Language Intervention Preschool Through Elementary Years Communication Language Intervention Series

Written by some of the top researchers and clinicians in the field, Communication Disorders in Multicultural Populations, 4th Edition offers an in-depth look at the major cultural groups in the U.S. and the issues concerning their communication development, common disorders, and treatment options. This fourth edition features a wealth of updates and new features — including the latest research and added coverage of communication issues in countries such as Australia, China, Canada, and Brazil — to give speech-language pathology students and speech-language pathologists a balanced and global perspective on the most topical multicultural communication issues of today. Comprehensive coverage focuses on a wide variety of cultural and age populations. Cutting-edge research and data offer up-to-date discussions based on the latest studies in multiculturalism as it relates to the SLP and AuD professions. Diverse panel of expert authors include some of the top researchers and clinicians in the field. Additional resources provide a focused listing of print and electronic sources at the end of each chapter to support more in-depth study of a particular subject. Chapter on international perspectives tackles issues in countries such as Australia, Canada, China, and Brazil to give you a more global understanding of communication disorders. The latest statistics from the 2010 U.S. Census report offers the most current data available. Increased content on older adults covers the multicultural issues, voice disorders, and neurogenic disorders particular to this important demographic. Case studies give you practice solving realistic clinical problems. Chapter overview and conclusion outline the key information in each chapter and serve as a checklist for content mastery.

Contents: Nature of Language and its Development, Language Development: Perspectives, Theories and Models, Assessment of Language Disorders, Planning Language Intervention for Pre-school and Schoolaged Children, Language Intervention Approaches A Critical Evaluation, Language Disorders and Special Population.

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Updated curriculum with a friendly way to help enhance language and literacy skills in the early childhood classroom

SLI is a fairly common disorder. This book aims to provide up to date information on this often neglected topic. Each chapter provides an accessible overview of recent research developments written by experts in the field.

In recent years, narrative skills have been receiving increasing attention from researchers for their relevance in the development of language, literacy and socio-cognitive abilities. This volume brings together studies focusing on two key issues in the development of children's narrative skills. The first part of the Volume addresses the issue of the interrelatedness between narrative skills and literacy, language and socio-cognitive development, as well as of the impact of narrative practices on the promotion of these different skills. The second part of the Volume addresses the issue of how early interactional experiences, particular contextual settings and specific intervention procedures, can help children promote their narrative skills. The studies span a wide age range, from toddlers to late elementary school children, concern different languages (Dutch, English, French, German, Hebrew and Italian), and consider narrative skills and practices from a rich variety of theoretical and methodological approaches.

The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field. This completely updated and comprehensive A-Z reference includes about 200 new entries, with increased attention given to those topics that have grown in importance since the publication of the third edition, such as technology, service delivery policies, international issues, neuropsychology, and RTI. The latest editions of assessment instruments frequently administered in special education settings are discussed. Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition, with increased attention given to those topics that have grown in importance since the publication of the third edition—such as technology, service delivery policies, international issues, neuropsychology, and Response to Intervention, Positive Behavioral Interventions and Supports (PBIS), Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date, this is the essential, A-Z compilation of authoritative information on the education of those with special needs.

