Topics in Language Disorders
Tables of Contents from 1980-2008

Volume 1, Number 1, December 1980: Language Disorders and Learning Disabilities
Issue Editor: Geraldine P. Wallach
The Path to a Concept of Language Learning Disabilities: pages 1-14
Joel Stark and Geraldine P. Wallach
Steven F. Roth and Charles A. Perfetti
Have We Prepared the Language Disordered Child for School?: pages 29-46
Lynn S. Snyder
The Language of Instruction: The Hidden Complexities: pages 47-58
Laura J. Berlin, Marion Blank, and Susan A. Rose
Everyday Math Is a Story Problem: The Language of the Curriculum: pages 59-70
Jewel Carlson, Lee J. Gruenewald, and Barbara Nyberg
Toward a Theory of Reading Comprehension Instruction: pages 71-88
P. David Pearson and Rand J. Spiro
Reading Instruction for Students with Learning Disabilities: pages 89-98
Naomi Zigmond, Ada Vallecorsa, and Gaea Leinhardt
So You Want to Know What to Do with Language Disabled Children above the Age of Six: pages 99-113
Geraldine P. Wallach and A. Donna Lee

Volume 1, Number 2, March 1981: Language in Context: Listening, Reading and Writing
Issue Editor: Virginia Brown
An Eclectic Model of Language Intervention for Disorders of Listening, Speaking, Reading, and Writing: pages 1-24
Nickola Wolf Nelson
Reading Comprehension Instruction: Findings from Behavioral and Cognitive Psychology: pages 25-42
Joseph R. Jenkins and James G. Heliotis
The Route to Reading: A Perspective: pages 43-60
Diane J. Sawyer and Sally Lipa
Child Reading: Readiness or Evolution?: pages 61-72
D. Kim Reid
Developmental Issues in Written Language: pages 73-90
Bonnie E. Litowitz
Improving Written Expression in Learning Disabled Students: pages 91-99
Rita Silverman, Naomi Zigmond, Judith M. Zimmerman, and Ada Vallecorsa

Volume 1, Number 3, June 1981: Language Assessment: Selected Critical Issues
Issue Editor: Donna S. Geffner
Assessment of Language Disorders: Linguistic and Cognitive Functions: pages 1-10
Donna S. Geffner
Passages: From the Fifties to the Eighties in Language Assessment: pages 11-30
Patricia B. Launer and Margaret Lahey
Assessing Communicative Abilities in the Sensorimotor Period: Content and Context: pages 31-46
Lynn S. Snyder
Judging Cognition During Language Assessment: pages 47-58

Audrey S. Hoffnung
Selecting Assessment Strategies for Language-Disordered Children: pages 59-74

Teris Kim Schery
Assessing Comprehension of Spoken Language: A Multifaceted Task: pages 75-86

Linda Swisher and James Aten
Reading: What Needs to be Assessed?: pages 87-94

Joel Stark
Formal versus Informal Assessment: Fragmentation versus Holism: pages 95-106

Sister M. Winifred Danwitz

Volume 1, Number 4, September 1981: Adult Language Disorders
Issue Editor: Pamela O’Connell
The Syndromes of Aphasia: Similarities and Differences in Neurolinguistic Features: pages 1-14
Harold Goodglass
Evolution of Aphasic Syndromes: pages 15-28
Andrew Kertesz
Phonological Aspects of Aphasia: pages 29-40
Hugh W. Buckingham, Jr.
Right-Hemisphere Language: pages 41-62
Morris Moscovitch
The Role of Theory in Therapy: A Rationale: pages 63-72
A. Damien Martin
Language Disorders Secondary to Closed Head Injury: Diagnosis and Treatment: pages 73-88
Chris Hagen
Language and Aging: An Environmental Approach to Intervention: pages 89-98
Rosemary Lubinski

Volume 2, Number 1, December 1981: Cognition and Language in the Preschool Years
Issue Editor: Judith R. Johnston
Development of Symbolic Play: Implications for the Language Specialist: pages 1-16
Lorraine McCune-Nicholich and Shelley Carroll
On Location: Thinking and Talking About Space: pages 17-32
Judith R. Johnston
The Understanding of Causality in Preschool Children: From Action to Explanation: pages 33-50
Mary Sue Ammon
Children’s Understanding of Time: pages 51-66
Lorraine Harner
Number Symbols and Number Operations: Their Development and Interrelation: pages 67-76
Geoffrey B. Saxe
The Development of Social Cognition in Preschool Children: Implications for Language Learning: pages 77-95
William A. Corsaro
Volume 2, Number 2, March 1982: Communication Interaction Strategies for the Severely, Communicatively Impaired

Issue Editor: David E. Yoder

Communication within Natural Conversational Interaction: Implications for Severe Communicatively Impaired Persons: pages 1-20
D. Jeffery Higginbotham and David E. Yoder

Deberah Harris

Communication Interaction of Adult Communication Augmentation System Use: pages 39-54
David R. Beukelman and Kathryn M. Yorkston

Initiating Communication Systems for Severely Speech-Impaired Persons: pages 55-72
Lucinda Bottorf and Donna DePape

Facilitating the Communicative Interaction of Nonspeaking Persons in Large Residential Settings: pages 73-84
Howard C. Shane, Rochelle W. Lipschultz, and Christine L. Shane

Volume 2, Number 3, June 1982: Language Disorders of Hearing-Impaired Children

Issue Editor: Linda W. Nober

After Early Identification: Next Steps for Language Intervention for Very Young Severely Hearing-Impaired Children: pages 1-7
Janelle M. Spear and Sanford E. Gerber

Early Intervention and Development of Communication Skills for Deaf Children Using an Auditory-Verbal Approach: pages 8-16
Ellen A. Rhoades

Overcoming Linguistic Limitations of Hearing-Impaired Children Through Teaching Written Language: pages 17-28
Danny D. Steinberg

Amplification: Tool for Language Skills: pages 29-45
Mark Ross

Language Assessment Protocols for Hearing-Impaired Students: pages 46-56
Diane Brackett

Language Intervention for Hearing-Impaired Children from Linguistically and Culturally Diverse Backgrounds: pages 57-66
Joseph E. Fischgrund

Assessing Language in Young Deaf Adults: pages 67-75
Gerald G. Walter and C. Tane Akamatsu

Societal Forces Influencing the Roles of Speech-Language Pathologists, Audiologists, and Teachers of the Deaf: pages 76-87
E. Harris Nober

Volume 2, Number 4, September 1982: Assessment of Formal School Language: Reading, Writing, and Speaking

Issue Editor: Robert Calfee

The Language of Schooling: pages 1-12
David R. Olsen
Language Disorders and Schooling: pages 13-19
   Dolores Kluppel Vetter
Assessment of Disorders in Formal School Language: Disorders in Reading: pages 20-33
   Frank R. Vellutino and M. Jeanne Shub
Language Assessment and Writing Disorders: pages 34-44
   Sarah Warshauer Freedman
Oral Language Assessment Through Formal Discussion: pages 45-55
   Robert Calfee and Lynne Sutter
Metalinguistic Awareness: Its Role in Language Development and Its Assessment: pages 56-64
   James Flood and Mary W. Salus
Formal English as a Second Language: pages 65-80
   Betty J. Matluck and Joseph H. Matluck

Volume 3, Number 1, December 1982: Communication Problems of Autistic Children: The Role of Context
Issue Editor: Judith F. Duchan
Developing a Social Communication Curriculum for Autistic Students: pages 1-9
   Linda R. Watson and Catherine Lord
How Autistic Children View the World: pages 10-15
   Judith F. Duchan and James Palermo
Gestalt Language and Gestalt Processing in Autism: pages 16-23
   Barry M. Prizant
The Development of Yes and No Answers in Autistic Children: pages 24-32
   Warren H. Fay
Autism for all Practical Purposes: A Micro-Interactional View: pages 33-42
   Richard M. Frankel
Strategies in Evaluating Autistic Children’s Communication: pages 43-49
   Frank Curcio and Jeanne M. Paccia
Growth in Language: The Parent’s Part: pages 50-57
   Clara Claiborne Park
Reaching Autistic Children: A Clinical Note: pages 58-63
   Carol Silverman
The Politics of Autism: A Socio-Historical View: pages 64-71
   Lois (Hood) Holzman

Volume 3, Number 2, March 1983: Case Studies of Phonological Disorders
Issue Editor: David Ingram
A Case Study of Phonological Acquisition: pages 1-9
   Mary Elbert
Individual Preferences: Case Study of a Phonologically Delayed Child: pages 10-23
   Karen E. Pollock
A Facilitative Approach for Remediation of a Child’s Profoundly Unintelligible Phonological System: pages 24-34
   Barbara Williams Hodson
CV to CVC: A Longitudinal Report of a Child with Open Syllables: pages 35-44
   Michael A. Crary and Tracey L. Hunt
Final Ingression: A Case of Deviant Child Phonology: pages 45-50  
  David Ingram and Barbara Terselic  
Disordered Phonological Systems: Evidence from a Case Study: pages 51-61  
  Mary Louise Edwards  
Phonological Development in Phonological Disability: pages 62-76  
  Pamela Grunwell

Volume 3, Number 3, June 1983: Nonbiased Assessment of Language Differences  
Issue Editor: Sandra L. Terrell  
Distinguishing Linguistic Differences from Disorders: The Past, Present, and Future of Nonbiased Assessment: pages 1-7  
  Sandra L. Terrell and Francis Terrell  
Culturally Valid Testing: A Proactive Approach: pages 8-20  
  Orlando L. Taylor and Kay T. Payne  
Test Interpretation and Sociolinguistic Differences: pages 21-34  
  Walt Wolfram  
Application of Nonstandardized Assessment Procedures to Diverse Linguistic Populations: pages 35-45  
  Laurence B. Leonard and Amy L. Weiss  
Issues in the Diagnosis of Language Disorders in Students Whose Primary Language is not English: pages 46-56  
  Jane R. Mercer  
Assessment and Treatment of Minority-Language-Handicapped Children: The Role of the Monolingual Speech-Language Pathologist: pages 57-66  
  Manuela Juarez  
Nonbiased Assessment and Treatment of Adults who have neurologic Speech and Language Problems: pages 67-75  
  Audrey L. Holland  
Reliability and Validity of Standardized Testing Tools Used with Poor Children: pages 76-88  
  Sol Adler and Sherri Birdsong

Volume 3, Number 4, September 1983: Aphasia: Selected Contemporary Considerations  
Issue Editor: Rick L. Bollinger  
Aphasia: Neurological Considerations: pages 1-20  
  Malcolm R. McNeil  
Aphasia: Discourse Considerations: pages 21-34  
  Hanna K. Ulatowska and Sandra A. Bond  
Aphasia: Pragmatic Considerations: pages 35-48  
  M. Jeanne Wilcox  
Aphasia: Cognitive Considerations: pages 49-66  
  Joyce Fitch-West  
Aphasia: Treatment Considerations, Graphic Output: pages 67-76  
  Cynthia Rubin and Rick L. Bollinger  
Aphasia Following Left Putaminal Hemorrhage: A Longitudinal Case Report: pages 77-86  
  Barbara J. Leader
Volume 4, Number 1, December 1983: Pragmatics in Language-Disordered Children
Issue Editor: Lynn S. Snyder
Communicating Intentions: How Well Do Language-Impaired Children Do?: pages 1-14
Sima Gerber Wollner
Learning-Disabled Children As Conversational Partners: pages 15-27
Mavis Donahue
Speech Selection and Modification In Language-Disordered Children: pages 28-37
Laurence B. Leonard
Improving Communicative Competence: The Role of Metapragmatic Awareness: pages 38-48
Patricia A. Savich
Interactional Variation: A View from the Language-Disordered Child’s World: pages 49-60
Marilyn Newhoff and Joyce Browning
Social and Cognitive Aspects of Fluency in the Instructional Setting: pages 61-74
Elaine R. Silliman and Susan P. Leslie
Pragmatics and Information Processing: pages 75-86
Lynn Sebestyen Snyder and Doris C. Downey

Volume 4, Number 2, March 1984: Adolescent Language Learning Disorders
Issue Editors: Kathryn Beadle and Donna Dagenais
The Challenge of Adolescence: pages 1-9
Harry E. Hartzell
Communicative Skills and Peer Relations of Learning Disabled Adolescents: pages 10-21
Mavis Donahue and Tanis Bryan
Setting Demand Variables: A Major Factor in Program Planning for the LD Adolescent: pages 22-40
Jean B. Schumaker and Donald D. Deshler
Elisabeth Wiig
Written Language: When and Where To Begin: pages 59-85
Donna J. Dagenais and Kathryn R. Beadle

