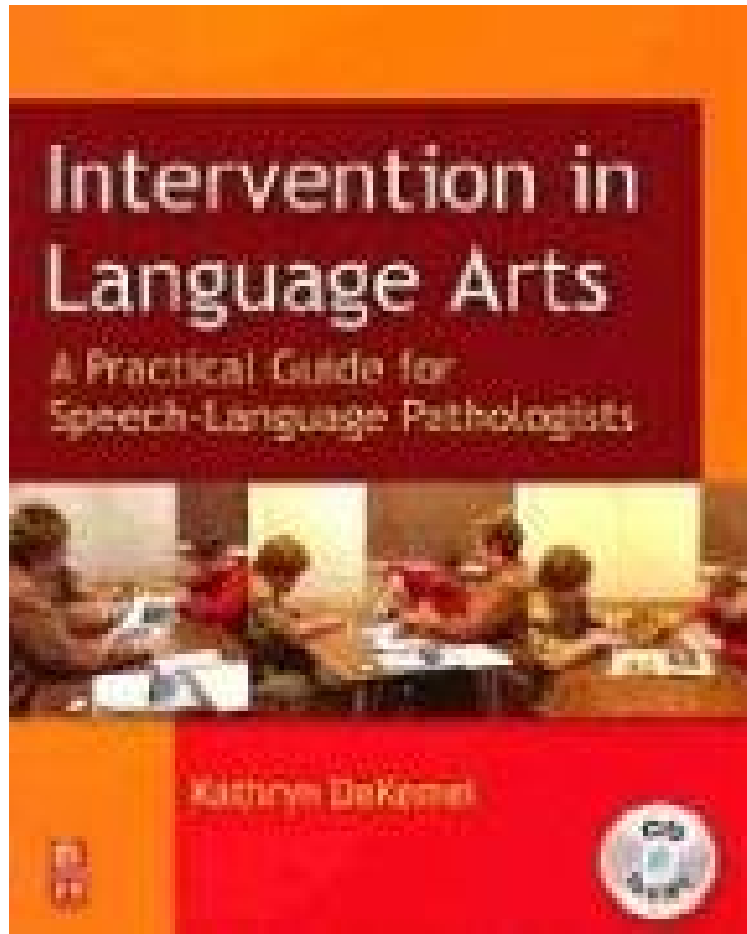



(Library ebook) Intervention in Language Arts: A Practical Guide for Speech-Language Pathologists, 1e

Intervention in Language Arts: A Practical Guide for Speech-Language Pathologists, 1e

Kathryn P. DeKemel PhD CCC-SLP
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Kathryn P. DeKemel PhD CCC-SLP : Intervention in Language Arts: A Practical Guide for Speech-Language Pathologists, 1e before purchasing it in order to gauge whether or not it would be worth my time, and all praised Intervention in Language Arts: A Practical Guide for Speech-Language Pathologists, 1e:

3 of 3 people found the following review helpful. Great Title, Limited Substance
By SpeechDiva I had high hopes for this book and I've been disappointed. I don't find that it covers the big issues that perplex SLPs in today's climate: how do provide intervention in classrooms efficiently, how to meet the demands of diverse caseloads and how to serve older students (i.e., beyond primary grades) with speech-language needs within the context of general education. I believe this book would be a good basic text for new SLPs who don't have any experience with primary grades or exposure to reading related topics. For those seasoned SLPs who want to expand their intervention scope and practice in general education, this is not likely the book for which you've been looking.

This cutting edge resource explores the latest research in the area of language-learning-reading deficits and provides therapists with practical information that they can use in the classroom to treat students with speaking, listening, reading, and writing problems. It provides a very research-based look at reading and language disorders, beginning with the neurological and genetic basis for these disorders, covering the developmental process, and looking at assessment issues such as the narrative genre as a diagnostic tool, miscue analysis, scaffolding during oral reading, and design of thematic units for measuring outcomes. The appendices include extremely useful forms for diagnostic purposes in clinical settings, as well as planning and implementing intervention and documenting progress over time. A bound-in CD packaged with the book contains ready-to-use forms that are referred to in the practice chapters - including: a Miscue Tally Sheet; sample factual, interpretation, and inference questions; a Narrative Recording Form; a Story Map; and a Skills/Concepts to Target Sheet (i.e., a lesson plan). Written by a speech-language pathologist, this book is designed to help SLPs understand their evolving role in literacy development to better help the students they treat to achieve academic success. This is one of the first books to examine the link between oral language disorders and reading and writing disabilities. Well-referenced and up-to-date coverage addresses the latest research in this area. The author is a licensed, certified speech-language pathologist with over 15 years of experience in various settings, including public schools, universities, Head Start, nursing homes, home healthcare, and research. Includes a chapter on long term prognosis for LLD, plus coverage of alternative service delivery models. Includes sample dialogues between children and therapists during oral reading. Offers information on how to design thematic units (a collection of literature and related activities that explore a particular topic), as well as sample excerpts from texts that can be used for thematic units. Includes a CD-ROM with forms that can be tailored, printed, and used in practice to document progress in reading and comprehension over time. Forms on the CD are highlighted in the book with a CD icon, so readers are aware of material that is on the CD. Presents information on how to help children plan, draft, proofread, and edit their writing. Offers advice on deciding how long a language-impaired child should remain in therapy and when therapy should be concluded. Appendices include the following forms: Miscue Analysis System; Miscue Analysis Tally Sheet; Sample typed transcript for recording miscues; Sample factual, interpretation, and inference questions; Question Response Scoring System; Narrative Recording Form; Narrative Scoring Criteria; Communicative Reading Strategies (CRS) Techniques; Story Map; and Skills/Concepts to Target Sheet (i.e., a lesson plan). Detailed instructions describe how to use the forms, along with sample oral reading transcripts, responses to factual, interpretation, and inference questions, and narrative samples from live subjects that have already been scored.