Now in its sixth edition, School Programs in Speech-Language Pathology: Organization and Service Delivery continues to be a vital resource for faculty, graduate students, school-based practitioners, and program administrators who strive to make a difference in the school setting. The text provides practical solutions and strategies to tackle the challenges faced in the complex and ever-changing education landscape. The authors aim for the book to be an excellent opportunity to stimulate new ways of thinking about the critical role speech-language pathologists (SLP) play in children's education and social development. It provides a foundation for understanding where SLP programs fit within the school organization. SLPs will be motivated to collaborate with colleagues, lead discussions about the link between communication and learning, and introduce innovative models for delivering services. School Programs encourages SLPs to embrace their positions on school teams, share knowledge to make services educationally relevant and help children reach their highest potential. School Programs in Speech-Language Pathology focuses on service delivery, program design, interprofessional collaboration, and how to organize and manage an effective program. Additionally, it covers meeting state and national standards, following federal mandates, and how to relate to and communicate with colleagues and parents. Finally, it encourages readers to grow professionally and enjoy their career as a school-based SLP. Key Features Uniquely focuses on service delivery as opposed to assessment and treatment like other textsChapter questions provide a review of concepts and practical applicationsReal-life examples and collaborative strategies to supplement chapter conceptsUsable forms and checklists New to This Edition New co-author, Jennifer Walsh MeansA new unique framework for thinking about outcomes for school-based programsIncreased pedagogical features in text to enhance learning and comprehension, including chapter learning objectives and engaging learner activitiesExplanation of the SLP's role in MTSS and contributions to student successPractical process, strategies, and tools for building interprofessional collaborative partnershipsRecommendations and tips for coaching teachers and parentsUpdated information on legal policies and trendsDisclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

Chapters written by leading authorities offer current perspectives on the origins and development of language disorders. They address the question: How can the child's linguistic environment be restructured so that children at risk can develop important adaptive skills in the domains of self-care, social interaction, and problem solving? This theory-based, but practical book emphasizes the importance of accurate definitions of subtypes for assessment and intervention. It will be of interest to students, researchers, and practitioners in the field of developmental language disorders.

This book examines the typical pattern of communication development in children and adolescents to enable primary care physicians as well as other clinicians, therapists, and practitioners to

assist parents in making informed decisions based on current research. It offers an overview of communication disorders in children and adolescents that typically present before adulthood. The book describes current assessment, diagnostic procedures, and evidence-based interventions. Chapters outline the standard course of speech milestones and ages to begin screening for deficits and their risk factors. Subsequent chapters review best practices for every aspect of treatment, including care planning, discussing disorders and interventions with parents, making referrals, and collaborating with other providers. The book also discusses evidence-based interventions for specific disorder types such as language impairment, stuttering, language disabilities, and hearing impairment. In addition, the book offers guidance on how to speak about care planning as well as quality of life issues related to communication disorders with other caregivers and parents. Featured topics include: Screening and identification procedures of communication disorders. Key elements to providing family-centered care. Common causes, assessment, and treatment of specific language impairment (SLI) in children. Hearing loss and its impact on the development of communication in children. Attention deficit/hyperactivity disorder (ADHD) and the role of attention in the development of language in children. Communication development in children with autism spectrum disorder (ASD). The Clinical Guide to Assessment and Treatment of Communication Disorders is a must-have resource for clinicians and related professionals, researchers and professors, and graduate students in the fields of child, school, and developmental psychology, pediatrics and social work, child and adolescent psychiatry, primary care medicine, and related disciplines.

The Handbook of Research Methods in Developmental Science is a collection of newly written articles that provide an overview of methods and approaches associated with the study of human development. Contains accessible contributions from some of the most renowned developmental scientists in the field. Provides basic information on the strengths and challenges inherent in traditional and complex research design. Discusses successful intervention approaches that have been used to promote intellectual, social, and linguistic development. Includes cutting-edge research that is forging new and exciting directions in developmental research. Provides students and scholars with a working understanding of research approaches and issues in the developmental sciences.

Written by an author with more than 25 years of experience in the emergent literacy field, this popular text provides a comprehensive overview of literacy development from infancy through the primary grades, emphasizing the role of oral language as a foundation for literacy, home–school connections, and cultural influences on literacy development. Chapters follow a logical sequence, from identification of the signs of early literacy behaviors to developmentally appropriate strategies for enhancing those behaviors. Observation and assessment forms for classroom use are integrated throughout. This highly regarded guide helps teachers become thoughtful mediators in children's transactions with literacy. Additional features: Provides teachers with tools for reflective literacy instruction. The text's organization and narrative encourages pre-service teachers to become effective decision makers who select and implement instructional strategies based on their knowledge of individual children's emergent literacy behaviors and needs. Explores literacy strategies through classroom- and home-based examples and vignettes. Numerous vignettes and examples of teacher–child interactions demonstrate literacy scaffolding in an applied and authentic manner. Supports teachers in multicultural and urban settings. An emphasis on linguistic and cultural diversity—including an array of strategies for English language learners—provides today's teachers with the knowledge to help all children succeed.