Volume 4, Number 3, June 1984: Neurolinguistic Approaches to Language Disorders
Issue Editor: Merlin J. Mecham
Elisabeth H. Wiig and Laura Becker-Caplan
Possible Neurolinguistic Breakdown in Autistic Children: pages 19-33
Amy Miller Wetherby
Simultaneous and Successive Processing in Children with Reading Disability: pages 34-47
J.P. Das
Central Auditory Dysfunction: A Language Disorder?: pages 48-56
Robert W. Keith
Evaluating Central Auditory Processing in Children: pages 57-70
Rachel E. Stark and Lynne E. Bernstein
Some Neurological and Linguistic Accompaniments of the Fluent and Nonfluent Aphasias: pages 71-81
Jean Berko Gleason and Harold Goodglass
**Volume 4, Number 4, September 1984: Language Development and Disorders in the Social Content**

**Issue Editor: Catherine E. Snow**

Habilitating the Language–Impaired Child: Ideas from Studies of Parent-Child Interaction: pages 1-14
  Toni G. Cross

Interaction Style and Children’s Language Learning: pages 15-23
  Elena V.M. Lieven

Language for Absent Things: Learning from Visually Handicapped Children: pages 24-37
  Cathy Urwin

The Deaf Imperative: Characteristics of Maternal Input to Hearing-Impaired Children: pages 38-49
  Sheila J. White and Richard E.C. White

Individual Patterns of Interaction in the Mother-Child Dyad: Implications for Parent Intervention: pages 50-61
  Ellenmorris Tiegerman and Mira Siperstein

Clinical Interactions with Autistic Children: The Role of Theory: pages 62-71
  Judith F. duchan

Therapy as Social-Interaction: Analyzing the Contexts for Language Remediation: pages 72-85
  Catherine Snow, Shelley Midkiff-Borunda, Anita Small, and Adele Proctor

**Volume 5, Number 1, December 1984: Communication Management with Mentally Retarded Children**

**Issue Editor: James C. Kemp**

The Developmental Relationship Between Cognition and Communication: Implications for Assessment: pages 1-13
  Amy Finch-Williams

Cognitive Thinking and Initial Use of Referential Speech: pages 14-28
  James V. Khan

Remediation in Context: pages 29-40
  Francesca M Spinelli and Brenda Y. Terrell

Preschool Intervention Strategies: The Communication Base: pages 41-57
  Jane A. Rieke and Johanna Lewis

Guidelines for Communicative Intervention for Younger Retarded Children: pages 58-65
  Dona Lea Hedrick and James C. Kemp

Nonspeech Communication Systems: Implications for Language Intervention with Mentally Retarded Children: pages 88-81
  Mary Ann Romski, Rose A. Sevcik, and Sharon Ellis Joyner

**Volume 5, Number 2, March 1985: Discourse and Language-Impaired Children: Clinical Issues**

**Issue Editor: Sandy Friel-Patti**

Issues in Adult-Child Interaction: Six Philosophical Orientations: pages 1-15
  Anne van Kleeck

Story Grammar Skills In School-Age Children: pages 16-30
  Judith L. Page and Sharon R. Stewart
The Development of Discourse Topic Skills by Infants and Young Children: pages 31-45
Susan Foster

Preschool Language Intervention: Some Key Concerns: pages 46-57
Sandy Friel-Patti and Janice Lougeay-Mottinger

Mother in Dialogue with Language-Impaired Children: pages 58-68
Gina Conti-Ramsden

Volume 5, Number 3, June 1985: Language Impaired Youth: The Years Between 10 and 18
Issue Editor: M. Irene Stephens

Comprehension of Figurative Language in Youth: pages 1-20
Marilyn A. Nippold

A Critique of recent Relevant Standardized Tests: pages 21-45
M. Irene Stephens and Allen A. Montgomery

Syntactic Abilities in Normal and Language Deficient Middle School Children: pages 46-54
Joan S. Klecan-Aker

Using Reading and Writing to Improve Oral Language Skills: pages 55-69
Doris J. Johnson

General Intervention Principles with Language Impaired Adolescents: pages 70-77
Vicki Lord Larson and Nancy L. McKinley

The Value of Follow-Up Studies: pages 78-92
Paul S. Weiner

Volume 5, Number 4, September 1985: Language 1 and Language 2: Implications for Language Disorders
Issue Editor: Rhonda W. Work

How Many Languages Do You Speak? An Overview of Bilingual Education: pages 1-14
Joan Good Erickson

Culture in Education and The Instruction of Language Learning-Disabled Students: pages 15-28
Carole E. Westby and Geraldine R. Rouse

Communication in the Home and Classroom: Match or Mismatch?: pages 29-41
Aquiles Iglesias

Considerations in Assessing English Language performance of Native American Children: pages 42-52
Gail A. Harris

Learning English: the Southeast Asian Refugee Experience: pages 53-65
Constance L. Walker

Explorations of Language Use: Pragmatic Mapping in L1 and L2: pages 66-79
Rita C. Naremore

Volume 6, Number 1, December 1985: High Technology and Language Disorders
Issue Editors: Ronald Goldman and Arthur J. Dahle

An Overview of Computer Applications: pages 1-10
Robert B. Mahaffey

Current and Emerging Applications of Microcomputer Technology in Communication Disorders: pages 11-25
Ronald Goldman and Arthur J. Dahle
Microcomputer-Assisted Assessment of Linguistic and Phonological Processes: pages 26-40
Arthur H. Schwartz

Language Intervention Using Microcomputers: pages 41-55
Vicki Lord Larson and Sylvia Steiner

Technology as a Tool for Conversation and Language Learning for the Physically Disabled:
pages 56-70
Crol Goossens’ and Arlene Kraat

Information Management using Microcomputers: pages 71-82
Larry Adams

Volume 6, Number 2, March 1986: Interdisciplinary Perspectives on Classroom Discourse
Issue Editor: Elaine R Silliman

Questions: A Powerful Form of Classroom Exchange: pages 1-12
Marion Blank and Sheila J. White

Individual Processing in Classroom Settings: pages 13-27
Nickola Wolf Nelson

Interactional Dynamics of Turn Disruption: Group and Individual Effects: pages 29-43
Elaine R. Silliman and Mary Lyon Lamanna

Telling Tales: Narratives and Learning-Disabled Children: pages 44-56
Katherine Garnett

Second Language Learners’ Use of Requests and Responses in Elementary Classrooms: pages 57-70
Louise Cherry Wilkinson, Linda M. Milosky, and Celia Genishi

Encouraging Reading and Language Development in Cultural Minority Children: pages 71-80
Alice J. Kawakami and Kathryn Hu-pei Au

Volume 6, Number 3, June 1986: Hearing Impairment: Implications from Normal Child Language
Issue Editor: Amy L. Weiss

Caregiver-Child Interaction and Language Acquisition of Hearing-Impaired Children: pages 1-11
O.T. Kenworthy

Language Comprehension in Youth Hearing-Impaired Children: pages 12-24
Amy McConkey Robbins

A Comprehensive Model for Speech Development in Hearing-Impaired Children: pages 25-46
Carla Dunn and Laurie Newton

Understanding Speech Intelligibility in the Hearing-Impaired: pages 47-59
Arlene Earley Carney

Classroom Discourse and the Hearing-Impaired Child: pages 60-70
Amy L. Weiss

Beyond the Sentence Level: What’s in a Hearing-Impaired Child’s Story?: pages 71-84
Christine Yoshinaga-Itano
Volume 6, Number 4, September 1986: Semantic Factors in Language Development and Disorders
Issue Editor: Nickola W. Nelson
What Is Meant by Meaning (and How Can It Be Taught)?: pages 1-14
Nickola Wolf Nelson
Implications of Semantic Category Research for Language Assessment of Nonstandard Speakers: pages 15-26
Ida J. Stockman and Fay Boyd Vaughn-Cooke
Learning to Describe Events: pages 27-36
Judith Fulson Duchan
Cognitively Based Strategies for Use with Hearing-Impaired Students with Comprehension Deficits: pages 37-50
Mary Pat Moeller, Mary Joe Osberger, and Malinda Eccarius
Verbal Analogical Reasoning in Children and Adolescents: pages 51-64
Marilyn A. Nippold
The Development of Humor: Implications for Assessment and Intervention: pages 65-72
Deeena K. Bernstein
Comprehension of Meaning in Written Language: pages 73-82
Nancy A. Creaghead

Volume 7, Number 1, December 1986: Narrative Discourse: Development and Disorders
Issue Editor: Carol E. Westby
The Development of Fictional Narrative Performances: pages 1-10
Brian Sutton-Smith
Children’s Expression of Causality and Their Construction of Narratives: pages 11-20
Susan Kemper and Linda Edwards
Oral Narrative Abilities of Learning-Disabled Students: pages 21-30
Froma P. Roth
The Use of Discourse Analysis in Neurolinguistics: Some Findings from the Narratives of Hemidecorticate Adolescents: pages 31-44
Jean E. Newman, Maureen W. Lovett, and Maureen Dennis
A Hearing-Impaired Child’s Acquisition of Schemata: Something’s Missing: pages 45-57
Christine Yoshinaga-Itano and Doris M. Downey
Narrative Analysis: Clinical Procedures: pages 58-69
Natalie L. Hedberg and Carol Stoel-Gammon
Building the Narrative Mode of Thought Through Children’s Literature: pages 70-83
Richard Van Dongen and Carol E. Westby
Taking a Cross-Cultural Look at Narratives: pages 84-95
Shirley Brice Heath

Volume 7, Number 2, March 1987: The Metas: Implications for the Language Impaired
Issue Editor: Anne van Kleeck
Metalinguistic Abilities in Language-Impaired Children: pages 1-12
Alan G. Kamhi
Precursors to Literacy: Normal Development: pages 13-31
Anne van Kleeck and C. Melanie Schuele
Precursors to Literacy: Assessment and Intervention: pages 32-44
C. Melanie Schuele and Anne van Kleeck
Comprehension Monitoring in Normal and Language-Impaired Children: pages 45-60
Christine A. Dollaghan
School-Age Children’s Metapragmatic Knowledge of Requests and Responses in the Classroom:
  pages 61-70
Louise Cherry Wilkinson and Linda M. Milosky

Volume 7, Number 3, June 1987: Language Facilitation: The Role of Parents and Others
Issue Editor: Hiram L. McDade
A Family Involvement Model for Hearing-Impaired Infants: pages 1-18
  Mary Trabue Fitzgerald and Rebecca M. Fischer
Training Parents to be Language Facilitators: pages 19-30
  Hiram L. McDade and Danielle R. Varnedoe
A Parent-Implemented Language Model for At-Risk and Developmentally Delayed Preschool
  Children: pages 31-46
  Mary Trabue Fitzgerald and Dianne E. Karnes
The Use of Language Facilitators with Residential Retarded Populations: pages 47-63
  Robert E. Owens, Colleen D. McNerney, Linda Bigler-Burke, and Camille Lepre-Clark
Precrisis Intervention: A Tool for Meeting the Needs of Significant Others Involved with
  Aphasic Older Adults: pages 64-76
  Barbara B. Shadden
Special Feature: The Decoding Skills Test, A Review: pages 77-82
  Diane J. Sawyer

Volume 7, Number 4, September 1987: Written Language Instruction for Adolescents and
Adults
Issue Editor: Mary Ross Moran
Divergence and Convergence Between Oral and Written Communication: pages 1-18
  Donald L. Rubin
On The Structure of the Writing Process: pages 19-30
  John R. Hayes and Linda S. Flower
Defining, Teaching, and Testing Basic Writing Competence: pages 31-41
  Karen L. Greenberg
Individualized Objectives for Writing Instruction: pages 42-54
  Mary Ross Moran
Current Views of Error and Editing: pages 55-65
  Glynda Hull
Improving Composition Skills of Inefficient Learners with Self-Instructional Strategy Training:
  pages 66-77
  Steve Graham and Karen R. Harris
Writing with Computers: Implications from Research for the Language Impaired: pages 78-85
  Lillian Bridwell-Bowles

Volume 8, Number 1, December 1987: Approaches to Poststroke Treatment
Issue Editor: Chris Hagen
Language Treatment for Aphasia is Efficacious, But For Whom?: pages 1-10
  Robert T. Wertz
Auditory Language Comprehension Disorders in Aphasia: pages 11-23
   Robert H. Brookshire
Pause, Planning, and Paraphasia in Expressive Language Disorders: pages 24-33
   Jennifer Horner
An Approach to the Treatment of Mild to Moderately Severe Aphasia: pages 34-50
   Chris Hagen
Treatment of Acquired Reading Disorders: pages 51-60
   Wanda G. Webb
Drawing: Its Communicative Significance for Expressively Restricted Aphasic Adults: pages 61-70
   Jon G. Lyon and Nancy Helm-Estabrooks
Dependent and Independent Use of Microcomputers in Aphasia Rehabilitation: pages 72-85
   Russell H. Mills

Volume 8, Number 2, March 1988: Teaching Language to Children: Developmental Considerations
Issue Editor: Alan G. Kamhi

