**TRANSITION GUIDE: ANNOTATED TABLE OF CONTENTS**

**Language Development: Foundations, Processes, and Clinical Applications, Second Edition**

***Nina Capone Singleton, PhD, and Brian B. Shulman, PhD***

Ch. 1—Language Assessment and Intervention: A Developmental Approach–UPDATED!

* Revised Introduction

Ch. 2 (was Ch. 3)—Historical and Contemporary Views of Language Learning–UPDATED!

* Revised and expanded Introduction and Conclusion
* Expanded discussion of the implications of the intentionality model
* Revised descriptions of operant conditioning and Piaget’s model of functional variants

Ch. 3 (was Ch. 2)—Child Development–UPDATED!

* New discussion of current views of Piaget’s theories
* Expanded explanation of *adaptation*
* New discussion of *imitation* and *object permanence*
* Updated case studies with new details
* Added key terms

Ch. 4 (was Ch. 6)—Gesture Development–UPDATED!

* Emphasis on inclusion of gesture in formal tests of language used by SPLs

Ch. 5 (was Ch. 4)—Hearing and Language Development–UPDATED!

Ch. 6 (was Ch. 11)—Comprehension of Language–UPDATED!

* Describes recent changes to the MacArthur-Bates Communicative Development Inventories

Ch. 7 (was Ch. 5)—Social-Emotional Bases of Pragmatic and Communication Development–UPDATED!

* Discussion of social competence now includes Beauchamp and Anderson’s SOCIAL conceptualization
* Expanded discussion of *attachment* and *temperament*
* Expanded explanation of extrinsic mediators caregivers bring to interactions
* New discussion of reminiscence in the caregiver-child relationship
* Expanded description of the development of emotional understanding
* Expanded sections on deafness and Specific Language Impairment
* Inclusion of Squires and Bricker’s Social Emotional Assessment/Evaluation Measure (SEAM)
* Additional information about standardized tests that involve assessment of pragmatics
* Considers the use of sarcasm in assessing children’s theory of mind
* Revised Conclusion
* Revised key terms

Ch. 8 (was Ch. 7)—Early Semantic Development: The Developing Lexicon–UPDATED!

* Describes new study on the effect of semantic enrichment on naming errors
* Defines *circumlocution errors*

Ch. 9—The Development of Morphology and Syntax**—NEW!**

* Provides an overview of morphological and syntactic development
* Describes difficulties in morphological/grammatical learning in late talkers and children with Specific Language Impairment
* Provides theoretical accounts of syntactic difficulties associated with language impairments
* Discusses clinical applications of morphological and syntactic development

Ch. 10 (was Ch. 8)—Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment–UPDATED!

* Revised Introduction
* Revised explanation of phonemes

Ch. 11 (was Ch. 12)—Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages–UPDATED!

* New information pertaining to study by Justice and Kaderavek on emergent literacy attainment
* Discussion of recent studies related to Chall’s stages of reading development
* Describes Lombardino’s multidimensional model for assessing children at risk of developing reading and writing disorders
* Updated case study

Ch. 12—School-Age Language Development: Application of the Five Domains of Language Across Four Modalities**—NEW!**

* Differentiates language into four modalities of speaking, listening, reading, and writing
* Discusses the shared and unique skills associated within and across each modality of language
* Describes language skills, by domain, associated with reading and writing in school-age children
* Explains how knowledge of five domains of language can be applied to expectations of children during their school-age years

Ch. 13—Multicultural Perspectives: The Road to Cultural Competence–UPDATED!

* Recent statistics on bilingualism included
* New Advanced Study Questions

Ch. 14—Children with Language Impairment–UPDATED!

* Definitions of *language disorder* and *Specific Learning Disorder* expected to be included in the DSM-5
* New table describing severity of language disorders, as delineated by the DSM-5
* New discussion of Pragmatic Language Impairment
* Information about updated *autism* definition, to be included in the DSM-5
* Description of Intellectual Developmental Disorder and forthcoming criteria from the DSM-5
* Breakdown of steps SLP needs to take in therapy sessions

Ch. 15—Communication Development in Children with Multiple Disabilities: The Role of Augmentative and Alternative Communication–UPDATED!

* Revised information on teaching through natural communicative activities and routines
* Updated information on the impact of peers in AAC