"The intent of this book is to assist researchers, practitioners, and the users of assistive technology to augment the accessibility of assistive technology by implementing human cognition into its design and practice"--Provided by publisher.

"This theory-to-practice, transdisciplinary book series addresses the language difficulties associated with communication disorders and developmental disabilities. Grounded in state-of-the-art research, yet practical in orientation, the volumes in this series are invaluable resources for professionals and graduate students who work with learners with language delays or communication impairment." "Profound changes in legislation, technology, and philosophy have transformed language intervention for preschool and elementary-age children with language impairments. This comprehensive book examines the developments of the past decade, analyzes research, and evaluates the efficacy of recent innovations. Chapters provide practical intervention strategies for a variety of language problems and prepare interventionists to meet the demands of the classroom by addressing topics ranging from cultural awareness to the effectiveness of computers in intervention." "This resource also expands current norms, outlining innovative approaches, proposing challenging goals, and suggesting specific research. Speech-language pathologists and students in speech-language pathology, special educators and reading specialists, and researchers and clinicians in child development will turn to this volume for its appraisal of recent changes in language intervention and its recommendations for service delivery."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

The role of parent-child and teacher-child shared story telling and storybook reading is a key vehicle for supporting children's development of emergent literacy and early language skills. This highly usable and practical book brings the advantages of sharing books and stories to educational and clinical settings, effectively demonstrating how it may be used to support: print knowledge phonological awareness vocabulary inferential language abilities grammatical and narrative skills With contributions from notable scholars who actively conduct research in the areas of education, developmental psychology, speech language pathology, reading, and early literacy, this unique resource synthesizes and applies current theory and research on uses of sharing books and stories in educational and intervention contexts.

This volume offers almost 200 detailed entries covering the entire range of communication and speech disorders in children and adults, from basic science to clinical diagnosis. It is divided into four sections that reflect the standard categories with the field: voice, speech, language and hearing.

Going beyond the common approach to language disorders in school-age populations, this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies professionals can use to improve learning outcomes for children and adolescents with LLD.

The Early Childhood Education Intervention Treatment Planner provides all the elements necessaryto quickly and easily develop formal education treatment plans that take the educational professional a step further past the writing of goals for Individualized Education Plans (IEPs) as well as mental health treatment plans. The educational treatment plan process assists the professional in identifying interventions and communicating to others the specific method, means, format, and/or creative experience by which the student will be assisted in attaining IEP

goals. Critical tool for treating the most common problems encountered in treating children ages 3-6 Saves you hours of time-consuming paperwork, yet offers the freedom to develop customized educational treatment plans Organized around 27 main presenting problems, including autism, cultural and language issues, depression, eating and elimination concerns, cognitive and neurological impairment, oppositional behavior, school entry readiness, and others Over 1,000 well-crafted, clear statements describe the behavioral manifestations of each relational problem, long-term goals, short-term objectives, and educational interchange Easy-to-use reference format helps locate educational treatment plan components by disability Includes a sample treatment plan that conforms to the requirements of most third-party payors and accrediting agencies (including HCFA, JCAHO, and NCQA)

