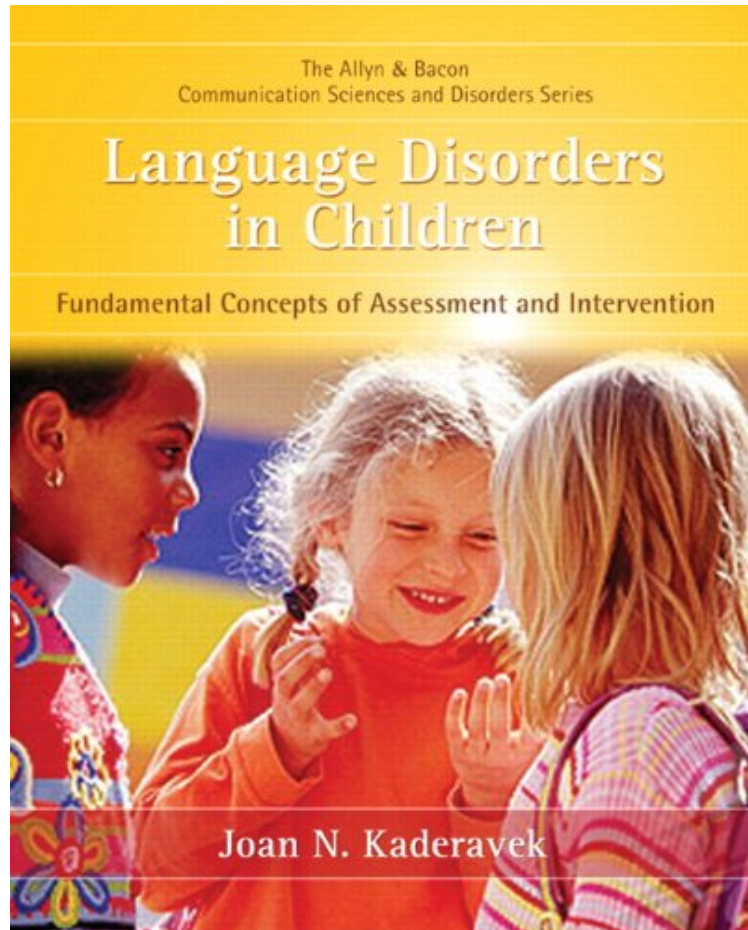


# Language Disorders in Children: Fundamental Concepts of Assessment and Intervention

Joan N. Kaderavek

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**Joan N. Kaderavek : Language Disorders in Children: Fundamental Concepts of Assessment and Intervention** before purchasing it in order to gage whether or not it would be worth my time, and all praised Language Disorders in Children: Fundamental Concepts of Assessment and Intervention:

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A strong focus on the analysis and synthesis of language disorders teaches students to think like a Speech-Language Pathologist. Ideal for undergraduate students, *Language Disorders in Children* strives to be much more than an introductory book. This innovative first edition text teaches students how to analyze, synthesize, evaluate, and link the information they are learning. Going beyond basic concepts and basic definitions, this book consistently offers readers opportunities for higher-order learning, preparing each student to become a careful evaluator of information with respect to language disorders as well as an adept problem-solver. *Language Disorders in Children* is organized by disorder groups and theme, allowing students to easily make connections between theoretical information and clinical practice. Each chapter also includes a number of thoughtful features, such as case histories, clinical decision trees, and hot topic discussions, all of which facilitate learning both in and outside of the classroom. Topics of special interest include emergent literacy issues in school-aged children, the response-to-intervention approach, and the sequence of language in young children. This text understands the need of today's student to learn lifetime critical thinking skills, to see relationships between isolated ideas and facts, and think like a Speech-Language Pathologist.

From the Back CoverIdeal for undergraduate students, *Language Disorders in Children* strives to be much more than an introductory book. This innovative first edition text teaches students how to analyze, synthesize, evaluate, and link the information they are learning. Going beyond basic concepts and basic definitions, this book consistently offers readers opportunities for higher-order learning, preparing each student to become a careful evaluator of information with respect to language disorders as well as an adept problem-solver. *Language Disorders in Children* is organized by disorder groups and theme, allowing students to easily make connections between theoretical information and clinical practice. Each chapter also includes a number of thoughtful features, such as case histories, clinical decision trees, and hot topic discussions, all of which facilitate learning both in and outside of the classroom. Topics of special interest include emergent literacy issues in school-aged children, the response-to-intervention approach, and the sequence of language in young children. This text understands the need of today's student to learnlifetime critical thinking skills, to see relationships between isolated ideas and facts, andthink like a Speech-Language Pathologist. Features Include: A focus on theoretical thinking and illustrative best-practice methodologies teaches students to explore concepts beyond a surface level and become more engaged in the learning process. A themed approach of form-content-use illustrates how each underlying concept applies to clinical decision-making and helps students make connections between disorder groups. An emphasis on evidence-based practice introduces students to primary research and offers readers detailed information on research studies supporting evidence-based approaches so that they are familiar with this central concept. Organization by disorder groups provides a compelling, easy-to-follow, and transparent format. Pedagogy such as case histories, clinical decision trees, and hot topic discussions facilitate students ability to critically evaluate clinical methods and motivate students to become active problem-solvers. About the Author Dr. Joan N. Kaderavek is a speech-language pathologist with over 30 years of clinical and classroom experience. A frequent national and international presenter, she also is a researcher on two grants sponsored by the US Department of Education. She is a co-author of *Emergent Literacy: Lessons for Success* (Plural Publishing, 2008).