

THE EDUCATION OF ENGLISH LANGUAGE LEARNERS

Research to Practice

Edited by **Marilyn Shatz, PhD**
Louise C. Wilkinson, EdD

“Perhaps no topic is of greater interest today to educational researchers, policymakers, and practitioners than how best to meet the needs of English language learners (ELLs). This state-of-the-art work, presented in a lively and accessible fashion, provides a thorough and practical treatment of this topic from leading experts in the field. A ‘must have’ for all.”

—**Laura M. Justice, PhD, CCC-SLP, The Ohio State University**

“What makes the book unique is that it takes multiple perspectives and weaves them into a coherent and accessible tapestry, laying to rest the notion that ELLs are destined to lag behind their monolingual peers. Educators will be able to read this book and immediately begin to implement changes in their instruction. It could serve as a text in any teacher training program and could also be used in training other professionals, such as ESL instructors, reading specialists, and speech–language pathologists.”

—**Brian A. Goldstein, PhD, CCC-SLP, Temple University**

This comprehensive volume describes evidence-based strategies for supporting ELLs by promoting meaningful communication and language use across the curriculum. Leading experts explain how and why learning is different for ELLs and pinpoint specific best practices for the classroom, illustrated with vivid examples. Particular attention is given to ways in which learning English is intertwined with learning the student’s home language. The book addresses both assessment and instruction for typically developing ELLs and those with language disabilities and disorders. It demonstrates how educators and speech–language professionals can draw on students’ linguistic, cognitive, sociocultural, and family resources to help close the achievement gap.

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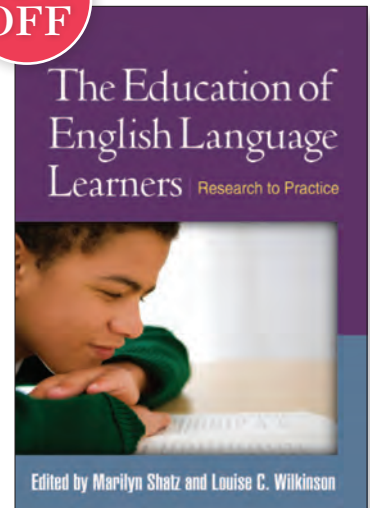
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About the Editors



Marilyn Shatz, PhD, is Professor Emerita of Psychology and Linguistics at the University of Michigan and Adjunct Professor of Psychology

at the University of North Carolina, Wilmington.



Louise C. Wilkinson, EdD, is Distinguished Professor of Education, Psychology, and Communication Sciences at Syracuse University, where she

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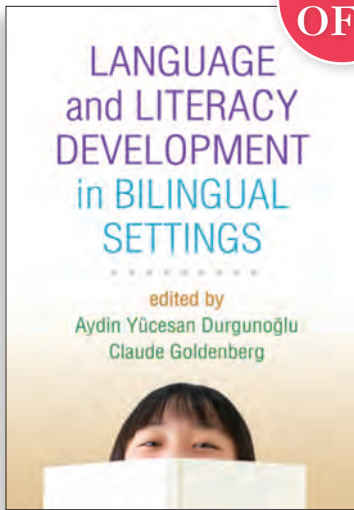
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About the Editors



Aydin Yücesan Durgunoğlu, PhD, is Professor of Psychology at the University of Minnesota Duluth. She has worked as a high school teacher and as a college instructor of English as a foreign language.



Claude Goldenberg, PhD, is Professor of Education at Stanford University. He has worked as a junior high school teacher and as a first-grade teacher in a bilingual elementary school.

LANGUAGE AND LITERACY DEVELOPMENT IN BILINGUAL SETTINGS

Edited by **Aydin Yücesan Durgunoğlu, PhD**
Claude Goldenberg, PhD

“Language and literacy development are fascinating and complex areas of study in single-language learners; they are equally fascinating, and far more complex, in children learning two languages.... This volume presents an impressive cross-section of current research and thinking that will be greatly appreciated by graduate students and researchers in a wide range of disciplines, including curriculum and instruction, bilingual education, psycholinguistics and applied linguistics.”
—**Kathryn Kohnert, PhD, CCC-SLP, University of Minnesota**

“This book provides a significant sampling of the research evidence presently available on the literacy skills of bilingual children. The book elevates our ongoing discussion of the development and assessment of the literacy skills of dual-language learners and addresses important, thought-provoking issues.”
—**Aquiles Iglesias, PhD, CCC-SLP, Temple University**

Grounded in state-of-the-art research, this book explores how English language learners develop both the oral language and literacy skills necessary for school success. Chapters examine the cognitive bases of English acquisition, and how the process is different for children from alphabetic (such as Spanish) and nonalphabetic (such as Chinese) language backgrounds. The book addresses a key challenge facing educators and clinicians: identifying students whose poor English skills may indicate an underlying impairment, as opposed to still-developing language proficiency. Implications for diagnosis, intervention, and instruction are highlighted throughout.

