transition to School	336

Early Identification of Later Reading Disabilities 341  
Case Studies 343  
Summary 344  
Key Terms 345  
Study Questions 345  
References 345

## **13 Multicultural Perspectives: The Road to Cultural Competence 349** *Luis F. Riquelme, MS, and Jason Rosas, MS*

Objectives 349  
Introduction 349  
Terminology 351  
Culture 352  
Cultural Competence 354  
Bilingualism: Perspectives in the United States 356  
Case Study 357  
Cultural Variables Affecting the Assessment and Intervention Process 358  
Linguistic Variables Affecting the Assessment and Intervention Process 361  
Language Development: Bilingual Perspectives 362  
Developmental Similarities and Differences Between Simultaneous-Bilingual and Monolingual Children 364  
Collaborating with Interpreters/Translators 365  
Improving Cultural Competence in Assessment 367  
Treatment Considerations 371  
Summary 372  
Key Terms 373  
Study Questions 374  
References 374

## **14 Children with Language Impairment 379** *Liat Seiger-Gardner, PhD*

Objectives 379  
Introduction 379  
Primary Language Impairment 382  
Secondary Language Impairment 392  
Assessment Procedures for Children with Language Impairments 397  
Intervention Strategies for Children with Language Impairments 400

Summary	405
Key Terms	405
Study Questions	406
References	406

<b>15</b>	<b>Communication Development in Children with Multiple Disabilities: The Role of Augmentative and Alternative Communication</b>	<b>413</b>
	<i>Melissa A. Cheslock, MS, Andrea Barton-Hulsey, MA, Rose A. Sevcik, PhD, and Mary Ann Ronski, PhD</i>	
	Objectives	413
	Introduction	413
	Communicative Profiles of Children with Multiple Disabilities	415
	The Role of Augmentative and Alternative Communication in Language Development	419
	Challenges for Successful AAC Communication in Developing Language	424
	Navigating the Challenges: Foundations for Implementation of Augmented Language Intervention	429
	Summary	440
	Key Terms	441
	Study Questions	441
	Recommended Readings	442
	References	442
	<i>Appendix 15-A: Case Study 1: Speech-Language Evaluation</i>	<i>447</i>
	<i>Appendix 15-B: Case Study 2: Speech-Language Evaluation</i>	<i>451</i>
	<i>Appendix 15-C: Case Study 3: Speech-Language Evaluation</i>	<i>456</i>
	Glossary	459
	Index	487



# Foreword

As a student of speech-language pathology, I became interested in the subject of language and language acquisition because of the mystery of it all. Learning about and realizing the power of language intrigued me. Recognizing that language can take you from the here and now, and transport you to the past, to the future, and to imaginary places; realizing that just by saying a word, a curse could be delivered or—a more pleasant thought—a promise could be made; and appreciating that while an act, or the absence of an act, could break a promise, merely saying the words “I promise” creates a bond of intention between two people fascinated me and propelled me into the study of language development and childhood language disorders. As I progressed in my study of language, I marveled more and more at authors of fiction who are masters of figurative language and symbolism, and I contemplated with wonder those authors of nonfiction who use language to describe events that upon reading become shared events between the author and the reader.

As a young child listening to fairy tales, few words stirred my imagination as much as my mother reading, “Once upon a time, there was . . .”. As a child, I began to love going to plays, just to have words and actions envelop me for a few captivating hours. As a young teenager, I spent hours on the phone talking with my best friend about everything within our universe. It was our conversations that bonded us—talking about our plans for the future and dissecting every detail of the events of joy and disappointment in junior high and senior high.

I lived in a college town with four universities nearby. Often when famous individuals were invited to speak at these universities, my parents took me to hear them so I would be exposed to scholarly leaders. While I may not have understood much of what was said at these events, I was struck by the occasion, by the fact that these were people with thoughts and words, and that it was important to get “dressed up” to go to auditoriums, churches, or banquet rooms to hear them speak about their experiences and their views.

Later in the mid-1960s, as editor of my high school newspaper, I took my journalistic responsibility quite seriously, conscious that my fellow students and I were creating a

manuscript of our words and our thoughts. I wrote editorials to persuade, to pontificate (yes, I may have been a little pompous), and to motivate. As a high school and college student in the 1960s, language was amazing! Phrases such as “The New Frontier,” the “War on Poverty,” and “We shall overcome” were galvanizing. During the era of activism, words, phrases, and language were vehicles of social, political, and economic change. Language is very powerful.

Thus, with my love for language, as a graduate student of speech-language pathology, I became fascinated with studying the processes of language acquisition. As children develop, they progress through the stages of language acquisition without formal instruction and without the benefit of systematic explicit tutelage. The outcome of their marvelous developmental journey is the acquisition of a phonological system, extensive semantic and grammatical systems that convey a myriad of thoughts and communicative functions, the ability to comprehend the language of others, and the capacity to perform executive functions. In literate cultures, children also acquire the milestones of literacy acquisition. Children begin with reflexive vocalizations to which their caregivers give meaning and reply as though there was communicative intent on the part of the baby. This social dance, replete with vocalizations and gestures, over the course of months evolves into intentional communication with a phonology, vocabulary, syntax, and pragmatics that correspond to the young one’s linguistic community. This occurs around the globe, in all cultures, and across all socioeconomic circumstances. Given that our world is a social, economic, technological, and commercial village, an understanding and respect for all cultures, languages, and peoples is a requisite for all professionals.

