## SLAN0004: Management of Communication Disorders 1: Language and Cognition (Developmental): Kate Shobbrook



1

Reed, V. A. Language and human communication (chapter 1). in An introduction to children with language disorders vol. The Allyn&Bacon Communication sciences and disorders series 1–39 (Pearson, 2012).

2.

Reed, V. An introduction to children with language disorders. vol. Pearson custom library (Pearson, 2014).

3.

Law, J. Chapter 1: Children's communication: development and difficulties. in Communication difficulties in childhood: a practical guide 3–31 (Radcliffe Publishing Oxford, 2000).

4.

Martin, D. & Miller, C. Ways of thinking about language. in Speech and language difficulties in the classroom 1–17 (David Fulton, 2003).

5.

Law, J. & Elias, J. Getting started: the development of speech and language. in Trouble talking: a guide for the parents of children with speech and language difficulties 18–33 (Jessica Kingsley, 1996).

RADLD Campaign.

7.

Norbury, C., Tomblin, J. B., Bishop, D. V. M., & Association for All Speech-Impaired Children. Understanding developmental language disorders: from theory to practice. (Psychology Press, 2008).

8.

Bishop, D. V. M. Uncommon understanding: development and disorders of language comprehension in children. (Psychology Press, Taylor & Francis Group, 2014).

9.

Lees, J. & Urwin, S. Children with language disorders. vol. Whurr Publishers' books on communication disorders (Whurr, 1997).

10.

Sharynne McLeod. An holistic view of a child with unintelligible speech: Insights from the ICF and ICF-CY. Advances in Speech Language Pathology **8**, 293–315 (2009).

11.

Sharynne McLeod. The ICF-CY and children with communication disabilities. International Journal of Speech-Language Pathology **10**, 92–109 (2009).

12.

The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study.

13.

Ages and Stages | Talking Point. http://www.talkingpoint.org.uk/ages-and-stages.

14.

Help your child to talk: RCSLT leaflet.

15.

Paul, R., Norbury, C. & Gosse, C. Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating. (Elsevier, 2018). doi:10.1016/C2015-0-04093-X.

16

Cooke, J., Williams, D. & Latham, C. Working with children's language. (Speechmark, 2003).

17.

Derbyshire Language Scheme -.

https://www.derbyshire-language-scheme.co.uk/cgi-bin/live/ecommerce.pl?site=derbyshire-language-scheme.co.uk&state=page&page=programme.

18.

Elks, L., McLachlan, H. & Blank, M. TALC: Test of Abstract Language Comprehension. (Elklan, 2012).

19.

Parsons, S. & Branagan, A. Language for thinking: a structured approach for young children . vol. A Speechmark classroom resource (Speechmark, 2005).

20.

Reed, V. An introduction to children with language disorders. vol. Pearson custom library (Pearson, 2014).

Norbury, C., Tomblin, J. B., Bishop, D. V. M., & Association for All Speech-Impaired Children. Understanding developmental language disorders: from theory to practice. (Psychology Press, 2008).

22.

Lees, J. & Urwin, S. Children with language disorders. vol. Whurr Publishers' books on communication disorders (Whurr, 1997).

23.

Zambrana, I. M., Pons, F., Eadie, P. & Ystrom, E. Trajectories of language delay from age 3 to 5: persistence, recovery and late onset. International Journal of Language & Communication Disorders **49**, 304–316 (2014).

24.

Reed, V. An introduction to children with language disorders. vol. Pearson custom library (Pearson, 2014).

25.

Snowling, M. J., Duff, F. J., Nash, H. M. & Hulme, C. Language profiles and literacy outcomes of children with resolving, emerging, or persisting language impairments. Journal of Child Psychology and Psychiatry **57**, 1360–1369 (2016).

26.

Dorothy V Bishop. CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development. Phase 2. Terminology. (2016) doi:10.7287/peerj.preprints.2484v1.

27.

Law\_et\_al\_Early\_Language\_Development\_final.pdf.