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BRAIN, BEHAVIOR, AND LEARNING IN LANGUAGE AND READING DISORDERS

Edited by **Maria Mody, PhD**
Elaine R. Silliman, PhD, CCC-SLP

“In this fascinating volume, the contributors coherently explain the most current theories on language and literacy development and disorders and present research evidence across domains to support the theories. Using this information, readers can think in novel ways about planning interventions. This is a ‘must-read,’ cutting-edge book for advanced graduate students and professionals.”
—**Carol E. Westby, PhD, CCC-SLP, Brigham Young University**

“What a useful and important resource! In many ways, the volume brings the study of language and reading disorders back to its roots, but this time with evidence to show how learning is manifested in the brain....The authors are the right source for each topic, and the educational and practical implications that round out the chapters greatly enrich their value.”
—**Rollanda E. O’Connor, PhD, University of California, Riverside**

Grounded in cutting-edge research on brain–behavior relationships, this book explores how language and reading disorders develop—and presents exciting new approaches to examining and treating them. Experts from multiple disciplines investigate how children’s learning trajectories in spoken and written language are shaped by the dynamic interplay of neurobiological, experiential, and behavioral processes. The volume includes innovative neuroimaging applications and other state-of-the-science techniques that help shed new light on childhood disorders such as dyslexia, language impairment, writing disabilities, and autism. Implications for evidence-based diagnosis, intervention, and instruction are discussed. Illustrations include five color plates.

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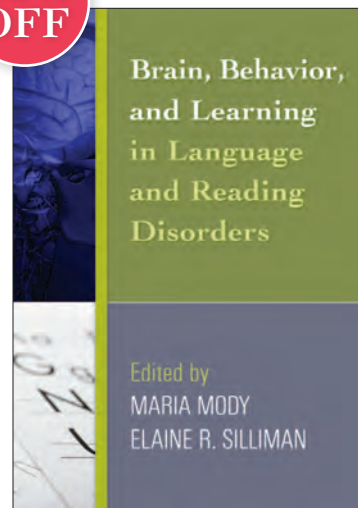
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Introduction: Learning to Read and Reading to Learn: The Interaction among Cognitive Capacity, Linguistic Abilities, and the Learning Environment,
Maria Mody & Elaine R. Silliman

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Anne van Kleeck & Elizabeth Norlander
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About the Editors



Maria Mody, PhD, is a cognitive neuroscientist in the Department of Radiology at Massachusetts General Hospital and Harvard Medical School, specializing in developmental disorders of reading and language.



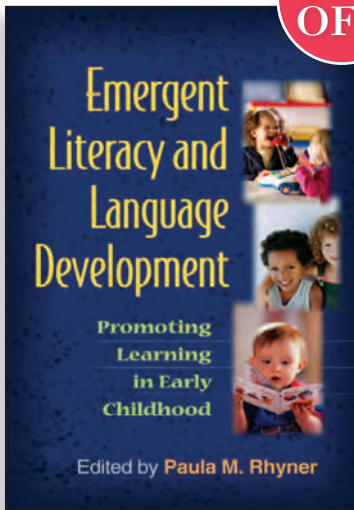
Elaine R. Silliman, PhD, CCC-SLP, is Professor of Communication Sciences and Disorders and Cognitive and Neural Sciences at the University of South Florida.

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About the Editor

Paula M. Rhyner, PhD, CCC-SLP, is Professor in the Department of Communication Sciences and Disorders at the University of Wisconsin–Milwaukee (UWM).