   Kathy L. Chapman and Brenda Y. Terrell
Ins and Outs of the Acquisition of Spatial Terms: pages 14-25
   Cheryl K. Messick
Early Syntactic Development: Simple Clause Types and Grammatical Morphology: pages 26-43
   Alan G. Kamhi and Lauren K. Nelson
Producing Complex Sentences: pages 44-62
   Cheryl M. Scott
Repairing Children’s Repairs: Evaluation and Facilitation of Children’s Clarification Requests and Responses: pages 63-84
   Marc E. Fey, Genese Warr-Leeper, Susan A. Webber, and Linda M. Disher

Volume 8, Number 3, June 1988: Language and Cognitive Processing: Issues for Assessment and Intervention
Issue Editors: Deena K. Bernstein and Peral L. Seidenberg
Identifying Main Ideas: A Basic Aspect of Reading Comprehension: pages 1-13
   Joanna P. Williams
Linguistic Cohesion and the Developing Reader/Writer: pages 14-23
   Judith Westphal Irwin
Semantic Organizers: Implications for Reading and Writing: pages 24-32
   Robert S. Pehrsson and Peter R. Denner
Assessing Learned Helplessness in Poor Readers: pages 33-55
   Peter Winograd and Garland Niquette
Cognitive and Academic Instructional Intervention for Learning-Disabled Adolescents: pages 56-71
   Pearl L. Seidenberg
Volume 8, Number 4, September 1988: Language and the Mentally Retarded: Changing Perspectives
Issue Editor: Edgar R. Garrett
Clinical Assessment of Sensorimotor Knowledge in Nonverbal, Severely Retarded Clients: pages 1-22
Lee Snyder-McLean, James E. McLean, and Rhonda Etter
Cognitive Education with Deaf Adolescents: Effects of Instrumental Enrichment: pages 23-40
H. Carl Haywood, Jane Towery-Woolsey, Ruth Arbitman-Smith, and Ann H. Aldridge
New Directions: Communication Development in Persons with Sever Disabilities: pages 41-54
Lori Goetz and Wayne Sailor
Beyond CAI: Computers, Language, and Persons with Mental Retardation: pages 55-76
Glen L. Bull, Paula S. Chochran, and Martha E. Snell

Volume 9, Number 1, December 1988: Autism: Ecological Issues in Intervention
Issue Editor: Paul S. Miller
Providing Services to Children with Autism (ages 0-2 years) and Their Families: pages 1-23
Barry M. Prizant and Amy M. Wetherby
Augmenting Communication for Persons with Autism: Issues and Strategies: pages 24-43
Pat Mirenda and Adriana L. Schuler
Peers as Communication Intervention Agents: Some New Strategies and Research Findings: pages 44-57
Howard Goldstein and Phillip S. Strain
Teaching Spontaneous Communication in Natural Settings Through Interrupted Behavior Chains: pages 58-71
Pam Hunt and Lori Goetz
Enhancing Communication in Adolescents with Autism: pages 72-81
Catherine Lord
Transition from School to Adult Life: Communication Strategies: pages 82-87
Mary A. Falvey, Darlene McLean, and Richard L. Rosenberg

Volume 9, Number 2, March 1989: Cognitive-Communicative Impairments Following Head Injury
Issue Editors: Jean L. Blosser and Roberta DePompei
Communication Disorders and Treatment in the Acute Trauma Center Setting: pages 1-14
Roberta Schwartz-Cowley and Mark J. Stepanik
The Assessment of Cognitive-Communicative Functions in Head Injury: pages 15-33
McKay Moore Sohlberg and Catherine A. Mateer
Metacognitive and Executive Impairments in Head-Injured Children and Adults: pages 34-49
Mark Ylvisaker and Shirley F. Szekeres
Community Reentry: Cognitive-Communicative Intervention within a Social Skill Context: pages 50-66
Danese D. Malkmus
The Head-Injured Student Returns to School: Recognizing and Treating Deficits: pages 67-77
Jean L. Blosser and Roberta DePompei
Families, Head Injury and Cognitive-Communicative Impairments: Issues for Family Counseling: pages 78-91
Roberta DePompei and John J. Zarski
Volume 9, Number 3, June 1989: Language Assessment and Intervention with LEP Children: Implications from an Asian/Pacific Perspective

Issue Editor: Li-Rong Lilly Cheng

Service Delivery to Asian/Pacific LEP Children: A Cross-Cultural Framework: pages 1-14
- Li-Rong Lilly Cheng

- Deena K. Bernstein

- Judy Lewis, Lue Vang, and Li-Rong Lilly Cheng

A Socio-Cultural Framework for the Assessment of Chinese Children with Special Needs: pages 38-44
- Alice Lee

Working with Asian Parents: Some Communication Strategies: pages 45-53
- Maryon Matsuda

Southeast Asian Refugees in American Schools: A Comparison of Fluent-English-Proficient and Limited-English-Proficient Students: pages 54-75
- Kenji Ima and Ruben G. Rumbaut

Pacific Islander Children: Prevalence of Hearing Loss and Middle Ear Disease: pages 76-83
- Jean L. Stewart, Annabel P. Anae, and Patricia N. Gipe

Intervention Strategies: A Multicultural Approach: pages 84-93
- Li-Rong Lilly Cheng

Volume 9, Number 4, September 1989: Communicative Competence of Hearing Impaired Students: Implications for Assessment and Learning

Issue Editor: Joan Laughton

Communication Competence: Impact of the Pragmatics Revolution on Education of Hearing Impaired Individuals: pages 1-16
- Richard R. Kretschmer, Jr. and Laura W. Kretschmer

Pragmatics, Reading and Writing: Implications for Hearing Impaired Individuals: pages 17-32
- Robert E. Kretschmer

Context and the Psychoeducational Assessment of Hearing Impaired Children: pages 33-44
- Steven Ray

The Multichannel Cochlear Implant in Children: pages 45-58
- M. Suzanne Hasenstab

Tactual Artificial Hearing as an Aid to Speech and Language Acquisition: pages 59-69
- D. Kimbrough Oller, Rebecca E. Eilers, and Michael P. Lynch

The Learning Disabled, Hearing Impaired Student: Reality, Myth, or Overextension?: pages 70-79
- Joan Laughton

Volume 10, Number 1, December 1989: Early Intervention: Infants, Toddlers, and Families

Issue Editors: Gail Ensher and Shirley Sparks

Neonates and Infants at Risk for Hearing and Speech-Language Disorders: pages 1-12
- David A. Clark
Feeding At-Risk Infants and Toddlers: pages 13-25
Mata B. Jaffe

Stages of Normal Noncry Vocal Development in Infancy: A Protocol for Assessment: pages 26-42
Adele Proctor

Assessment and Intervention with At-Risk Infants and Toddlers: Guidelines for the Speech-Language Pathologist: pages 43-56
Shirley N. Sparks

Working with Families of Handicapped Infants and Toddlers: pages 57-67
Michael Trout and Gilbert Foley

Delivering Communication-Based Services to Infants, Toddlers, and their Families: Approaches and Models: pages 68-79
M. Jeanne Wilcox

The First Three years: Special Education Perspectives on Assessment and Intervention: pages 80-90
Gail L. Ensher

Volume 10, Number 2, March 1990: Language, Learning, and Literacy
Issue Editor: Lynda Miller

The Role of Language and Learning in the Development of Literacy: pages 1-24
Lynda Miller

Emergent Literacy: Learning About Print Before Learning to Read: pages 25-45
Anne van Kleeck

Language and Literacy: Participating in the Conversation: pages 46-62
Barbara Hoskins

Magic Buries Celtics: Looking for Broader Interpretations of Language Learning and Literacy: pages 63-80
Geraldine Wallach

The Development of Literacy in a School-Based Program: pages 81-94
Lauren P. Hoffman

Volume 10, Number 3, June 1990: World Knowledge and Language: Development and Disorders
Issue Editor: Linda M. Milosky

The Role of World Knowledge in Language Comprehension and Language Intervention: pages 1-13
Linda M. Milosky

Freeing Talk from the Here-and-Now: The Role of Event Knowledge and Maternal Scaffolds: pages 14-29
Joan Lucariello

Individual Differences in Script Reports: Implications for Language Assessment: pages 30-44
Barbara L. Ross and Cynthia A. Berg

World Knowledge to Word Knowledge: pages 45-62
Elizabeth R. Crais

Comprehension Strategies: Interactions between World Knowledge and the Development of Sentence Comprehension: pages 63-75
Rhea Paul
Children’s Play, Language, and Early Literacy: pages 76-88
A.D. Pellegrini and Lee Galda

Volume 10, Number 4, September 1990: Children and Adolescents with Communication, Emotional, and Behavioral Disorders
Issue Editor: Barry M. Prizant
Toward an Integrated View of Early Language and Communication Development and Socioemotional Development: pages 1-16
Barry M. Prizant and Amy M. Wetherby
The Differential Diagnosis of Communication Disorders in Child and Adolescent Psychopathology: pages 17-31
Christiana A. M. Baltaxe and James Q. Simmons III
Conceptual Models: Broadening Diagnostic Perspectives on Communication Disorders in Emotionally and Behaviorally Disordered Children: pages 32-41
Mairin Doherty and Lauren J. Hummel
Early Assessment and Intervention with Emotional and Behavioral Disorders and Communication Disorders: pages 42-56
Geraldine Theodore, Suzanne R. Maher, and Barry M. Prizant
A Framework for Assessment and Treatment of Language-Learning Disabled Children with Psychiatric Disorders: pages 57-74
Lisa R. Audet and Lauren J. Hummel
Unconventional Behavior: A Communicative Interpretation in Individuals with Severe Disabilities: pages 75-87
Grace M. Burke

Volume 11, Number 1, November 1990: Otitis Media: Implications for Language Learning
Issue Editor: Sandy Friel-Patti
Epidemiology and Management of Otitis Media in Children: pages 1-10
G. Scott Giebink and Kathy Daly
Otitis Media with Effusion and the Development of Language: A Review of the Evidence: pages 11-22
Sandy Friel-Patti
Tympanostomy Tubes: A Rational Clinical Treatment for Middle Ear Disease: pages 23-28
Peter S. Roland and Orval Brown
Auditory Deprivation and Early Conductive Hearing Loss from Otitis Media: pages 29-42
Terese Finitzo, Adele D. Gunnarson, and Jackie Clark
Otitis Media and Later Academic Performance: The Linkage and Implications for Intervention: pages 43-62
Joanne E. Roberts and C. Melanie Schuele
Processing Problems and Language Impairment in Children: pages 63-72
Ruth V. Watkins

Volume 11, Number 2, February 1991: Integrating Microcomputer Applications into Clinical Practice
Issue Editor: Arthur H. Schwartz
Integrating Microcomputer Applications into Speech and Language Assessment: pages 1-17
Steven H. Long
Integrating Microcomputers into Language Intervention with Children: pages 18-30
Sylvia Steiner and Vicki Lord Larson

Integrating Word Processing into Language Intervention: pages 31-49
Paula S. Cochran and Glen L. Bull

Using Hypermedia to Develop and Deliver Assessment or Intervention Services: pages 50-64
E. William Clymer

Microcomputer-Based Systems Providing Biofeedback of Voice and Speech Production: pages 65-79
Robert A. Volin

Making Decision for Retaining Enhancing, or Replacing Microcomputer Applications: pages 80-91
Arthur H. Schwartz and Carol Cohen

Volume 11, Number 3, May 1991: Whole Language Theory and Practice: Implications for the Language Impaired

Issue Editor: Diane J. Sawyer

Whole Language in Context: Insights into the Current Great Debate: pages 1-13
Diane J. Sawyer

Reading and Writing as Sociocultural Activities: Politics and Pedagogy in the Classroom: pages 14-27
David Bloome, Ovetta L.H. Harris, and David E. Ludlum

Whole Language and Its Potential for Developing Readers: pages 28-44
Constance Weaver

Whole Language and Writing Process: One Movement or Two?: pages 45-57
Nancy L. Shanklin

Whole Language: A viable Alternative for Special and Remedial Education?: pages 58-68
M. Trisha Smith-Burke, Dorothy Deegan, and Angela M. Jaggar

Implementing a Whole Language Program in a Special Education Class: pages 69-87
Carol E. Westby and Linda Costlow

Volume 11, Number 4, August 1991: Late Bloomers: Language Development and Delay in Toddlers

Issue Editor: Rhea Paul

Profiles of Toddlers with Slow Expressive Language Development: pages 1-13
Rhea Paul

Identifying Expressive Language Delay at Age Two: pages 14-20
Leslie Rescorla

Normal and Disordered Phonology in Two-Year-Olds: pages 21-32
Carol Stoel-Gammon

Language and Cognition in Normal and Late-Talking Toddlers: pages 33-42
Donna J. Thal

Bringing Context Back Into Assessment: pages 43-54
Truman E. Coggins

Treatment of Early Expressive Language Delay: If, When, and How: pages 55-68
Grover J. Whitehurst, Janet E. Fischel, Christopher J. Lonigan, Marta C. Valdez-Menchaca, David S. Arnold, and Meagen Smith
Intervention Issues for Toddlers with Specific Language Impairments: pages 69-86
Lesley B. Olswang and Barbara A. Bain