Marinis, T., Armon-Lotem, S. & Pontikas, G. Language impairment in bilingual children. Linguistic Approaches to Bilingualism **7**, 265–276 (2017).

29.

Paul, R. & Norbury, C. Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating. (Elsevier Mosby, 2012).

30.

Reed, V. An introduction to children with language disorders. vol. Pearson custom library (Pearson, 2014).

31.

Leonard, L. B. Children with specific language impairment. vol. Language, speech, and communication (The MIT Press, 2014).

32.

McCauley, R. J. & Fey, M. E. Treatment of language disorders in children. vol. Communication and language intervention series (Paul H. Brookes Pub, 2006).

33.

Rees, R. et al. Communication Interventions for Families of Pre-School Deaf Children in the UK. Deafness & Education International **17**, 88–100 (2015).

34.

Falkus, G. et al. Assessing the effectiveness of parent-child interaction therapy with language delayed children: A clinical investigation. Child Language Teaching and Therapy (2015) doi:10.1177/0265659015574918.

Roberts, M. Y. & Kaiser, A. P. The Effectiveness of Parent-Implemented Language Interventions: A Meta-Analysis. American Journal of Speech-Language Pathology **20**, 180–199 (2011).

36.

Klatte, I. S. & Roulstone, S. The practical side of working with parent-child interaction therapy with preschool children with language impairments. Child Language Teaching and Therapy **32**, 345–359 (2016).

37.

Wright, L., Pring, T. & Ebbels, S. Effectiveness of vocabulary intervention for older children with (developmental) language disorder. International Journal of Language & Communication Disorders **53**, 480–494 (2018).

38.

Ebbels, S. H. et al. Effectiveness of semantic therapy for word-finding difficulties in pupils with persistent language impairments: a randomized control trial. International Journal of Language & Communication Disorders **47**, 35–51 (2012).

39.

Reed, V. An introduction to children with language disorders. vol. Pearson custom library (Pearson, 2014).

40.

Edited By Judy Clegg, Jane Ginsborg. Language and Social Disadvantage: Theory into Practice. (John Wiley & Sons Ltd).

41.

Ebbels, S. Effectiveness of intervention for grammar in school-aged children with primary language impairments: A review of the evidence. Child Language Teaching and Therapy 30, 7-40 (2014).

Fey, M. E., Long, S. H. & Finestack, L. H. Ten Principles of Grammar Facilitation for Children With Specific Language Impairments. American Journal of Speech-Language Pathology **12**, (2003).

43.

Boyle, J. M., McCartney, E., O'Hare, A. & Forbes, J. Direct versus indirect and individual versus group modes of language therapy for children with primary language impairment: principal outcomes from a randomized controlled trial and economic evaluation. International Journal of Language & Communication Disorders **44**, 826–846 (2009).

44.

Baxendale, J., Lockton, E., Adams, C. & Gaile, J. Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment. International Journal of Language & Communication Disorders **48**, 41–53 (2013).

45.

Ciccone, N., Hennessey, N. & Stokes, S. F. Community-based early intervention for language delay: a preliminary investigation. International Journal of Language & Communication Disorders **47**, 467–470 (2012).

46.

Smith-Lock, K. M., Leitao, S., Lambert, L. & Nickels, L. Effective intervention for expressive grammar in children with specific language impairment. International Journal of Language & Communication Disorders **48**, 265–282 (2013).

47.

Pickles, A. et al. Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial. The Lancet **388**, 2501–2509 (2016).

Dynamic Assessment of Narratives: Efficient, Accurate Identification of Language Impairment in Bilingual Students - 2016\_JSLHR-L-15-0426. https://pubs-asha-org.libproxy.ucl.ac.uk/doi/pdf/10.1044/2016\_JSLHR-L-15-0426.

49.

Tier 2 language intervention for diverse preschoolers: an early-stage randomized control group study following an analysis of response to intervention. http://ajslp.pubs.asha.org/epdf.aspx?doi=10.1044/2015 ajslp-14-0101.

