

**Additions/Emphasis in New Edition**  
***Language Disorders in Children: Fundamental Concepts of Assessment  
and Intervention, Third Edition***

by  
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**Chapter 1: The Foundations of Language and Clinical Practice**

- More intentional about multicultural information throughout the text
- Moving to language of **Cultural and Linguistic Diversity (CLD)** and **Culturally Responsive Practices (CRP)** (rather than “cultural competence” or “cultural humility.”)
- Adding an Appendix that will be a CLD pre- and post-semester activity/survey and also includes an instructor guide to help instructors facilitate productive class discussions on Cultural and Linguistic Diversity following use of the survey
- Aligning language associated with **Evidence-Based Practices (EBP)** to downplay the “gold standard” nature of randomized controlled studies, and moving more to the forefront an awareness of the patient’s perspectives with regard how to choose EBP methodology (including terms **social validity**, **patient reported outcomes (PROs)** and **Patient Recorded Outcomes Measures (PROMs)**)
- Updated research articles for the activity regarding “Levels of Research”
- Updated references

**Chapter 2: Language Theory and the Communication Subdomains**

- New example for negative reinforcement
- A new discussion activity focused on recognizing dialects. (Has a video of a book reading and then discussion prompts for small group work) (Activity #6)
- Using term **Mainstream American English MAE** (instead of standard English or General American English) throughout the text
- Discussion of the need for high-level language (thinking and talking) in academic subjects (e.g., science)
- Expansion of **Emergentist theories** to include new research on bilingual language learners
- New activity for working on semantic mapping in small groups (relates to Subdomain #2 also a way to “foreshadow” intervention for school age)
- Updated references

## Chapter 3: Assessment of Language Disorders

- Updated references
- More information on Dynamic Assessment (two ways to do it now, the “sandwich” approach and the “cake” approach)
- Introduction of **Growth Scale Values (GSV)** used in standard score interpretation on some newer assessments — a better measure of progress
- Now using the term Developmental Language Disorder (DLD) instead of SLI throughout the text
- Removed reference to Dore & Holliday (two different lists of pragmatics) in creating list of pragmatic acts (other current books just have one [unreferenced] list)
- Table of norm-referenced tests updated to reflect most recent versions
- Updated all references to norm-referenced assessments to latest edition
- In class activity (Activity 2) students develop hierarchy of dynamic assessment cues (building on information on DA that is provided in text). This will be a good hook for instructors to introduce the idea of how SLPs scaffold stimuli for differing levels of student ability.

## Chapter 4: Decision Making in Assessment and Intervention

- Updated references throughout the chapter
- Elaboration and new research documenting the need for professionals-in-training to develop critical-thinking skills
- New information on **Multi-tiered Support Systems (MTSS)** and the tiered intervention approach that underlies MTSS and related **Response to Intervention Model**
- New information related to assessment considerations related to assessment of students who are multilingual
- Elaboration on how SLPs can motivate students to facilitate “buy in” to improve intervention outcomes
- Updated information on **IDEA** and SLP role in development of **Individualized Education Programs (IEPs)**
- Explanations of differential instruction and principles of universal design as they related to inclusion for preschool children in inclusive settings
- More details underlying dismissal-from-therapy decision making
- In class activities with linked videos including (a) an activity linking IEP goal setting with the Common Core State Standards and (2) an activity highlighting how SLPs engage young children in meaningful child-directed literacy/language classroom learning

## Chapter 5: Principles of Intervention

- Updated references
- Add new discussion questions and class activities
- With regard to the overall organization of intervention strategies; changed 2<sup>nd</sup> edition version of the “intervention continuum” away from the notion of child-directed versus adult-directed continuum to a newly developed model (unique to this text) which reflects the more current perspective represented by a four-quadrant chart which is visualized by a continuum of **Naturalistic Context versus Structured Context** (on the horizontal axis) and a continuum of **Explicit Learning versus Implicit Learning** on the vertical axis). This change allows SLPs to consider, for example, (a) how Naturalistic Developmental Interventions (NDBI [approaches appropriate for children with ASD]) can take place in a *naturalistic* context but the intervention can include moments of structured, *explicit* teaching or (b) how auditory bombardment (currently a research-evaluated technique incorporated into syntax-focused intervention [specifically Enhanced Sentence Recasting Therapy) can be *structured* and focus on *implicit* learning). **This new model provides an easy-to-understand model to help students understand the clinical decision-making strategies undergirding current research-based intervention approaches.**
- Students are now guided to consider intervention strategies within the framework of the 4-quadrant model as well as how they are guided by language theory (discussed in Chapter 3). This approach aligns previously learned language theory with current intervention approaches. Examples of how this is presented include (a) Modeling/Self-talk/Parallel Talk (Examples of naturalistic & explicit techniques [guided by social interactionist theory], Reinforcement/Prompting/Shaping (Techniques often associated with structured & explicit intervention [underlying theory is behaviorism])
- New information related to helping parents negotiate “**screen time**” for their young children
- New information about **telepractice** as an option for providing services
- New information about use of apps in SLP clinical practice
- New information regarding cultural linguistic diversity embedded throughout the chapter

## Chapter 6: Children With Development Language Disorder (DLD)

- Chapter renamed to the above to reflect current terminology used in the field
- Addition of table comparing the various terminology used across clinical settings to identify children with language disorders
- Updated references throughout the chapter
- Increased focus on **cultural considerations** including:
  - Focus box describing the Diagnostic Evaluation of Language Variation (DELV) assessment tool and its use in supporting culturally responsive practices