Volume 12, Number 1, November 1991: Reading Disabilities: Early Identification, Assessment, and Remediation
Issue Editor: Hugh W. Catts
Early Identification of Reading Disabilities: pages 1-16
Hugh W. Catts
Planning on Assessment of Listening and Reading Comprehension: pages 17-31
Joanne F. Carlisle
Assessment and Remediation of Metacognitive Aspects of Children’s Reading Comprehension: pages 32-50
Scott G. Paris
Early Intervention for Children’s Reading Problems: Clinical Applications of the Research in Phonological Awareness: pages 51-65
Benita A. Blachman
From Frog to Prince: Using Written Language as a Context for Language Learning: pages 66-81
Janet A. Norris

Volume 12, Number 2, February 1992: Analyzing Spontaneous Language: New Methods, Measures, and Meanings
Issue Editor: Christine A. Dollaghan
Developmental Sentence Scoring: Still Useful After All These Years: pages 1-12
Diana L. Hughes, Marc E. Fey, and Steven H. Long
Language Sampling for Repeated Measures with Language-Impaired Preschoolers: Comparison of Two Procedures: pages 13-27
Barbara A. Bain, Lesley B. Olswang, and Glenn A. Johnson
Developmental and Diagnostic Characteristics of Quantitative Measures of Children’s Language Production: pages 28-41
Thomas Klee
Thomas F. Campbell and Christine A. Dollaghan
A Procedure for Classifying Disruptions in Spontaneous Language Samples: pages 56-68
Christine A. Dollaghan and Thomas F. Campbell
Implementing Computerized Language Sample Analysis in the Public School: pages 69-82
Jon F. Miller, Christine Freiberg, Mary-Beth Rolland, and Mary Anne Reeves

Issue Editors: Carol Westby and Joan Erikson
Ethnography and Research: A Qualitative View: pages 1-14
Michael Patton and Carol Westby
Ethnography and Communication: Social-Role Relations: pages 15-27
Norma S. Rees and Sima Gerber
Martha B. Crago
Ethnography and Gender: Learning to Talk Like Girls and Boys: pages 40-53
   Victoria Leto DeFrancisco
Ethnography and Classroom Communication: Taking an “Emic” Perspective: pages 54-66
   Georgia Earnest Garcia
Ethnography and Literacy: Learning In Context: pages 67-75
   Andrea R. Fishman
Ethnography and the Clinical Setting: Communicative Expectancies in Clinical Discourse: pages 76-84
   Dana Kovarsky and Madeline M. Maxwell

Volume 12, Number 4, August 1992: Facilitated Communication: Implications for People with Autism and Other Developmental Disabilities
Issue Editors: Douglas Biklen and Rosemary Crossley
Facilitated Communication: Implications for Individuals with Autism: pages 1-27
   Douglas Biklen, Mary Winston Morton, Deborah Gold, Carol Berrigan, and Sudha Swaminathan
Getting the Words out: Facilitated Communication Training: pages 29-45
   Rosemary Crossley and Jane Remington-Gurney
Getting the Words Out: Case Studies in Facilitated Communication Training: pages 46-59
   Rosemary Crossley
Three Perspectives of Facilitated Communication: Unexpected Literacy, Clever Hans, or Enigma?: pages 60-68
   Elaine R. Silliman
Facilitated Communication: Beyond the Quandary to the Questions: pages 69-82
   Anne M. Donnellan, Laural A. Sabin, and Ann Majure

Volume 13, Number 1, November 1992: Word-Finding Problems in Children and Adolescents: Intervention Issues
Issue Editor: Diane J. German
The Nature of Normal and Disordered Word Finding in Children and Adolescents: pages 1-14
   Marilyn A. Nippold
Assessment of Word-Finding Disorders in Children and Adolescents: pages 15-32
   Lynn S. Snyder and Dawn Godley
Word-Finding Intervention for Children and Adolescents: pages 33-50
   Diane J. German
Word Finding and Reading in the Developmental Dyslexias: pages 51-65
   Maryanne Wolf and Denise Segal
Word Finding in Children and Adolescents with a history of Brain Injury: pages 66-83
   Maureen Dennis

Volume 13, Number 2, February 1993: Literacy Learning and Persons with Severe Speech Impairments
Issue Editors: David E. Yoder and David A. Koppenhaver
Classroom Literacy Instruction for Children with Severe Speech and Physical Impairments(SSPI): What Is and What Might Be: pages 1-15
   David A. Koppenhaver and David E. Yoder
The Development of Literacy in Individuals with Severe Congenital Speech and Motor Impairments: pages 16-32
Beth E. Foley

Literacy and Augmentative and Alternative Communication (AAC): The Expectations and Priorities of Parents and Teachers: pages 33-46
Janice Light and David McNaughton

Emerging Literacy in Children with Severe Speech and Physical Impairments (SSPI): Issues and Possible Intervention Strategies: pages 47-57
Patsy L. Pierce and P.J. McWilliam

Graphic Representational Systems and Literacy Learning: pages 58-75
Shirley McNaughton

The Role of Computers on Promoting Literacy in Children with Severe Speech and Physical Impairments (SSPI): pages 76-91
Jane D. Steelman, Patsy L. Pierce, and David A. Koppenhaver

Volume 13, Number 3, May 1993: Adults with Mental Retardation: Maximizing Communicative Competence
Issue Editors: Bonnie Brinton and Martin Fujiki
Communication in Adults with Mental Retardation: pages 1-8
Richard L. Schiefelbusch

Communication Skills and Community Integration in Adults with Mild to Moderate Retardation: pages 9-19
Bonnie Brinton and Martin Fujiki

On the Nature of Language Impairment in Down Syndrome: pages 20-35
Sharon Sabsay and Keith T. Kernan

Making Minds Meet: Assessment of Conversational Topic in Adults with Mild to Moderate Mental Retardation: pages 36-46
Jan L. Bedrosian

Communication Intervention for Adults with Severe Mental Retardation: pages 47-60
Lee K. McLean and James E. McLean

Replacing Challenging Behavior: The Role of Communication Intervention: pages 61-76
Joe Reichle and Susan S. Johnston

Growing Old with Retardation: The Language of Survivors: pages 77-89
Martin Fujiki and Bonnie Brinton

Volume 13, Number 4, August 1993: Child Abuse: Cognitive, Linguistic, and Developmental Considerations
Issue Editors: Lynn S. Snyder and Karen J. Saywitz
Communicative Disorders as a Risk Factor in Abuse: pages 1-14
John F. Knutson and Patricia M. Sullivan

Identifying and Reporting Suspected Child Abuse and Neglect: pages 15-24
Lucy Berliner

Research on the Communicative Development of Maltreated Children: Clinical Implications: pages 25-38
Wendy Coster and Dante Cicchetti

Children in Court: The Role of Discourse Processing and Production: pages 39-58
Lynn S. Snyder, Rebecca Nathanson, and Karen J. Saywitz
Credibility of Child Witnesses: The Role of Communicative Competence: pages 59-78
Karen J. Saywitz, Rebecca Nathanson and Lynn S. Snyder

Volume 14, Number 1, November 1993: Collaborative Consultation: A Problem-Solving Process
Issue Editor: Kathy L. Coufal
Collaborative Consultation for Speech-Language Pathologists: pages 1-14
Kathy L. Coufal
A Collaborative Approach to Developmental Care Continuity with Infants Born At Risk and Their Families: pages 15-28
Ginny Laadt-Bruno, Patricia K. Lilley, and Carol E. Westby
Families and Professionals as Collaborators in Assessment: pages 29-40
Elizabeth R. Crais
An Integrated Approach to Program Development: pages 41-57
Peter K. Hixson
Documenting Authentic Progress in Language and Literacy Learning: Collaborative Assessment in Classrooms: pages 58-71
Elaine R. Silliman, Louise Cherry Wilkinson, and Lauren P. Hoffman
Collaborative Graduate Education of Future Early Interventionists: pages 72-80
Lynne, E. Rowan, Jeanette A. McCollum, and Eva K. Thorp
Demonstrating the Efficacy of Collaborative Consultation Services: Theoretical and Practical Perspectives: pages 81-90
Terry B. Gutkin

Volume 14, Number 2, February 1994: From Phonology to Metaphonology: Issues, Assessment, and Intervention
Issue Editor: Barbara Williams Hodson
Helping Individuals Become Intelligible, Literate, and Articulate: The Role of Phonology: pages 1-16
Barbara Williams Hodson
Assessing Intelligibility: Children’s Expressive Phonologies: pages 17-25
Mary Gordon-Brannan
Facilitating Development of Preliterate Children’s Phonological Abilities: pages 26-39
Robyn Jenkins and Laura Bowen
Expressive Phonological Deficiencies: Impact on Spelling Development: pages 40-55
Susan M. Clarke-Klein
Phonological Coding Abilities: Identification of Impairments Related to Phonologically Based Reading Problems: pages 56-71
Linda K. Swank
Otitis media and Disordered Phonologies: Some Concerns and Cautions: pages 72-83
Elaine Pagel Paden
Issues in Second-Language Phonological Acquisition among Children and Adults: pages 84-103
Peggy J. Anderson and Suzanne M. Graham
Volume 14, Number 3, May 1994: Pragmatics and Social Skills in School-Age Children and Adolescents

Issue Editor: Marilyn A. Nippold
Persuasive Talk in Social Contexts: Development, Assessment, and Intervention: pages 1-12
Marilyn A. Nippold
Oral Narratives in School-Age Children: pages 13-28
Elizabeth R. Crais and Nina Lorch
Topic Management in Discourse: Assessment and Intervention: pages 29-54
Michelle Mentis
Referential Communication: Assessment and Intervention: pages 55-69
Peter Lloyd
Social Skills in School-Age Children and Youth: issues and Best Practices in Assessment and Intervention: pages 70-82
Hill M. Walker, Ilsa E. Schwartz, Marilyn A. Nippold, Larry K. Irvin, and John W. Noell

Volume 14, Number 4, August 1994: ADD and Its Relationships to Spoken and Written Language

Issue Editors: James F. Kavanagh and G. Reid Lyon
Issues in the Definition and Classification of Attention Deficit Disorder: pages 1-25
Sally E. Shaywitz, Jack M. Fletcher, and Bennett A. Shaywitz
Critical Issues in the Assessment of Attention Deficit Disorders in Children: pages 26-41
Terri L. Shelton and Russell A. Barkley
Separate Linguistic and Attentional Factors in the Development of Reading: pages 42-57
Frank B. Wood and Rebecca H. Felton
Language and ADHD: Understanding the Bases and Treatment of Self-Regulatory Deficits: pages 58-76
Carol E. Westby and Susan K. Cutler

Volume 15, Number 1, November 1994: Collaboration in Assessment and Intervention After TBI

Issue Editor: Mark Ylvisaker
Collaboration in Preparing for Personal Injury Suits After TBI: pages 1-20
Mark Ylvisaker, Kenneth I. Kolpan, and Mitchell Rosenthal
Collaborative Intervention in Schools After Traumatic Brain Injury: pages 21-36
Shirley F. Szekeres and Nancy F. Meserve
Communication and Behavior: Collaboration Between Speech-Language Pathologists and Behavioral Psychologists: pages 37-54
Mark Ylvisaker and Timothy J. Feeney
Robert T. Fraser and Ross Baarslag-Benson
Working with Families after TBI: A Family-Centered Approach: pages 68-81
Roberta DePompei and Janet Williams

Book Reviews
• An Introduction to Children with Language Disorders: Reviewed by Pamela F. O'Connell
• Communicative Alternatives to Challenging Behavior: Integrating Functional Assessment and Intervention Strategies: Reviewed by Rose A. Sevcik and Mary Ann Romski
• Developmental Motor Speech Disorders and Developmental Apraxia of Speech: Theory and Clinical Practice: Reviewed by Alvirda Farmer

Volume 15, Number 2, February 1995: Communication Status and Enhancement in Long-Term Care Settings
Issue Editor: Barbara B. Shadden
State-of-the-Art Perspectives on Communication in Nursing Homes: pages 1-19
  Rosemary Lubinski
Application of the Communication Enhancement Model for Long-Term Care Residents with Alzheimer’s Disease: pages 20-35
  J.B. Orange, Ellen Bouchard Ryan, Sheree D. Meredith, and Michael J. MacLean
Talking among Elderly Nursing Home Residents: pages 36-46
  Joanna Kaakinen
Interventions for Persons with Alzheimer’s Disease: Strategies for Maintaining and Enhancing Communicative Success: pages 47-65
  Lynne W. Clark
Validation Therapy: An Intervention for Disordered Patients with Alzheimer’s Disease: pages 66-74
  Barbaranne J. Benjamin
The Use of Discourse Analyses and Procedures for Communication Programming in Long-Term Care Facilities: pages 75-86
  Barbara B. Shadden

