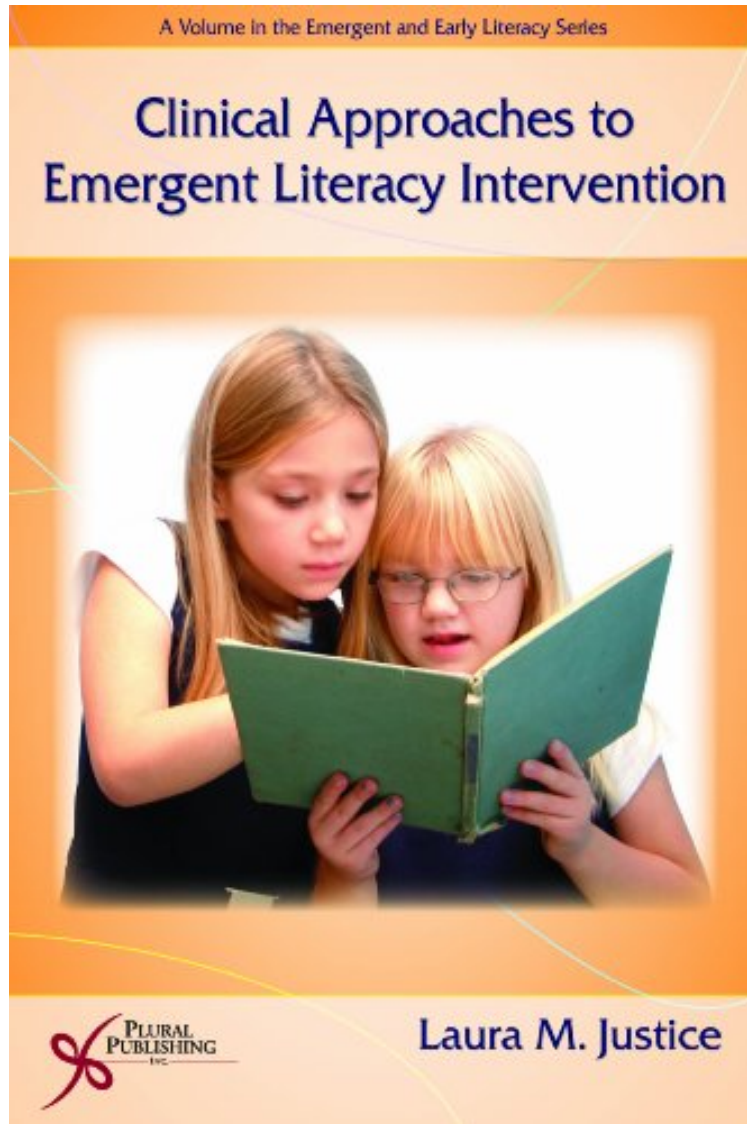


(Pdf free) Clinical Approaches to Emergent Literacy Intervention (Emergent and Early Literacy)

Clinical Approaches to Emergent Literacy Intervention (Emergent and Early Literacy)

Laura M. Justice

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Laura M. Justice : Clinical Approaches to Emergent Literacy Intervention (Emergent and Early Literacy) before purchasing it in order to gage whether or not it would be worth my time, and all praised Clinical Approaches to Emergent Literacy Intervention (Emergent and Early Literacy):

This seminal text provides a scholarly overview of current evidence-based approaches to emergent literacy intervention as a component of clinical practice in speech-language pathology. The book's focus is primarily the emergent literacy period of development, transcending toddlerhood to the kindergarten year and corresponding to the years preceding formal literacy and reading instruction. By providing an accessible and usable integration of theory and research, it encourages readers to think about building early foundations in literacy to promote healthy early development and to ease children's transitions to later academic contexts. The book answers the question, "what can speech-language pathologists do today to include literacy as a target in childhood intervention?"

Anita R. Kraft, PhD, CCC-SLP, *Advance for Speech-Language Pathologists and Audiologists*, (July 2007): "Clinical Approaches to Emergent Literacy Intervention" edited by Laura M. Justice, PhD, is part of the Emergent Early Literacy Series by Plural Publishing. The purpose of the series, according to Dr. Justice, "is to provide clinical and educational professionals with usable, practical and evidence-based resources for enhancing their ability to include literacy as an integral part of their services to toddlers, preschoolers and school-age children." The series is a response to the guidelines from the American Speech-Language-Hearing Association (ASHA) that suggest speech-language pathologists work with students on reading and writing. As stated in this volume, speech-language pathologists' knowledge of developmental language and literacy milestones, as well as their expertise in facilitating attainment of these milestones through linguistically responsive interactions with children, equips them to provide appropriate support and consultation to early childhood educators.¹ This is stated in the Individuals with Disabilities Education Act (IDEA) Amendments of 2004. This attractive paperback edition fulfills its objective of providing practical, evidence-based tools for making literacy an integral part of speech and language intervention. The book is divided into two sections: "Program Design Considerations" and "Clinical Approaches." Each chapter addresses a particular area or approach to emergent and early literacy development and discusses difficulties with direct linkages to everyday practices. There are suggestions on how to work with children who need augmentative and alternative communication (AAC) systems, as well as students who are at risk for reading failure. The book includes programs that stress prevention rather than remediation, although it is accepted that some problems only can be lessened and not completely eliminated even with early appropriate intervention. Of particular interest are the chapters on phonemic awareness. Educators are now becoming cognizant of the need for this skill when treating reading disorders. However, there is no mention of Dynamic Indicators of Early Literacy Skills (DIBELS), a set of measures being used in some schools for Response to Intervention to offer help to students at risk of failing. This should be added in updated versions of the series. *Clinical Approaches to Emergent Literacy Intervention* will be useful for speech-language pathologists and professionals who work with young children and teach reading. It effectively contributes to answering the question, "What can speech-language pathologists do to include literacy as a target in childhood intervention?"

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