EMERGENT LITERACY AND LANGUAGE DEVELOPMENT

Promoting Learning in Early Childhood

Edited by **Paula M. Rhyner, PhD, CCC-SLP**

“This timely book does an excellent job of tackling the extremely important connections between language and early literacy. It addresses the essential components and processes of young children’s learning, and of intervention, with breadth and depth. Well-integrated chapters from experts in the field cover foundational practices and theories that every early child educator should know.” —**Barbara Culatta, PhD, CCC-SLP, Brigham Young University**

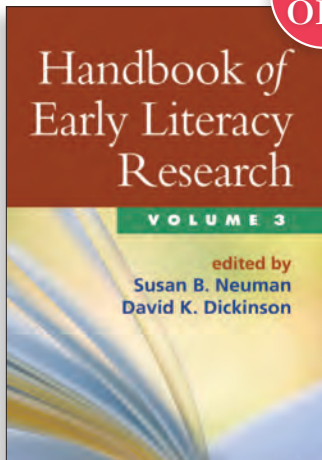
This concise, accessible book explores the connection between language acquisition and emergent literacy skills, and how this sets the stage for later literacy development. Chapters address formative early experiences such as speaking and listening, being read to, and talking about print concepts and the alphabet. Written for early childhood professionals, reading specialists, and speech–language pathologists, the book describes effective assessment and instructional approaches for fostering language learning and emergent literacy in typically developing children and those at risk for language delays. Vivid case examples illustrate specific ways to collaborate with parents to give all children a strong foundation for school readiness and success.

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- Introduction, *Paula M. Rhyner*
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- 3. Metaphonological Awareness: Enhancing Literacy Skills, *Elizabeth Hester & Barbara W. Hodson*
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CHILDREN'S COMPREHENSION PROBLEMS IN ORAL AND WRITTEN LANGUAGE

A Cognitive Perspective

Edited by **Kate Cain, DPhil**, Lancaster University, UK

Jane Oakhill, DPhil, University of Sussex, UK

"The authors use a wealth of research to describe cognitive processes involved in comprehension difficulties. Importantly for practice, the interdependency of verbal skills, verbal comprehension, and reading comprehension is discussed....I recommend this book to any speech and language therapist, psychologist, teacher, and graduate student with a specific interest in literacy and comprehension difficulties." —**Speech & Language Therapy in Practice**

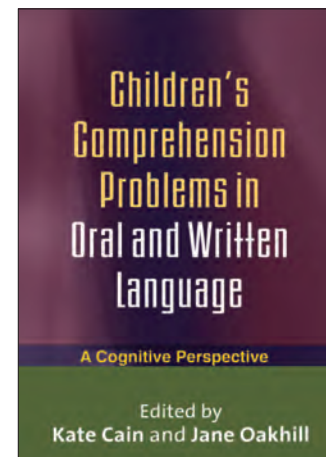
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"For graduate students and professionals who maintain currency with reading, language, and literacy research, this book should become the standard reference. Unusual in its scope, it successfully integrates research reviews and topical discussions across the domains of language development, reading development, spelling, and writing, and ties basic research to issues in intervention and instruction. Finally we have one book that weaves together topics in language, cognition, and reading education, and that does so in an evenhanded fashion."

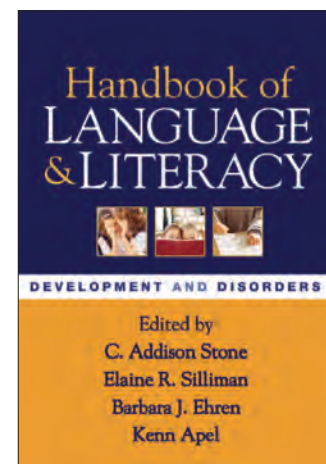
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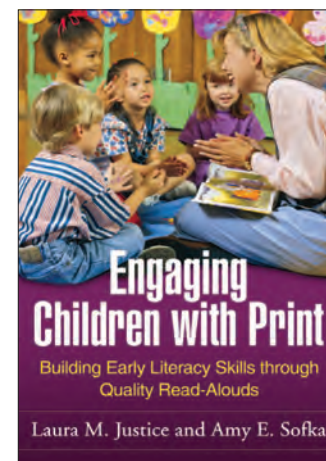
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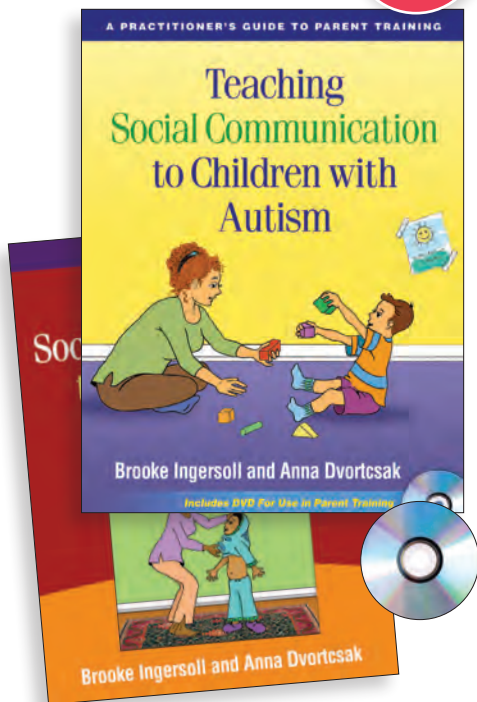
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About the Authors