Volume 15, Number 3, May 1995: Language and Stuttering in Children: Perspectives on an Interrelationship
Issue Editor: Patricia M. Zerbrowski
Temporal Aspects of the Conversations Between Children who Stutter and their Parents: pages 1-17
  Patricia M. Zerbrowski
Conversational Demands and their Affects on Fluency and Stuttering: pages 18-31
  Amy L. Weiss
Language Complexity and Stuttering in Children: pages 32-47
  Nan Bernstein Ratner
Phonological Characteristics of Young Children Who Stutter: pages 48-59
  Linda J. Louko
Assessing the Language of Children who Stutter: pages 60-79
  Diane G. Hill
Book Reviews:
  • Childhood Motor Speech Disability: Reviewed by Pamela F. O’Connell
  • Language-related Learning Disabilities: Their Nature and Treatment: Reviewed by Kathleen A. Whitmire
  • Topics in Language Disorders Series: Reviewed by Pamela F. O’Connell
  • Phonological Development: Models, Research, Implications: Reviewed by Ann A. Tyler
Volume 15, Number 4, August 1995: The new Narrative Landscape: Interface Between Ability and Disability

Issue Editors: Elaine R. Silliman and Sylvia F. Diehl
Subjectivity in Children’s Fictional Narrative: pages 1-15
   Lynne E. Hewitt and Judith Felson Duchan
Children’s Courtroom Narratives: Competence, Credibility, and the Communicative Contract: pages 16-29
   Lynn S. Snyder and D. Elise Lindstedt
Getting to the Point: A Narrative Journey into the Athabaskan Culture: pages 30-53
   Elaine R. Silliman, Sylvia F. Diehl, Margaret K. Aurilio, Louise C. Wilkinson, and Kristine M. Hammargren
Accommodating Cultural Differences in Narrative Style: A Multicultural Perspective: pages 54-67
   Vera F. Gutierrez-Clellen, Elizabeth Pena, and Rosemary Quinn
   Carol E. Westby and Rosario Roman

Volume 16, Number 1, November 1995: Language Learning Disabilities Update: Toward a Literate Millennium

Issue Editor: Geraldine P. Wallach
Language Learning Disabilities: Moving in from the Edge: pages 1-26
   Geraldine P. Wallach and Katherine G. Butler
Emphasizing Form and Meaning Separately in Prereading and Early Reading Instruction: pages 27-49
   Anne van Kleeck
Culture and Literacy: Frameworks for Understanding: pages 50-66
   Carol E. Westby
Assessing Literacy: Establishing Common Standards in Portfolio Assessment: pages 67-82
   Jeanne R. Paratore
Written Language Development and Disorders: Selected Principles, Patterns, and Intervention Possibilities: pages 83-98
   Bonnie D. Singer

Volume 16, Number 2, February 1996: Dyslexia: A Developmental Language-Based Learning Difference

Issue Editor: Sylvia O. Richardson
Neuroanatomical and Neurophysiological Aspects of Dyslexia: pages 1-13
   Cynthia A. Riccio and George W. Hynd
Defining Dyslexia as a Developmental Language Disorder: An Expanded View: pages 14-29
   Hugh W. Catts
Syndrome of Nonverbal Learning Disabilities: Psycholinguistic Assets and Deficits: pages 30-44
   Byron P. Rourke and Katherine D. Tsatsanis
Psycholinguistic Assessment: The Clinical Base for Identification of Dyslexia: pages 45-72
   Jane Fell Greene
Wanted: Teachers with Knowledge of Language: pages 73-86
   Louisa Cook Moats and G. Reid Lyon
Volume 16, Number 3, May 1996: Transitions Into Adulthood: Possibilities and Realities
Issue Editor: Sara Conlon
Transition to Postsecondary Education: Institutional and Individual Issues: pages 1-22
Betty Aune and Mary Friehe
A Collaborative Communication Skills Program for Job Corps Centers: pages 23-36
Audrey Mostoller Lunday
The Transition of Individuals with Learning Disabilities into the Work Setting: pages 37-51
Neil Sturomski
Communicating Adulthood: The Meanings of Independent Living for People with Significant
Cognitive Disabilities and their Families: pages 52-67
Phillip M. Ferguson and Dianne L. Furguson
Epilogue: A Position Paper of the National Joint Committee in Learning Disabilities
Book Reviews:
- Supporting Language Learning in Everyday Life: Reviewed by Cheryl M. Scott
- Dementia and Communication: Reviewed by Barbara B. Shadden
- Language Disorders in Older Students: Preadolescents and Adolescents: Reviewed by
  Audrey H. Eisen
- Cognitive-Communicative Abilities Following Brain Injury: A Functional Approach:
  Reviewed by Nancy K. Russell
- Language Development of Children with Special Needs: Performative Communication:
  Reviewed by Krista M. Wilkinson
- Communication Strategies for People with Developmental Disabilities: Reviewed by Krista
  M. Wilkinson
- Introduction to Communication Sciences and Disorders: Reviewed by Patricia Cubells
  Finnerty

Volume 16, Number 4, August 1996: Beyond Bilingualism: Language Acquisition and
Disorders – A Global Perspective
Issue Editor: Li-Rong Lilly Cheng
Prologue: Beyond Bilingualism: pages 1-8
Marie de Montfort Supple
Beyond Bilingualism: A Quest for Communicative Competence: pages 9-21
Li-Rong Lilly Cheng
Language Learning and Use by African American Children: pages 22-37
Dolores E. Battle
English Language Learning by Immigrant Spanish Speakers: A United States Perspective: pages
38-53
Henriette W. Langdon
Cultural and Linguistic Diversity Among Asian Indians: A Case of Indian English: pages 54-64
Chandra Shekar and M. N. Hegde
Arabic Speakers: Language and Culture, Here and Abroad: pages 65-80
Margo E. Wilson
Book Reviews:
- Building a Language-Focused Curriculum for the Preschool Classroom, Volume II: A
  Planning Guide: Reviewed by Margot E. Kelman
- Children with Language Impairments: An Introduction: Reviewed by Kathleen Whitmire
- **Directing Early Discourse – Making the Transition to School Language**: Reviewed by Jacqueline Meyer and Pamela F. O’Connell
- **Language Intervention with School-Aged Children: Conversation, Narrative and Text**: Reviewed by Elaine R. Silliman

**Volume 17, Number 1, November 1996: Working Memory and Language Impairment: New Perspectives**

**Issue Editor: Ronald B. Gillam**

- Short-Term Memory, Working Memory, and Their Importance in Language Processing: pages 1-18
  Nelson Cowan
- Sentence Comprehension and Working Memory in Children with Specific Language Impairment: pages 19-32
  James W. Montgomery
- Capacity Limitations in Working Memory: The Impact on Lexical and Morphological Learning by Children with Language Impairment: pages 33-44
  Susan Ellis Weismer
- Retraining Memory Strategies: pages 45-57
  Rick Parente and Douglas Herrmann
- Serial Memory in Children with Specific Language Impairment: Examining Specific Content Areas for Assessment and Intervention: pages 58-71
  Barbara B. Fazio
- Phonological Awareness Training and Short-Term Working Memory: Clinical Implications: pages 72-81
  Ronald B. Gillam and Anne van Kleeck

**Book Reviews:**
- **Integrating Language and Learning for Inclusion: An Asian/Pacific Focus**: Reviewed by Nancy Eng
- **Teaching Children with Autism, Strategies for Initiating Positive Interactions and Improving Learning Opportunities**: Reviewed by Nancy C. Brady
- **Manual of Articulation and Phonological Disorders: Infancy through Adulthood**: Reviewed by Linda J. Louko
- **Educational Audiology Across the Lifespan: Serving All Learners with Hearing Impairment**: Reviewed by Susan H. Newman

**Volume 17, Number 2, February 1997: Functional Approaches to Language Intervention**

**Issue Editor: Janet A. Norris**

- A Situated Pragmatics Approach for Supporting Children with Severe Communication Disorders: pages 1-18
  Judith Nelson Duchan
- Once Upon a Time: Use of Children’s Literature in the Preschool Classroom: pages 19-48
  Robert E. Owens Jr. and Linda A. Robinson
- Functional Language Intervention in the Classroom: Avoiding the Tutoring Gap: pages 49-68
  Janet A. Norris
Phonological Intervention within Storybook Reading: pages 69-90
Paul R. Hoffman

Volume 17, Number 3, May 1997: Perspectives on Relations between Oral Language Knowledge and Reading
Issue Editors: Paula Menyuk and Marie Chesnick
Hyperlexia: Reading without Meaning in Young Children: pages 1-13
Dorothy M. Aram
Phonological Awareness: Implications for Whole Language and Emergent Literacy Programs:
pages 14-26
Eileen Wynne Ball
Developmental Differences in the Relationship between Oral Language Deficits and Reading:
pages 27-40
Lynn S. Snyder and Doris M. Downey
Beliefs about Listening in Students with Learning Disabilities: “Is the Speaker Always Right?”:
pages 41-61
Mavis L. Donahue
Three Perspectives on Comprehension: Implications for Assessing and Treating Comprehension Problems: pages 62-74
Alan G. Kamhi
Metalinguistic Skills, Oral Language Knowledge, and Reading: pages 75-89
Paula Menyuk and Marie Chesnick

Volume 17, Number 4, August 1997: Prosody: New Directions in the Language Interactions and Intervention
Issue Editors: John M. Panagos and Patricia A. Prelock
Prosodic Analysis of Child Speech: pages 1-10
John M. Panagos and Patricia A. Prelock
Interrelationships in Children’s Language Production: pages 11-22
Julie J. Masterson
Evidence of Linguistic Interactions in Intervention: pages 23-40
Ann A. Tyler
The Role of Stress in Language Processing and Intervention: pages 41-52
Susan Ellis Weismer
The Prosodic Framework for Language Learning: pages 53-62
E. Jane Lee
Prosodic Influences on Children’s Grammatical Morphology: pages 63-75
Karla K. McGregor
Prosodic Aspects of Language Impairment in Children: pages 76-83
Patricia M. Hargrove
Book Reviews:
- Aspects of Bilingual Aphasia: Reviewed by Pamela F. O’Connell
- Towards Inclusive Schools?: Reviewed by Louis G. Denti
Volume 18, Number 1, November 1997: Long-Term Memory and Language Impairment: Evaluation and Treatment Issues

Issue Editor: Ronald B. Gillam

“Oh, I Remember Now!”: Facilitating Children’s Long-Term Memory for Events: pages 1-15
Judith A. Hudson and Ronald B. Gillam

Making It Hang Together: Children’s Use of Mental Frameworks to Structure Narratives: pages 16-31
Rita C. Naremore

Accessing Long-Term Memory: Metacognitive Strategies and Strategic Action in Adolescents: pages 32-44
M. Lorraine Wynn-Dancy and Ronald B. Gillam

Functional Treatment Approaches to Memory Impairment Following Brain Injury: pages 45-57
Judith Hutchinson and Thomas P. Marquardt

Memory Impairments Underlying Language Difficulties in Dementia: pages 58-71
Tamiko Azuma and Kathryn A. Bayles

Epilogue: Putting Memory to Work in Language Intervention: Implications for Practitioners: pages 72-79
Ronald B. Gillam

Volume 18, Number 2, February 1998: New Directions: Science and Service in the 90s and Beyond

Issue Editors: David Ingram and M. Jeanne Wilcox

Research-Practice Relationships in Speech-Language Pathology: pages 1-9
David Ingram

Linking Science and Practice in Management of Childhood Language Disorders: Models and Problem-Solving Strategies: pages 10-22
M. Jeanne Wilcox, Pamela A. Hadley, and Catherine K. Bacon

Research to Practice (and Back Again) in Speech-Language Intervention: pages 23-34
Marc E. Fey and Bonnie W. Johnson

Evaluating Evaluations of Language Intervention: pages 35-48
Alison L. Imbens-Bailey

Some Guidelines for Bridging the Research-Practice Gap in Adult Neurogenic Communication Disorders: pages 49-57
Audrey L. Holland

Research and Practice: Applied Phonology: pages 58-70
Barbara Williams Hodson

The Internet: A Bridge Between Research and Practice: pages 71-87
Judith Maginnis Kuster and Bruce J. Poburka

Volume 18, Number 3, May 1998: Contemporary Perspectives on Early Intervention: Research to Practice

Issue Editor: Brian B. Shulman

Monitoring At-Risk Infant and Toddler Development: A Transdisciplinary Approach: pages 1-14
Anna H. Costarides, Brian B. Shulman, R. Franklin Trimm, and Nancy R. Brady

Prematurity and Language Developmental Risk: Too Yong or Too Small?: pages 15-25
Tanya M. Gallagher and Kenneth L. Watkin
Norm-Referenced Language Measures: Implications for Assessment of Infants and Toddlers: pages 26-33
Anna H. Costarides and Brian B. Shulman

