

# Intervention in Child Language Disorders

*A Comprehensive Handbook*

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# Preface

This comprehensive handbook has been written for those providing treatment to children who have language disorders. It emphasizes the provision of intervention and is suitable for both practicing and student speech-language pathologists. The handbook has been divided into two portions: theoretical foundations and practical applications. Each has been subdivided into several chapters.

Even though this handbook addresses a wide range of topics in childhood language disorders, it is different from a textbook. A textbook provides a broad framework, or standard, representing a field. Each chapter presents a topic that is important in its own right. Accordingly, chapters are often lengthy, reflecting the information explosion seen in many fields, including communication disorders. By contrast, in this handbook, the purpose of which is less ambitious, topics are selected and organized on the basis that they inform or give character to the treatment activities. The information in each chapter in the theoretical foundations portion contributes to the readers' understanding of and ability to provide intervention services in the context of multiculturalism to children with language disorders. As such, this handbook has been designed to be both more focused and more readable than a textbook.

Although other treatment handbooks have been written over the years, this one is special because it is comprehensive. This handbook not only addresses a wide range of topics covered in other texts, but it also has been designed to be comprehensive with respect to several other important variables including the age of the children, the cause of the language disorder, the nature of the linguistic deficiency, and the approaches to intervention. However, there is an orientation in favor of treatments that have strong empirical support.

The practical applications portion of this handbook focuses on actual treatment for language disorders in children. The topics include planning intervention by setting goals and objectives, baselining target

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behaviors, selecting intervention procedures, executing the program of intervention, and evaluating the efficacy of intervention.

A second reason this handbook is unique is because treatment approaches are discussed on a conceptual level (Chapter 6) and specific treatment procedures are presented (Chapter 10). A rich array of exemplars demonstrates intervention procedures across ages, etiologies, and linguistic impairments with respect to skill acquisition and generalization. Each exemplar is generically described to improve readability and clarity. Moreover, the exemplars are individually written by experienced professionals who draw from a rich history of providing language intervention services to children. Many years of combined experience are reflected in the array of exemplars, which provide the kind of richness that comes from professional maturity. Tables included in Chapter 10 readily identify relevant exemplars. For example, a professional who is planning intervention with an infant could use the tables to identify all other exemplars with infants. An individual planning intervention that targets grammatical morphemes could use the tables to identify all exemplars that teach grammatical morphemes. Therefore, the tables serve as valuable tools for the clinician planning intervention because they classify exemplars based on salient features.

A third reason that this handbook is unique is that it has been designed in all of its dimensions to be reader friendly. The chapters are sequenced logically. Chapter Objectives are listed at the beginning and a brief Summary appears at the end of each chapter. A Glossary of terms is available. Reading the handbook cover to cover is not actually necessary. The knowledgeable reader can go straight to the topic of interest. When important terms are introduced in the text, they are bolded to highlight them. A list of terms is presented at the end of each chapter. The handbook is self-contained. Therefore, the reader will not have the chore of finding remote references to understand the text. The exemplars have been written in a consistent format to reduce the burden on the reader. Tables 10–1 and 10–2 have been constructed with the busy professional in mind. They are straightforward and readily bring the reader to relevant exemplars.

In summary, this book has been written to help children with language disorders by making clinicians more effective providers of speech-language pathology intervention.

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