Brooke Ingersoll, PhD, is Assistant Professor of Psychology at Michigan State University.



Anna Dvortcsak, MS, CCC-SLP, is a speech-language pathologist in private practice in Portland, OR.

TEACHING SOCIAL COMMUNICATION TO CHILDREN WITH AUTISM

A Practitioner's Guide to Parent Training
AND *A Manual for Parents*

Brooke Ingersoll, PhD
Anna Dvortcsak, MS, CCC-SLP

"During my 33 years as a speech-language pathologist, I have utilized many different programs and techniques and have provided training to staff and parents. This program is more functional and usable than any other parent training approach I am familiar with! Both the practitioner guide and the parent manual are clear and concise, and offer excellent information and strategies....The video clips do a great job of demonstrating the different strategies."

—**Debbie Sullivan, MA, CCC-SLP, Early Intervention/Early Childhood Special Education Program, Northwest Regional Education Service District, OR**

This two book/DVD package presents a parent training approach that is accessible, evidence based, and highly practical. Grounded in developmental and behavioral research, the *Practitioner's Guide* provides step-by-step guidelines for conducting parent training individually or in groups. It takes proven techniques for promoting the social-communication skills of young children with autism (up to age 6) and breaks them into simple yet effective steps for parents to follow. The DVD, for use in the training sessions, features video clips of parents implementing the techniques with their children, as well as PowerPoint slides. The *Practitioner's Guide* also features **30 reproducible handouts and forms.**

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Sally J. Rogers, PhD
Geraldine Dawson, PhD

“Marks a very significant milestone in the development of appropriate interventions for young children with autism spectrum disorders....The chapters on theory will press even experienced interventionists to think about what they are attempting and why, and the detailed descriptions of activities show exactly how theory meets practice. With multisite research underway to test the encouraging results of early studies, this manual will enable interventionists to think more broadly; choose concrete, measurable, and useful goals for each child; and collaborate across disciplines within a comprehensive intervention framework.” —**Catherine Lord, PhD, Director, University of Michigan Autism and Communication Disorders Center**

From leading authorities, this state-of-the-art manual presents the Early Start Denver Model (ESDM), the first comprehensive, empirically tested intervention specifically designed for toddlers and preschoolers with autism. Supported by the principles of developmental psychology and applied behavior analysis, ESDM's intensive teaching interventions are delivered within play-based, relationship-focused routines. The manual provides structured, hands-on strategies for working with very young children in individual and group settings to promote development in such key domains as imitation; language and communication; social, cognitive, and motor skills; adaptive behavior; and play.

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9. Developing Verbal Communication.
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Appendices: Early Start Denver Model Curriculum Checklist and Item Descriptions. Early Start Denver Model Teaching Fidelity Rating System: Administration and Coding.

EARLY START DENVER MODEL CURRICULUM CHECKLIST FOR YOUNG CHILDREN WITH AUTISM

Sally J. Rogers, PhD, and Geraldine Dawson, PhD

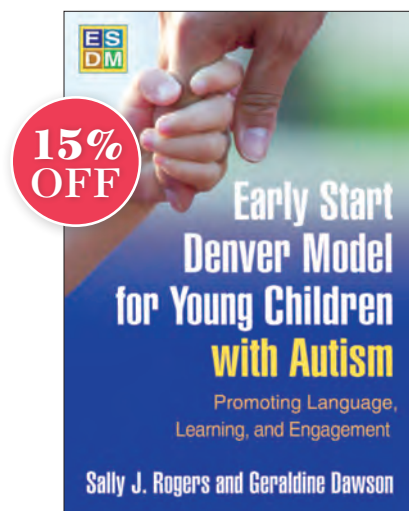
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About the Authors



Sally J. Rogers, PhD, is Professor of Psychiatry at the M.I.N.D. Institute, University of California, Davis.



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