Pediatric Feeding: A Transdisciplinary Team’s Perspective: pages 34-51
Donna M. Wooster, Nancy R. Brady, Amy Mitchell, Amy H. Grizzle, and Margaret Barnes

Contemporary Approaches to Audiological Assessment in Young Children: pages 52-70
Joan Besing, Janet Koehnke, Kim Abouchacra, and Tomasz Lteowski

Families Talk: Building Partnerships for Communicative Change: pages 71-84
Margaret H. Briggs

Book Review:
  Reviewed by Rhonda S. Work

**Volume 18, Number 4, August 1998: ASL Proficiency and English Proficiency Acquisition: New Perspectives**

**Issue Editor: Philip M. Prinz**

Literacy and Deaf Children: The Language Question: pages 1-15
Marlon Kuntze

From Sign to Word: Considering Modality Constraints in ASL/English Bilingual Education: pages 16-29
Jenny L. Singleton, Samuel Supalla, Sharon Litchfield, and Sara Schley

Reading Ability in Signing Deaf Children: pages 30-46
Carol Padden and Claire Ramsey

ASL Proficiency and English Literacy within a Bilingual Deaf Education Model of Instruction: pages 47-60
Philip M. Prinz and Michael Strong

Development of ASL and English Competence for Learners Who Are Deaf: pages 61-72
Stephen M. Nover, Kathee M. Christensen, and Li-Rong Lilly Cheng

Toward a Differentiated Account of Facilitators of Literacy Development and ASL in Deaf Children: pages 73-88
Keith E. Nelson

**Volume 19, Number 1, November 1998: Facilitating Support for Language Research and Practice**

**Issue Editor: Jeri A. Logemann**

Epidemiology: Informing Clinical Practice and Research on Language Disorders of Children: pages 1-26
Bobbie Boyd Lubker and J. Bruce Tomblin

The Need for Epidemiologic Studies in Language: pages 27-30
Jeri A. Logemann and Herbert M. Baum

Research Methodologies in Language Treatment Research: pages 31-43
Sarah C. Slater and Herbert M. Baum

Issues in Conducting Language Research in Nontraditional Settings: pages 44-53
Tom O’Toole, Herbert M. Baum, and Jeri A. Logemann

Economic Perspectives on Treatment of Child Language Disorders: pages 54-63
Teresa M. Waters
Funding Opportunities for Language Treatment Research: pages 64-75
Jeri A. Logemann

Book Reviews:
- *The Landscape of Future Education in Speech Communication Sciences, 1 Analysis*: Reviewed by Katharine G. Butler
- *Developmental Dyslexia: Neural, Cognitive, and Genetic Mechanisms*: Reviewed by Katharine G. Butler

**Volume 19, Number 2, February 1999: Children’s Language, Behavior, and Emotional Problems**

**Issue Editor: Tanya M. Gallagher**

Interrelationships among Children’s Language, Behavior, and Emotional Problems: pages 1-15
Tanya M. Gallagher

Loneliness, Peer Relationships, and Language Disorder in Childhood: pages 16-33
Steven R. Asher and Heidi Gazelle

Peer Acceptance and Friendship In Children with Specific Language Impairment: pages 34-48
Martin Fujiki, Bonnie Brinton, Craig H. Hart, and April H. Fitzgerald

Social Interactional Behaviors of Children with Specific Language Impairment: pages 49-69
Bonnie Brinton and Martin Fujiki

Communication Assessment and Intervention to Address Challenging Behavior in Toddlers: pages 70-91
Susan Wickstrom-Kane and Howard Goldstein

**Volume 19, Number 3, May 1999: Partnerships in Language and Literacy Learning**

**Issue Editors: Elaine R. Silliman and Carolyn S. Ford**

An Inclusion Model for Children with Language Learning Disabilities: Building Classroom Partnerships: pages 1-18
Elaine R. Silliman, Carolyn S. Ford, Jill Beasman, and Donnie Evans

Meeting the Challenge of Suspected Developmental Apraxia of Speech through Inclusion: pages 19-35
Ruth Huntley Bahr, Shelley L. Velleman, and Mary Ann Ziegler

A Model for Family-Centered Interdisciplinary Practice in the Community: pages 36-51
Patricia A. Prelock, Jean Beatson, Stephen H. Contompasis, and Kathleen Kirk Bishop

Storytelling and Storymaking in an Urban Preschool Classroom: Building Bridges from Home to School Culture: pages 52-67
Tempii B. Champion, Laurie Katz, Ramona Muldrow, and Rochelle Dail

Computer Technology: Creative Interfaces in Service Delivery: pages 68-86
Lauren K. Nelson and Julie J. Masterson

Book Review:
Volume 19, Number 4, August 1999: Many Voices, Many Tongues: Accents, Dialects, and Variations

Issue Editor: Li-Rong Lilly Cheng
Moving beyond Accent: Social and Cultural Realities of Living with Many Tongues: pages 1-10
Li-Rong Lilly Cheng
Mixed Native Languages: A Challenge to the Monolithic View of Language: pages 11-22
Ad Backus
Silent Voices: Meeting the Communication Needs of Older African Americans: pages 23-34
Joyce L. Harris
Linda J. Ferrier, Lawry N. Reid, and Karen Chenausky
Foreign Accent: Implications for Delivery of Speech and Language Services: pages 49-65
Henriette W. Langdon
The Ebonics Controversy: An Educational and Clinical Dilemma: pages 66-77
Harry N. Seymour, Lamya Abdulkarim, and Valerie Johnson
Accents and Dialects: Creating a National Professional Statement: pages 78-89
Judy K. Montgomery

Volume 20, Number 1, November 1999, From Oracy to Literacy: A Millennial Perspective

Issue Editors: Sandy Friel-Patti and Katharine G. Butler
Specific Language Impairment: Continuing Clinical Concerns: pages 1-13
Sandy Friel-Patti
From Oracy to Literacy: Changing Clinical Perceptions: pages 14-32
Katharine G. Butler
Dynamic Assessment of Narrative and Expository Discourse: pages 33-47
Ronald B. Gillam, Elizabeth D. Pena, and Lynda Miller
What Speech-Language Pathologists Need to Know About Early Reading: Pages 48-58
Catherine E. Snow, Hollis S. Scarborough, and M. Susan Burns
Chronic Illnesses of Childhood and the Changing Epidemiology of Language-Learning Disorders: pages 59-75
Bobbie Boyd Lubker, Kathleen Yonce Bernier, and Andrea D. Vizoso

Book Reviews:
- Learning Disabilities, Literacy, and Adult Education: Reviewed by Katharine G. Butler
- Later Language Development: The School-Age and Adolescent Years: Reviewed by Linda S. Larrivee
- Functional Assessment and Outcome Measures for the Rehabilitation Professional: Reviewed by Paul R. Rao

Volume 20, Number 2, February 2000: Adolescence and Language Disorders

Issue Editor: Kathleen A. Whitmire
Adolescence as a Developmental Phase: A Tutorial: pages 1-14
Kathleen A. Whitmire
Language Development during the Adolescent Years: Aspects of Pragmatics, Syntax, and Semantics: pages 15-28
Marilyn A. Nippold
Executive Function Impairment in Adolescence: TBI and ADHD: pages 29-57
Mark Ylvisaker and David DeBonis
Adolescents Who Are Deaf or Hard of Hearing: A Communication Perspective on Educational Placement: pages 58-72
Michael S. Stinson and David A. Koppenhaver
Supporting Writing Development in Adolescents with Developmental Disabilities: pages 73-96
Janet Sturm and David A. Koppenhaver

Volume 20, Number 3, May 2000: The ABCs of Spelling: Development, Assessment, and Intervention
Issue Editors: Kenn Apel and Julie J. Masterson
The Development of Spelling Skill: pages 1-18
Rebecca Treiman and Derrick C. Bourassa
Learning to Read and Learning to Spell: Two Sides of a Coin: pages 19-36
Linnea C. Ehri
Explaining Individual Differences in Spelling Ability: pages 37-49
Alan G. Kamhi and Linette N. Hinton
Spelling Assessment: Charting a Path to Optimal Intervention: pages 50-65
Julie J. Masterson and Kenn Apel
Principles and Methods of Spelling Instruction: Applications for Poor Spellers: pages 66-82
Cheryl M. Scott

Volume 20, Number 4: Written Language Disabilities and Educational Strategies
Issue Editor: Steve Graham
Self-Regulated Strategy Development Revisited: Teaching Writing Strategies to Struggling Writers: pages 1-14
Steve Graham, Karen R. Harris, and Gary A. Troia
Narrative Writing: Development and Teaching with Children with Writing Difficulties: pages 15-28
Froma P. Roth
Writing Strategies Instruction for Expository Essays for Adolescents with and without Learning Disabilities: pages 29-44
Bernice Y.L. Wong
A Dynamic Systems Approach to Writing Assessment in Students with Language Learning Problems: pages 45-64
Elaine R. Silliman, Tiffany L. Jimerson, and Louise C. Wilkinson
Development of Language by Hand and Its Connections with Language by Ear, Mouth, and Eye: pages 65-84
Virginia W. Berninger
Charles A. MacArthur
Volume 21, Number 1, November 2000: Assessment and Intervention with Adults with LLD: A Paradigm Shift

Issue Editors: Carol Westby and Stephen S. Farmer
Who Are Adults with Learning Disabilities and What Do We Do About Them?: pages 1-14
Carol Westby
Language: The Embedded Curriculum in Postsecondary Education: pages 15-29
Carolyn Olivier, Linda Hecker, Joyce Klucken, and Carol Westby
The Triune Assessment-Intervention Model (TAIM) for Students with Sensemaking and Dynamic Literacy Deficits: pages 30-51
Stephen S. Farmer and Elizabeth Nesbit
Facilitating Self-Determination Abilities In Adults with LLD: Case Study of a Postsecondary Student: pages 52-67
Anthony S. Bashir, Richard F. Goldhammer, and Stephen J. Bigaj
Literacy Brokering: An Expanded Scope of Practice for SLP’s: pages 68-81
Stephen S. Farmer
College Students with LLD: The Phonological Core as Risk for Failure in Foreign Language Cases: pages 82-96
Doris M. Downey and Lynn E. Snyder

Volume 21, Number 2, February 2001: Accommodations for College Students with Learning Disabilities

Issue Editors: Lynn E. Snyder and Doris M. Downey
Legal Issues in Serving Postsecondary Students with Disabilities: pages 1-16
Jo Anne Simon
Closing the Gap: Accommodating Students with Language Learning Disabilities in College: pages 17-37
Leonore Ganschow, Lois Phillips, and Elke Schneider
Foreign Language Learning Problems of Students Classified as Learning Disabled and Non-Learning Disabled: Is There A Difference?: pages 38-54
Richard L. Sparks
Curricular Accommodations for College Students with Language Learning Disabilities: pages 55-67
Doris M. Downey and Lynn E. Snyder
Math Failure and Learning Disabilities in the Postsecondary Student Population: pages 68-88
Sherri Strawser and Susan P. Miller

Volume 21, Number 3, May 2001: The Neural Basis of Language: Current Neuroimaging Perspectives

Issue Editor: Anne L. Foundas, MD
The Anatomical Basis of Language: pages 1-19
Anne L. Foundas
The Evolution of Neuroimaging Research and Developmental Language Disorders: pages 20-41
Angela B. Lane, Anne L. Foundas, and Christiana M. Leonard
Acquired Language Disorders: pages 42-59
Anastasia M. Raymer
Elucidation of Semantic Organization in the Brain Using Functional Neuroimaging: A Review: pages 60-74
M. Allison Cato, Anna Bacon Moore, and Bruce Crosson
Epilogue: Neuroimaging with a View To Prediction and Prognosis: pages 75-84
Diane L. Kendalla dn Leslie J. Gonzalez Rothi

Volume 21, Number 4, August 2001: Collecting and Transcribing Speech Samples: Enhancing Phonological Analysis
Issue Editors: Linda J. Louko and Mary Louise Edwards
Issues in Collecting and Transcribing Speech Samples: pages 1-11
    Linda J. Louko and Mary Louise Edwards
Transcribing the Speech of Young Children: pages 12-21
    Carol Stoel-Gammon
Transcription of Vowels: pages 22-40
    Karen E. Pollock and Mary C. Berni
Transcription of Suprasegmentals: pages 41-50
    David Snow
Phonetic Transcription of Disordered Speech: pages 52-72
    Thomas W. Powell