50.

Hasson, Natalieloffe, Victoria. Child Language Teaching and Therapy. 9-25.

51.

Dawes, E., Leitão, S., Claessen, M. & Kane, R. A profile of the language and cognitive skills contributing to oral inferential comprehension in young children with developmental language disorder. International Journal of Language & Communication Disorders 53, 1139–1149 (2018).

52.

Paul, R. & Norbury, C. Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating. (Elsevier Mosby, 2012).

53.

Joffe, V. L., Cain, K. & Marić, N. Comprehension problems in children with specific language impairment: does mental imagery training help? International Journal of Language & Communication Disorders **42**, 648–664 (2007).

54.

Adams, C., Clarke, E. & Haynes, R. Inference and sentence comprehension in children with specific or pragmatic language impairments. International Journal of Language & Communication Disorders **44**, 301–318 (2009).

McClintock, B., Pesco, D. & Martin-Chang, S. Thinking aloud: effects on text comprehension by children with specific language impairment and their peers. International Journal of Language & Communication Disorders **49**, 637–648 (2014).

56.

Filiatrault-Veilleux, P., Bouchard, C., Trudeau, N. & Desmarais, C. Inferential comprehension of 3-6 year olds within the context of story grammar: a scoping review. International Journal of Language & Communication Disorders **50**, 737–749 (2015).

57.

Desmarais, C., Nadeau, L., Trudeau, N., Filiatrault-Veilleux, P. & Maxès-Fournier, C. Intervention for improving comprehension in 4–6 year old children with specific language impairment: practicing inferencing is a good thing. Clinical Linguistics & Phonetics 27, 540–552 (2013).

58.

Baird, G. & Norbury, C. F. Social (pragmatic) communication disorders and autism spectrum disorder: Table 1. Archives of Disease in Childhood **101**, 745–751 (2016).

59.

Evaluating social (pragmatic) communication disorder.

60.

F. Norbury, C. Practitioner Review: Social (pragmatic) communication disorder conceptualization, evidence and clinical implications.

61.

Gibson, J., Adams, C., Lockton, E. & Green, J. Social communication disorder outside autism? A diagnostic classification approach to delineating pragmatic language

impairment, high functioning autism and specific language impairment. Journal of Child Psychology and Psychiatry **54**, 1186–1197 (2013).

62.

Adams, C. et al. The Social Communication Intervention Project: a randomized controlled trial of the effectiveness of speech and language therapy for school-age children who have pragmatic and social communication problems with or without autism spectrum disorder. International Journal of Language & Communication Disorders 47, 233–244 (2012).

63.

DSM-5 Diagnostic Criteria | What is Autism?/Diagnosis | Autism Speaks. https://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria.

64.

autism-in-under-19s-recognition-referral-and-diagnosis-35109456621253. https://www.nice.org.uk/guidance/cg128/resources/autism-in-under-19s-recognition-referral-and-diagnosis-35109456621253.

65.

Developmental Disorders of Language Learning and Cognition.

66.

Roth, I. & Barson, C. The autism spectrum in the 21st century: exploring psychology, biology and practice. (Jessica Kingsley Publishers, 2010).

67.

Coleman, M. & Gillberg, C. The Autisms. (Oxford University Press, 2011). doi:10.1093/med/9780199732128.001.0001.

68.

Kersner, M. & Wright, J. A. Speech and language therapy: the decision-making process when working with children. (Routledge, 2012).

69.

Frederickson, N. & Cline, T. Special educational needs, inclusion and diversity. (Open University Press/McGraw Hill Education, 2009).

70.

Silberman, S. Neurotribes: the legacy of autism and the future of neurodiversity. (Avery, a member of Penguin Random House, 2015).

71.

Kelly, A. Working with adults with a learning disability. vol. A Winslow practical therapy manual (Winslow, 2000).

72.

Cross, M. Children with social, emotional and behavioural difficulties and communication problems: there is always a reason. (Jessica Kingsley, 2011).