- Focus box describing how to use curriculum-based language assessments (CBLAs) to support culturally and linguistically diverse students
- Inclusion of links to various manualized intervention programs and guidance for students to consider where they fall on the implicit/explicit/structured/unstructured intervention model presented in Chapter 5.
- Descriptions of recent studies focusing on EMT (**Enhanced Milieu Teaching**), ECRT (**Enhanced Conversational Recast Training**), and **Sentence Combining** approaches with incorporation of telepractice and parent coaching models
- Increased emphasis on modeling grammatical language and avoiding telegraphic speech during intervention including a focus box and figure comparing grammatical and agrammatical language models
- New application activities related to:
  - selecting vocabulary targets
  - learning more about DLD through **advocacy websites**
  - developing clinical questions and using ASHA's evidence maps
  - Role-playing parent coaching

## Chapter 7: Children with Hearing Loss

- Updated prevalence data
- Updated references
- Sections with major changes:
  - Added information on auditory entrainment and the implications for early intervention
  - Updated data about the benefits of **early detection and treatment** (including cochlear implantation)
  - Updated research evidence for **LSL approaches**
  - Updated information about how the paradigm shift has affected family decision-making as well as child language, social, and academic outcomes
- Added an **Audism Focus**
- Added a **Literacy Focus**
- Updated the Katie case to reflect current standardized assessment tools
- Updated the assessment tools section (including Table 7.6)
- Added a debate assignment to explore the challenges families face in considering cultural and communication differences when making decisions related to device uptake and communication modality.

## Chapter 8: Children With Intellectual Disability

- Updated references throughout
- Aligned terminology and definitions with the latest version of AAIDD manual
  - Schalock, R. L., Luckasson, R., & Tassé, M. J. (2021). *Intellectual disability: Definition, diagnosis, classification, and systems of support*. (12<sup>th</sup> ed). American Association on Intellectual and Developmental Disabilities.
- Enhanced the elaborated the **Ecological Model** and gave examples throughout the chapter on how the ecological model influences assessment and intervention
- Multicultural Information on factors influencing cultural and linguistic awareness with regard to intellectual disabilities
- Updated prevalence and incidence to reflect most current data sources
- Enhanced emphasis on prevention approaches for SLPs
- New examples to enhance clinical approaches regarding information processing
- Examples of how nonverbal intelligence is assessed
- More details and illustrative figures to highlight clinical applications of Functional Communication intervention
- New evidence-based intervention called “**The Peer-to-Peer**” program, a school-wide program appropriate for students with ID
- New discussion questions and classroom activities
- More video links to help students watch videos and learn more about important topics

## Chapter 9: Autism

- Changed chapter name to **Autism**. Although Autism Spectrum Disorder is the diagnosis in the DSM-5, many have shifted to preferring identity-first language, describing themselves as autistic individuals. Thus, the more neutral term Autism was chosen for the title. As much of the literature continues to use “autism spectrum disorder,” “children on the autism spectrum,” or “children with autism,” these phrases are all used in the chapter. The preference for identity-first language is also related to the neurodiversity movement (also addressed in this chapter). However, since it is the individual who indicates their preference for how the identifier is used, this chapter uses the terminology which is still reflected in the clinical and research literature.
- Updated references throughout the chapter
- Updated prevalence information
- Addition of information about neurodiversity
- Updates language to reflect the use of **severity levels (Level 1, 2, and 3)** rather than “low functioning” and “high functioning” terminology
- Guidance as to how SLPs can use **critical-thinking skills** to guide parents in the challenging decisions regarding intervention approaches for their young child with autism

- Revised assessment section covering the current “gold standard” of assessment: ADOS-2; also discusses multidisciplinary assessment
- Intervention updated with discussion of **Naturalistic Developmental Behavioral Interventions** (NDBIs)
- New focus intervention strategies discussed: video modeling and Social stories©
- Removed connections section
- Added a second case study to the end of the chapter
- Added discussion questions and class activities

## Chapter 10: Emergent Literacy, Reading, Spelling, and Writing

- Chapter renamed: Emergent Literacy, Reading, Spelling, and Writing
- Updated references throughout
- Increased attention to the relationship between spoken and written language and differences between features of spoken and written language including:
  - Figure that represents the various language skills needed to read and write
  - Table comparing the features of spoken vs. written language organized by content, form, and use
- Increased attention on **metalinguistic skills**
- Updated decision trees and narrative illustrations
- Inclusion of table describing conventional literacy skills and how each are assessed
- Increased emphasis on **morphological awareness intervention** and spelling including a table that highlights intervention activities
- Table of norm-referenced tests updated to reflect most recent versions
- Detailed description of assessment tool for assessing emergent literacy skills – **Assessment of Literacy and Language (ALL)**
- Emphasis on multicultural considerations within shared reading context and in early childhood classrooms
- Inclusion of updated links to resources for literacy intervention
- Description of and links to resources for a **narrative intervention approach** with high level of external research evidence including emphasis on the connection between spoken narrative skills and literacy performance.
- Increased emphasis on **SLP/teacher collaborations**
- Additional application activities that guide students to:
  - Evaluate a narrative assessment tool
  - Consider clinical implications during shared book reading interventions
  - Consider the language skills required to complete math problems for school-age students

## Chapter 11: Augmentative and Alternative Communication

- New AAC language intervention section (Approached - **Aided AAC modeling, Enhanced Milieu Therapy and Core Vocabulary Intervention**)
- Added literacy and AAC section
- Added information regarding **children who use AAC who are bilingual** and discussed cultural considerations for children who use AAC
- Added a more nuanced perspective of PECS interventions as they related to AAC
- Updated references
- Focus on AAC specifically related to children with language disorders
- New case examples
- Updated figures
- Added new class discussion questions and classroom activities