Volume 22, Number 1, November 2001: Alternative Measures for Evaluating Treatment Outcomes
Issue Editor: Dana Kovarsky, PhD.
“Communicative Participation” as a Way of Facilitating and Ascertaining Communicative Outcomes: pages 1-20
    Dana Kovarsky, Barbara Culatta, Amber Franklin, and Geraldine Theodore
Intervention Outcomes: A Clinical Application of Qualitative Methods: pages 21-36
    Nina Simmons-Mackie and Jack S. Damico
Progressing Toward Life Goals: A Person-Centered Approach to Evaluating Therapy: pages 37-49
    Judith Duchan and Maria Black
Outcome Measures for School-Age Children with Social Communication Problems: pages 50-73
    Lesley B. Olswang, Truman E. Coggins, and Geralyn R. Timler
Guided Participation in Sociocultural Learning: Intervention and Apprenticeship: pages 74-92
    Ann M. Mastergeorge

Volume 22, Number 2, January 2002: Enhancing Academic Performance of Students with LLD
Issue Editors: Paul S. Miller and Kenneth Warlick
Phonemic Awareness: A Complex Developmental Process: pages 1-34
    Janet A. Norris and Paul R. Hoffman
Assessing Curriculum-Based reading and Writing Samples: pages 35-59
    Nickola Wolf Nelson and Adelia M. Van Meter
Speech-Language Pathologists Contributing Significantly to the Academic Success of High School Students: A Vision for Professional Growth: pages 60-80
    Barbara J. Ehren
Volume 22, Number 3, May 2002: Information Processing: Implications for Assessment and Intervention

Issue Editor: James W. Montgomery

An Information Processing Perspective on Language Impairment in Children: Looking at Both Sides of the Coin: pages 1-14
Lynn E. Snyder, Catherine Dabasinskas, and Elizabeth O’Connor

The Role of Language Processing Limitations in Early Identification of Specific Language Impairment: pages 15-29
Susan Ellis Weismer and Julia L. Evans

Sensitivity to Increased Task Demands: Contributions from Data-Driven and Conceptually Driven Information Processing Deficits: pages 30-48
Ronald B. Gillam, LaVae M. Hoffman, Jeffrey A. Marler, and M. Lorraine Wynn-Dancy

Contrasting General and Process-Specific Slowing in Language Impairment: pages 49-61
Jennifer Windsor

Information Processing and Language Comprehension in Children with Specific Language Impairment: pages 62-86
James W. Montgomery

Volume 22, Number 4, August 2002: The Child Language Specialist in a Digital Environment

Issue Editor: Kathy L. Coufal

Technology Teaching or Mediated Learning, Part I: Are Computers Skinnerian or Vygotskian?: pages 1-28
Kathy L. Coufal

Technology Teaching or Mediated Learning, Part II, 1990s: literacy Linkages and Intervention Contexts: pages 29-54
Kathy L. Coufal

Language and Literacy: Digitally Speaking: pages 55-69
Melodee Landis

Computers, Culture, and Learning: pages 70-90
Carol Westby and David J. Atencio

Volume 22, Number 5, November 2002: Dyslexia among Biliterates: A Global Perspective

Issue Editor: Nancy Eng

Acquired Dyslexia in a Biscript Reader Following Traumatic Brain Injury: A Second Case: pages 5-19
Nancy Eng and Loraine K. Obler

Reading into Reading Research through Nonalphabetic Lenses: Evidence from the Indian Languages: pages 20-31
Prathibha Karanth

Dyslexia Assessment of the Biscriptal Reader: pages 32-45
John Everatt, Ian Smythe, Dina Ocampo, and Kazuvire Veii

The Relationship Between Language and Reading Skills in Bilingual Spanish English Speakers: pages 46-70
Alexandra Gottardo

Dyslexia and the Multilingual Child: Policy into Practice: pages 71-80
Ian Smythe and John Everatt
Book Review:

*Methods in Clinical Phonetics:* Reviewed by Gloria Weddington

**Volume 23, Number 1, January/February/March 2003: Cochlear Implants In Children: Ideas for Intervention**

**Issue Editor: Teris K. Schery**

- Developing Auditory Learning In Children with Cochlear Implants: pages 4-15
  Teris K. Schery and Mary Love Peters
- Communication Intervention for Infants and Toddlers with Cochlear Implants: pages 16-33
  Amy McConkey Robbins
- Surgical Management of the Pediatric Cochlear Implant Patient: pages 34-45
  Seth M. Cohen and David S. Haynes
- Programming, Care, and Troubleshooting of Cochlear Implants for Children: pages 46-56
  Andrea J. Hedley-Williams, Douglas P. Sladen, and Anne Marie Tharpe
- Educational Challenges for Children with Cochlear Implants: pages 57-67
  Patricia M. Chute and Mary Ellen Nevins

Book Review:
- Greene & Mathieson's *The Voice and Its Disorders:* Reviewed by Marion D. Meyerson, PhD

**Volume 23, Number 2, April/May/June 2003: Children and Young Adults with Autism Spectrum Disorder**

**Issue Editors: Deena K. Bernstein and Susan Polirstok**

- A Developmental Perspective on Language Assessment and Intervention for Children on the Autistic Spectrum: pages 74-94
  Sima Gerber
- The SLP's Role in Collaborative Assessment and Intervention for Children with ASD: pages 95-115
  Sylvia Farnsworth Diehl
- Inclusion of Learners with Autism Spectrum Disorders in General Education Settings: pages 116-133
  Richard L. Simpson, Sonja R. de Boer-Ott, and Brenda Smith-Myles
- Teaching Children with Autism Self-Initiations as a Pivotal Response: pages 134-145
  Lynn Kern Koegel, Cynthia M. Carter, and Robert L. Koegel
- Improving Functional Communication Skills in Adolescents and Young Adults with Severe Autism Using Gentle Teaching and Positive Approaches: pages 146-153
  Susan Rovet Polirstok, Lawrence Dana, Serafino Buono, Vita Mongelli, and Grazia Trubia
- Intervention ABCs for Children with Asperger Syndrome: pages 154-165
  Stephen P. Safran, Joan S. Safran, and Kathleen Ellis
- Useful Online Information, Resources, and Interventions for Speech Language Pathologists and Teachers of Students with Autistic Spectrum Disorders: pages 166-167
  Susan Rovet Polirstok and Diane R. Lesser

Book Review:
- *Attention Deficit Hyperactivity Disorder: The Clinical Spectrum:* Reviewed by Judith Wisnia
Volume 23, Number 3, July/August/September 2003: Readability in Classroom and Clinic: New Perspectives

Issue Editor: Gail Portnuff Venable

The Role of Readability in Today's Classrooms: pages 175-189
Thomas G. Gunning

Matching Readers to Instructional Materials: The Use of Classic Readability Measures for Students with Language Learning Disabilities and Dyslexia: pages 190-203
Andrea Winokur Kotula

Text Coherence and Readability: pages 204-224
Bonnie J. F. Meyer

Confronting Complex Text: Readability Lessons from Students with Language Learning Disabilities: pages 225-240
Gail Portnuff Venable

Vocabulary and Readability: How Knowing Word Meanings Affects Comprehension: pages 241-247
Steven A. Stahl

Readability Case Study and Scenarios: pages 248-251
Gail Portnuff Venable

Exercises and Examples: pages 252-259
Gail Portnuff Venable

Volume 23, Number 4, October/November/December 2003: Enhancing Literacy in Individuals with Autism and Severe Communication Impairments

Issue Editors: Jan L. Bedrosian and David A. Koppenhaver

"He's Not Really a Reader…": Perspectives on Supporting Literacy Development in Individuals with Autism: pages 271-282
Pat Mirenda

Natural Emergent Literacy Supports for Preschoolers with Autism and Severe Communication Impairments: pages 283-292
David A. Koppenhaver and Karen A. Erickson

Use of Technology to Support Independent Spelling by Students with Autism: pages 293-304
Doreen M. Blischak and Ralf W. Schlosser

Enhancing the Written Narrative Skills of an AAC Student with Autism: Evidence-Based Research Issues: pages 305-324
Jan Bedrosian, Joanne Lasker, Kristina Speidel, and Andrea Politsch

Developing Augmentative and Alternative Communication (AAC) and Literacy Interventions in a Supported Employment Setting: pages 325-344
Beth E. Foley and Amy H. Staples

Volume 24, Number 1, January/February/March 2004: Language and Augmentative Communication

Issue Editors: Carolyn Wiles Higdon and Lawrence W. Higdon

A Missing Link: People, Practice and Some Precarious Research!: pages 5-17
Carolyn Wiles Higdon and Lawrence (Larry) W. Higdon
Augmentative and Alternative Communication and Language: Evidence-Based Practice and Language Activity Monitoring: pages 18-30
Katya Hill
Listening Technologies for Individuals and the Classroom: pages 31-50
Joan Marttila
Augmentative and Alternative Communication and Language: Understanding and Responding to Parents' Perspectives: pages 51-61
Cynthia J. Cress
Multicultural Issues in Augmentative and Alternative Communication and Language: Research to Practice: pages 62-75
Sheila J. Bridges
Augmentative and Alternative Communication, Language, and Literacy: Fostering the Relationship: pages 76-91
Janet M. Sturm and Sally A. Clendon

Book Review:
*Improving Reading Comprehension*: Reviewed by Gail Portnuff Venable

**Volume 24, Number 2, April/May/June 2004: Group Treatment: Common Threads and Across Disorders**

**Issue Editors: Michael L. Kimbarow and Jan Avent**

A Discipline-Wide Approach to Group Treatment: pages 105-117
Minnie S. Graham and Jan Avent

Group Treatment for Aphasia Using Cooperative Learning Principles: pages 118-124
Jan Avent

Alaryngeal Speech Rehabilitation in a Group Setting: pages 125-136
Minnie S. Graham

Multicultural-Multilingual Group Sessions: Development of Functional Communication: pages 137-140
Bettina Larroudé

Communication Skills: The Foundation for Meaningful Group Intervention in School-Based Programs: pages 141-152
Ellen Pritchard Dodge

**Volume 24, Number 3, July/August/September 2004: The Social Construction of Identity: The Clinical Challenge**

**Issue Editors: Fran Hagstrom and Barbara B. Shadden**

Grounding Social Identity for Professional Practice: pages 162-173
Fran Hagstrom and James V. Wertsch

Barbara B. Shadden and Joseph P. Agan

Identity and Development: Lessons Learned From a Blind Child: pages 187-199
Karin Junefelt

The Impact of Stuttering on Identity Construction: pages 200-215
Derek E. Daniels and Rodney M. Gabel

The Challenge of Hyphenated Identity: pages 216-224
Li-Rong Lilly Cheng
Including Identity in Clinical Practices: pages 225-240
Fran Hagstrom

**Volume 24, Number 4, October/November/December 2004: Asperger Syndrome and High-Functioning Autism: Addressing Social Communication and Emotional Regulation**

**Issue Editor: Emily Rubin**

Contemporary Outcome Research and Programming Guidelines for Asperger Syndrome and High-Functioning Autism: pages 249-259
Katherine D. Tsatsanis, Christine Foley, and Claire Donehower

Heterogeneity in Learning Style in Asperger Syndrome and High-Functioning Autism: pages 260-270
Katherine D. Tsatsanis

Challenges in Social Communication in Asperger Syndrome and High-Functioning Autism: pages 271-285
Emily Rubin and Laurie Lennon

Challenges in Emotional Regulation in Asperger Syndrome and High-Functioning Autism: pages 286-297
Amy C. Laurent and Emily Rubin

Implementing a Curriculum-Based Assessment to Prioritize Learning Objectives in Asperger Syndrome and High-Functioning Autism: pages 298-317
Emily Rubin and Amy C. Laurent

**Volume 25, Number 1, January/March 2005**

**Issue Editors: Lynn Snyder and Donna Caccamise**

Theory and Pedagogical Practices of Text Comprehension: pages 5-20
Donna Caccamise and Lynn Snyder

Why Reading Comprehension Fails: Insights From Developmental Disorders: pages 21-32
Kate Nation and Courtenay Frazier Norbury

The Assessment of Reading Comprehension: Considerations and Cautions: pages 33-50
Lynn Snyder, Donna Caccamise, and Barbara Wise

Comprehension Theory as a Guide for the Design of Thoughtful Questions: pages 51-64
Eileen Kintsch

Deep-Level Comprehension of Science Texts: The Role of the Reader and the Text: pages 65-83
Rachel M. Best, Michael Rowe, Yasuhiro Ozuru, and Danielle S. McNamara

**Volume 25, Number 2, April/June 2005**

**Issue Editor: Barbara J. Ehren**

An Overview of Responsiveness to Intervention: What Practitioners Ought to Know: pages 93-105
Patricia Sampson Graner, Michael N. Faggella-Luby, and Nanette S. Fritschmann

Gary A. Troia

The Responsiveness to Intervention Approach and Language Impairment: pages 120-131
Barbara J. Ehren and Nickola W. Nelson
Speech-Language Pathologists' Involvement in Responsiveness to Intervention Activities: A Complement to Curriculum-Relevant Practice: pages 132-147
Maureen Staskowski and Elizabeth A. Rivera
Responsiveness to Intervention: Teaching Before Testing Helps Avoid Labeling: pages 148-167
Barbara J. Moore-Brown, Judy K. Montgomery, John Bielinski, and Jennifer Shubin
Leadership Opportunities in the Context of Responsiveness to Intervention Activities: pages 168-179
Tom C. Ehren and Kathleen A. Whitmire

