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training for students with autism the role of the speech language pathologist on school literacy teams and in response to intervention emerging theories of etiology and psychopathology added to models of child language disorders chapter use of emerging technologies for assessment and intervention

grammar vocabulary and fluency practice pair work group work and whole class activities information gaps games and questionnaires full notes with warm up and extension activities

language learning in children who are deaf and hard of hearing 2nd edition theory to classroom practice is the long awaited revision of the only textbook on primary language instruction written with classroom teachers of deaf and hard of hearing children tods in mind it builds on the work of the previous version while providing the reader with access to the entire first version on a supplemental website an important feature of this book is that it describes four real tods and demonstrates application of concepts discussed to the dhh children on their caseloads up to date chapters on theory of language learning assessment and evidence based practice replace removed chapters chapters on english and american sign language asl structure and on the three major approaches listening and spoken language bilingual bimodal instruction and asl instruction are updated the chapters on teaching vocabulary and morphosyntax how to ask and answer questions and writing language objectives for individualized education plans ieps are expanded dhh specific examples of real cases are incorporated throughout the book finally after a theoretical base of information on language instruction many of the chapter provide language teachers with specific examples of how to answer the question what should i do on monday it avoids promotion of one or another philosophy presenting all and demonstrating the commonalities across classroom language instruction approaches for dhh children

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