Every year new information, new theories, and new evidence are published about development to explain the complexities that create and facilitate the language acquisition process. Language and communication are the products of a biological, developmental, and environmental synchrony of various systems, which together produce a linguistically capable and literate human being. This text examines these systems, including the role of biology, child development, and the linguistic input that abounds in the child’s environment. In addition to responding to the biology and linguistic interplay, intentional well-formed communication develops when there is efficient hearing and appropriate social–emotional development. The authors who have contributed to this text provide the latest research and perspectives on language development among neurotypical children.

Concern for children who reveal difficulty with the language learning process brings many people to the discipline of communication sciences and disorders. An ever-expanding awareness of typical language learning processes is the foundation for assessment and intervention for young children with language learning disabilities. This book begins and ends with an awareness of our roles with and responsibilities to children who are challenged in learning to

communicate—children whose phonology systems, vocabularies and concept development, syntactic systems, and understanding of language need the expertise of communication disorders specialists if they are to improve. This text bridges biological, environmental, technological, and professional venues to advance the development of professionals and children alike.

*Noma Anderson, PhD*

Professor, Department of Communication Sciences and Disorders

Florida International University

2007 President, American Speech-Language-Hearing Association



# Preface

We welcome you to this introduction to language development. Students have their own reasons for wanting to understand how children learn language to effectively communicate with their parents, caregivers, peers, and others. Some of you may be interested in pursuing a profession that deals with children who have difficulty learning language. Others may have a niece or nephew, son or daughter, or cousin who sparked your interest in understanding this developmental challenge. For whatever reason you have chosen to take this path, prepare yourself: *The journey is exciting!*

This text, which was written, in part, by us and, in part, by some of our valued colleagues (and friends!), delineates the typical course of language development within the clinical context of language assessment and intervention. Teachers, speech-language pathologists, early childhood educators, psychologists, and linguists are just some of the professionals who study and/or work with the children we describe in our book.

Whenever we work with children, it is important to understand language development so that we can understand each child's strengths and challenges in communication. In addition, to work with children who have language and communication difficulties, we must understand each child's delays in the context of what we term "typical" development. There are a number of *special* chapters. Chapter 1 provides a clinical model that enables us to developmentally approach assessment and treatment of language impairments in children. Our book also places a child's language and communication development in the context of his overall development. The child's cognitive development (Chapter 2) and emotional development (Chapter 5), as well as the nature–nurture factors of language development (Chapters 3 and 4), are also discussed.

Chapter 13 focuses on cultural diversity and its connection to children learning more than one language within the multicultural communication context. As we all know, the number of culturally and linguistically diverse individuals in the United States continues to increase annually.

This text also juxtaposes the gains made by children who follow the “typical” developmental course with the delays experienced by children who are not necessarily keeping pace with their peers of the same age. Chapter 1 introduces three primary case studies: a child who is developing typically and two children who vary from typical development. In subsequent chapters, you will discover that these three case studies are explored further, from a variety of perspectives. Be on the lookout for additional case studies, some of which appear in Chapter 15. These case studies specifically relate to the use of augmentative and alternative communication with severely language-impaired children. Moreover, Chapter 14 is dedicated to a discussion of children with language impairment.

Whatever your reason for learning about language and communication development, our text presents a broader understanding of this complex developmental phenomenon. Understanding language development helps us to understand each child as an individual and to elucidate the individual child’s needs within communication contexts.

We would like to express our sincere appreciation to our contributors: Theresa E. Bartolotta, Andrea Barton-Hulsey, Patricia J. Brooks, Melissa A. Cheslock, Lynn K. Flahive, Sima Gerber, SallyAnn Giess, Kristy Grohne-Riley, William O. Haynes, Barbara W. Hodson, Luis F. Riquelme, Mary Ann Ronski, Jason Rosas, Liat Seiger-Gardner, Rose A. Sevcik, Lorain Wankoff, Amy L. Weiss, Deborah R. Welling, and Carol E. Westby. These nationally and internationally recognized experts share our view of the importance of linking information on language and communication development to the clinical process. The fact that these contributors represent diverse backgrounds, clinical experiences, and theoretical orientations has clearly strengthened our book.

We also extend thanks to those scientists and mentors who taught us to always ask questions and encouraged us to continually search for answers. We encourage you, our students and colleagues, to take the information we present here and to continue to ask clinically relevant questions that affect how members of our field describe, assess, and treat the challenges some children face in language and communication development. It is important to never assume that any solution is the best or only answer: *Inquiry is the key to learning, and clinical inquiry must never end in the face of the children we service.*

Brian B. Shulman, PhD

Nina C. Capone, PhD

## About the Authors

### **BRIAN B. SHULMAN, PhD**

**Brian B. Shulman** is dean of the School of Health and Medical Sciences at Seton Hall University in South Orange, New Jersey. Dr. Shulman received his doctor of philosophy and master of arts degrees, both in speech-language pathology, from Bowling Green State University (Ohio). His bachelor of arts degree in speech-language pathology is from the State University of New York College at Cortland.