Volume 25, Number 3, July/August/September 2005
Issue Editor: Ruth Huntley Bahr
Phonological Knowledge in Typical and Atypical Speech-Sound Development: pages 190-206
Benjamin Munson, Jan Edwards, and Mary E. Beckman
Stimulability and Treatment Success: pages 207-219
Susan Rvachew
Dynamic Assessment in Phonological Disorders: The Scaffolding Scale of Stimulability: pages 220-230
Amy M. Glaspey and Carol Stoel-Gammon
Assessment, Target Selection, and Intervention: Dynamic Interactions Within a Systemic Perspective: pages 231-242
A. Lynn Williams
Relationships Among Consistency/Variability and Other Phonological Measures Over Time: pages 243-253
Ann A. Tyler and Kerry E. Lewis
Differential Diagnosis of Severe Speech Disorders Using Speech Gestures: pages 254-265
Ruth Huntley Bahr
The Clinical Significance of Optimality Theory for Phonological Disorders: pages 266-280
Judith A. Gierut and Michele L. Morrisette

Volume 25, Number 4, October/December 2005: Part 1
Issue Editor: Geraldine P. Wallach
A Conceptual Framework in Language Learning Disabilities: School-Age Language Disorders: pages 292-301
Geraldine P. Wallach
Language and Literacy: In the Age of Federal Initiatives: pages 302-309
Kathleen A. Whitmire
Looking for Evidence-Based Practice in Reading Comprehension Instruction: pages 310-321
Barbara J. Ehren
The Context of Discourse Difficulty in Classroom and Clinic: An Update: pages 322-331
Nickola Wolf Nelson
Pulling the Pieces Together: The Doctor Is In: pages 332-336
Sylvia O. Richardson and Geraldine P. Wallach

Volume 25, Number 4, October/December 2005: Part 2
Issue Editors: Martin Fujiki and Bonnie Brinton
Life on a Tricycle: A Case Study of Language Impairment From 4 to 19: pages 338-352
Bonnie Brinton, Martin Fujiki, and Lee A. Robinson

Reconceptualizing Treatment Goals From Language Impairment to Functional Limitations: A Case Study: pages 353-363
Elizabeth Skarakis-Doyle

Hyperlexia and Autism Spectrum Disorder: A Case Study of Scaffolding Language Growth Over Time: pages 364-374
Holly K. Craig and Ann Sexton Telfer

Sylvia F. Diehl, Carolyn S. Ford, and Jeanne Federico

Meaning-Based Intervention for a Child with Speech and Language Disorders: pages 388-401
Barbara Culatta, Lee Ann Setzer, and Donna Horn

Volume 26, Number 1, January/March 2006
Issue Editors: Froma P. Roth and Diane R. Paul

Principles and Challenges for Forming Successful Literacy Partnerships: pages 5-23
Diane R. Paul, Jean Blosser, and Melissa D. Jakubowitz

Collaborative Efforts to Promote Emergent Literacy and Efficient Word Recognition Skills: pages 24-41
Froma P. Roth and Gary A. Troia

Partnerships to Support Reading Comprehension for Students With Language Impairment: pages 42-54
Barbara J. Ehren

Partnerships for Literacy in a Writing Lab Approach: pages 55-69
Nickola Wolf Nelson and Adelia M. Van Meter

Assistive Technology and Literacy Partnerships: pages 70-84
Yvonne Gillette

Volume 26, Number 2, April/June 2006
Issue Editor: Diane J. Sawyer

Dyslexia: A Generation of Inquiry: pages 95-109
Diane J. Sawyer

The Dyslexia Spectrum: Continuities Between Reading, Speech, and Language Impairments: pages 110-126
Margaret J. Snowling and Marianna E. Hayiou-Thomas

The Simple View of Reading: Assessment and Intervention: pages 127-143
Jenny A. Roberts and Kathleen A. Scott

Dyslexia Friendly Schools in the UK: pages 144-156
Barbara Riddick

The Influence of Public Policy on Reading Research and Practice: pages 157-171
Barbara R. Foorman, PhD; Stephanie M. Nixon
Volume 26, Number 3, July/September 2006

Issue Editor: Judith Felson Duchan

Communication Access to Health and Social Services: pages 189-198
   Susie Parr, Carole Pound, and Alan Hewitt

Development of a Communication Training Program to Improve Access to Legal Services for People With Complex Communication Needs: pages 199-209
   Leanne Togher, Susan Balandin, Katherine Young, Fiona Given, and Michael Canty

Communication Access to the Arts: pages 210-220
   Judith Duchan, Marian Jennings, Ray Barrett, and Brian Butler

Communication Access to Conversational Narrative: pages 221-239
   Annalu Waller

Clinicians as "Information Givers": What Communication Access Are Clients Given to Speech-Language Pathology Services?: pages 240-265
   Linda Hand

   Michael McSheehan, Rae M. Sonnenmeier, Cheryl M. Jorgensen, and Karen Turner

Volume 26, Number 4, October/December 2006

Issue Editors: Peggy McCardle and Christy Y. Y. Leung

English Language Learners: Development and Intervention: An Introduction: pages 302-304
   Peggy McCardle and Christy Y. Y. Leung

Clinical Implications of Research on Language Development and Disorders in Bilingual Children: pages 305-321
   Brian A. Goldstein

Early Language and Reading Development of Bilingual Preschoolers From Low-Income Families: pages 322-337
   Carol Scheffner Hammer and Adele W. Miccio

Predicting English Word Reading Skills for Spanish-Speaking Students in First Grade: pages 338-350
   Mariela Páez and Claudia Rinaldi

Literacy Development in Elementary School Second-Language Learners: pages 351-364
   Diane August, Catherine Snow, Maria Carlo, C. Patrick Proctor, Andrea Rolla de San Francisco, Elisabeth Duursma, and Anna Szuber,

The Role of Oracy in Developing Comprehension in Spanish-Speaking English Language Learners: pages 365-384

Volume 27, Number 1, January/March 2007

Issue Editor: Dana Kovarsky

Management of Discourse in Group Therapy for Aphasia: pages 5-23
   Nina Simmons-Mackie, Roberta J. Elman, Audrey L. Holland, and Jack S. Damico

Small Talk Is "Big Talk" in Clinical Discourse: Appreciating the Value of Conversation in SLP Clinical Interactions: pages 24-36
   Irene P. Walsh
Clinicians as Communication Partners: Developing a Mediated Discourse Elicitation Protocol: pages 37-49
Julie A. Hengst and Melissa C. Duff

A Missing Voice in the Discourse of Evidence-Based Practice: pages 50-61
Dana Kovarsky and Maura Curran

Maternal Belief Systems: The Discourse of Cultural Practice as Evidence: pages 62-73
Ann M. Mastergeorge

Undermining the Unfair Constraints Imposed by Language Standards: Subversive Discourse Tactics Used in Both 19th- and 21st-Century America: pages 74-83
Judith Felson Duchan

Volume 27, Number 2, April/June 2007
Issue Editor: Geralyn R. Timler
Promoting Peer Interaction Skills: Professional Development for Early Childhood Educators and Preschool Teachers: pages 93-110
Luigi Girolametto and Elaine Weitzman

Assessing Social Communication in the Classroom: Observing Manner and Duration of Performance: pages 111-127
Lesley B. Olswang, Truman E. Coggins, and Liselotte Svensson

Pragmatic Language Assessment: A Pragmatics-As-Social Practice Model: pages 128-145
Yvette D. Hyter

Relational Aggression, Victimization, and Language Development: Implications for Practice: pages 146-166
Jamie M. Ostrov and Stephanie A. Godleski

Strategies for Promoting Generalization of Social Communication Skills in Preschoolers and School-aged Children: pages 167-181
Geralyn R. Timler, Dawn Vogler-Elias, and K. Fay McGill

Howard Goldstein, Naomi Schneider, and Kathy Thiemann

Volume 27, Number 3, July/September 2007
Issue Editors: Trisha L. Self and Rosalind R. Scudder
Virtual Environments Supporting Learning and Communication in Special Needs Education: pages 211-225
Sue V. G. Cobb

Dorothy C. Strickland, David McAllister, Claire D. Coles, and Susan Osborne,

A Virtual Approach to Teaching Safety Skills to Children With Autism Spectrum Disorder: pages 242-253
Trisha Self, Rosalind R. Scudder, Gamal Weheba, and Daiquirie Crumrine

Virtual Reality Augmentation for Functional Assessment and Treatment of Stuttering: pages 254-271
Shelley B. Brundage

The Potential of Virtual Reality to Assess Functional Communication in Aphasia: pages 272-288
Linda J. Garcia, Mercedes Rebolledo, Lynn Metthé, and Renée Lefebvre
Volume 27, Number 4, October/December 2007
Issue Editor: Michael L. Kimbarow
The Importance of Aphasia Group Treatment for Rebuilding Community and Health: pages 300-308
Roberta J. Elman
Beginning With the End: Outcome-Driven Assessment and Intervention With Life Participation in Mind: pages 309-317
Aura Kagan and Nina Simmons-Mackie
Integrating Life Participation Approaches to Aphasia Treatment With Adult Learning Theory: A Synergistic Approach: pages 318-323
Michael L. Kimbarow
The Role of Narrative in the Life Participation Approach to Aphasia: pages 324-338
Barbara B. Shadden and Fran Hagstrom
Counseling/Coaching in Chronic Aphasia: Getting on With Life: pages 339-350
Audrey Holland
Educating Clinicians for Meaningful, Relevant, and Purposeful Aphasia Group Therapy: pages 351-371
Sandra O. Glista and Robin D. Pollens

Volume 28, Number 1, January/March 2008
Issue Editor: Linda S. Siegel
Precursors of Dyslexia in Early Conversational Turn Exchange: pages 5-14
Allan B. Smith, John L. Locke, and Laurie Farkas
Morphological Awareness Skills of English Language Learners and Children With Dyslexia: pages 15-27
Linda S. Siegel
Use of Event-Related Potentials to Identify Language and Reading Skills: pages 28-45
Victoria J. Molfese, Dennis L. Molfese, Jennifer L. Beswick, Jill Jacobi-Vessels, Peter J. Molfese, Andrew E. Molnar, Mary C. Wagner, Brittany L. Haines
The Double-Deficit Hypothesis in Spanish Developmental Dyslexia: pages 46-60
Juan E. Jiménez, Isabel Hernández-Valle, Cristina Rodríguez, Remedios Guzmán, Alicia Diaz, and Rosario Ortiz
English or Spanish?: Assessing Latino/a Children in the Home and School Languages for Risk of Reading Disabilities: pages 61-83
Dianna Townsend and Penny Collins

Volume 28, Number 2, April/June 2008
Issue Editor: Donna Boudreau
Narratives: Twenty-Five Years Later: pages 93-98
Judith R. Johnston
Narrative Abilities: Advances in Research and Implications for Clinical Practice: pages 99-114
Donna Boudreau
Emerging Procedures in Narrative Assessment: The Index of Narrative Complexity: pages 115-130
Douglas B. Petersen, Sandra Laing Gillam, and Ronald B. Gillam
Assessing Story Comprehension in Preschool Children: pages 131-148
Elizabeth Skarakis-Doyle and Lynn Dempsey
Use of Narrative-Based Language Intervention With Children Who Have Cochlear Implants: pages 149-161
Ellie C. Justice, MA, CCC-SLP; Lori A. Swanson, PhD; Velvet Buehler,
Personal Narratives: Cultural Differences and Clinical Implications: pages 162-177
Lynn S. Bliss, PhD; Allyssa McCabe
Narrative Transcription Accuracy and Reliability in Two Languages: pages 178-188

Volume 28, Number 3, July/September 2008
Issue Editors: Laura Epstein and Elizabeth D. Pena
Integration of Evidence-Based Practice Into the University Clinic: pages 200-211
Brian A. Goldstein
Teaching Graduate Students to Make Evidence-Based Intervention Decisions: Application of a Seven-Step Process Within an Authentic Learning Context: pages 212-228
Sandra Laing Gillam and Ronald B. Gillam,
Talk in Interaction in the Speech-Language Pathology Clinic: Bringing Theory to Practice Through Discourse: pages 229-241
Margaret M. Leahy and Irene P. Walsh
In Defense of Cookbooks: From Novice to Competent Clinician: pages 242-258
Elizabeth D. Peña and Swathi Kiran
Collaborative Script-Based Experiences for Bilingual Speech-Language Pathology Trainees: pages 259-273
Lisa M. Bedore, Anita Méndez Pérez, and Melissa D. White
Clinical Therapy Data as Learning Process: The First Year of Clinical Training and Beyond: pages 274-285
Laura Epstein
Students' Use of Video Clip Technology in Clinical Education: pages 286-298
Eva Baharav