Dr. Shulman holds the rank of professor in the Department of Speech-Language Pathology at Seton Hall University. He is a Board-Recognized Specialist in Child Language (BRS-CL) as conferred by ASHA's Specialty Board on Child Language. A Fellow of the American Speech-Language-Hearing Association (ASHA), Dr. Shulman has made numerous invited presentations to professional groups at international, national, state, and local levels. He has also served in a number of leadership positions within ASHA, including being Chair of ASHA's Board of Division Coordinators (BDC), serving as a member of ASHA's Council for Clinical Specialty Recognition, and being co-chair of two ASHA annual conventions. Dr. Shulman recently completed a three-year term as ASHA's nationally elected Vice President for Speech-Language Pathology Practice. In that role, he identified national issues, monitored the emergence of new areas of practice, addressed concerns of the work setting, and monitored and facilitated ASHA activities designed to promote all practice settings.

**NINA C. CAPONE, PhD**

**Nina C. Capone** is an associate professor in the Department of Speech-Language Pathology at Seton Hall University. Dr. Capone earned a bachelor of arts degree from Boston University (1990); her master's degree (1997) and PhD (2003) were conferred by Northwestern University.

Dr. Capone has held clinical positions at the Children's Seashore House (Philadelphia), Children's Memorial Hospital (Chicago), Bright Futures Early Intervention Clinic (Evanston, Illinois), and the Westchester Institute for Human Development (Valhalla, New York). Clinically, Dr. Capone evaluates and treats children with language, speech, and feeding delays. She has extensive experience in the area of pediatric dysphagia. She holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and maintains her professional license.

Dr. Capone is the director of the Developmental Language and Cognition Lab at Seton Hall University. In her research, she investigates the relationship between semantic learning and lexical expression as well as the relationship between gesture and language development. She has been published in the *Journal of Child Language* and the *Journal of Speech, Language, and Hearing Research*. She has presented at both national (American Speech-Language-Hearing Association) and international conferences (International Association for the Study of Child Language, Symposium for Research in Child Language Disorders, Early Lexical Acquisition). Dr. Capone is also a reviewer for the *Journal of Speech, Language, and Hearing Research*, and has been an expert guest reviewer for three journals: *Brain and Language*, *Gesture*, and *Developmental Science*.

Since joining the faculty at Seton Hall University, Dr. Capone has been awarded a university Researcher of the Year Award and a Provost's Faculty Scholarship Award. She teaches several courses that cover the following topics: language development, language disorders, phonological and other speech disorders, early intervention, and pediatric dysphagia. In addition, Dr. Capone mentors undergraduate, master's, and doctoral-level students.

# Contributors

**Theresa E. Bartolotta, PhD**

Associate Dean, Division of Health Sciences  
School of Health and Medical Sciences  
Seton Hall University

**Andrea Barton-Hulsey, MA**

Speech-Language Pathologist  
Georgia State University

**Patricia J. Brooks, PhD**

Professor of Psychology, College of  
Staten Island  
Graduate Center  
The City University of New York

**Melissa A. Cheslock, MS**

Speech-Language Pathologist  
Georgia State University

**Lynn K. Flahive, MS**

Instructor/Clinic Coordinator  
Miller Speech and Hearing Clinic  
Texas Christian University

**Sima Gerber, PhD**

Associate Professor, Queens College  
The City University of New York

**SallyAnn Giess, PhD**

Speech-Language Pathologist  
Orange Unified School District, California

**Kristy Grohne-Riley, MA**

Assistant Professor, School of Allied Health  
and Communicative Disorders  
Northern Illinois University

**William O. Haynes, PhD**

Professor Emeritus, Department of  
Communication Disorders  
Auburn University

**Barbara W. Hodson, PhD**

Professor, Communication Sciences and  
Disorders  
Wichita State University

**Luis F. Riquelme, MS**

Director, Riquelme & Associates  
Assistant Professor, Clinical Speech-  
Language Pathology  
New York Medical College

**CONTRIBUTORS**

**Mary Ann Romski, PhD**

Regents Professor, Department of  
Communication  
Georgia State University

**Jason Rosas, MS**

Speech-Language Pathologist, Beth Israel  
Medical Center (NY)  
The Graduate Center  
The City University of New York

**Liat Seiger-Gardner, PhD**

Assistant Professor, Department of Speech  
and Hearing Sciences  
Lehman College and The Graduate Center  
The City University of New York

**Rose A. Sevcik, PhD**

Professor, Department of Psychology  
Georgia State University

**Lorain Szabo Wankoff, PhD**

Assistant Professor, Queens College  
The City University of New York

**Amy L. Weiss, PhD**

Professor, Department of Communication  
Disorders  
University of Rhode Island

**Deborah R. Welling, AuD**

Associate Professor and Acting Chair,  
Department of Speech-Language Pathology  
Seton Hall University

**Carol E. Westby, PhD**

Language/Literacy Consultant  
Albuquerque, New Mexico