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

Language and Literacy Connections: Intervention for School-Age Children and Adolescents takes readers on a path of knowledge steeped in principles and practical applications. This much-needed new text uniquely integrates language learning and disorders and literacy together in a coherent and cohesive narrative that covers the challenges facing school-age students from early elementary levels through high school. Using past and current research and interventions from speech-language pathology (SLP) and reading and literacy arenas, the authors present transcripts, cases, and detailed intervention sessions to provide a template for daily practice. The text raises questions relating to "why am I doing this?" and provides some answers to this most complex, yet basic, question. Language and Literacy Connections... * Uses strong theoretical foundations with detailed applications to real-life situations and practices * Highlights the different levels of literacy, from foundational to disciplinary, that underpin current thinking * Includes three major sections that build upon one another as the authors navigate through: (1) conceptual frameworks, (2) practical applications across discourse intervention and individual language components, and (3) service delivery models * Addresses the role of comprehension in auditory processing and classroom difficulties * Compares effective and less effective intervention sessions with explanations about why each fall within a category * Debunks common myths and practices that have been questionable for decades but that persist in practice * Offers innovative suggestions related to providing collaborative service delivery procedures through virtual online platforms and specific lesson plans * Answers the question asked by many school-based SLPs: How do I add literacy on top of my responsibilities when my caseloads are so large and demanding? Key Features: * Questions at the beginning of each chapter that reflect concerns of SLPs and their teams * Projects and assignments that supplement and review the material * Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices (IPP) while explicitly addressing the curriculum across a variety of subject areas Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

Through contributions from leading experts in the fields ofcommunication science, The Handbook of Speech andLanguage Disorders presents a comprehensive survey detailingthe state of the art in speech, language, andcognitive/intellectual disorders. Provides the first in-depth exploration of the rapidlyexpanding field of communication disorders Examines the current debates, landmark studies, and centralthemes in the discipline, including analytical methods andassessment Includes contributions from more than 20 leading scholars toprovide an extraordinary breadth of coverage of this growing,multi-disciplinary field Features a "foundations" section that deals withissues of central importance to all research in the field,including social and practical considerations in classification anddiversity, genetic syndromes, and principles of assessment andintervention

There is a high correlation between language impairment and a range of psychological disorders in children and adolescents. This book describes and discusses this relationship, its etiology and consequences for the child, and its treatment.

Arts Integration and Special Education contributes to research, policy, and practice by providing a theory of action for studying how linguistic, cognitive, and affective student engagement relates to arts integrated learning contexts and how these dimensions of engagement influence content area and literacy learning. Arts Integration and Special Education connects the interdisciplinary framework in human development and linguistics, special education, and urban education with primary action research by special educators trained in arts integration, working in an inclusive urban charter school with middle school age students. Upper elementary to middle-grade level student learning is relatively understudied and this work contributes across fields of special education and urban education, as well as arts education. Moreover, the classrooms in which the action research occurs are comprised of students with a diverse range of abilities and needs. The book's interdisciplinary model, which draws on developmental and educational psychology, special education, and speech/language pathology research and practice, is the first to posit explanations for how and why AI contexts facilitate learning in students with language and sensory processing disorders, and those at-risk for school failure due to low socioeconomic status conditions.

This publication is concerned with the early stages of language acquisition and is designed for use by early childhood teachers, nursery nurses, special education teachers and others working with children experiencing difficulties in learning to talk. Procedures are described that can be used to assess a child' s current skills and plan activities to increase communicative competence. The programme described is based on a developmental sequence that moves the early skills of joint attention, turn-taking and appropriate play to the more complex skills of asking and answering questions. Other issues discussed include sound development and intelligibility, the use of augmentative and alternative communication as stepping stones to speech, working with children and with families. The second edition has an expanded focus on the place of communicative intentions in early language development.

The SAGE Encyclopedia of Human Communication Sciences and Disorders is an in-depth encyclopedia aimed at students interested in interdisciplinary perspectives on human communication—both normal and disordered—across the lifespan. This timely and unique set will look at the spectrum of communication disorders, from causation and prevention to testing and assessment; through rehabilitation, intervention, and education. Examples of the interdisciplinary reach of this encyclopedia: A strong focus on health issues, with topics such as Asperger's syndrome, fetal alcohol syndrome, anatomy of the human larynx, dementia, etc. Including core psychology and cognitive sciences topics, such as social development, stigma, language acquisition, self-help groups, memory, depression, memory, Behaviorism, and cognitive development Education is covered in topics such as cooperative learning, special education, classroom-based service delivery The editors have recruited top researchers and clinicians across multiple fields to contribute to approximately 640 signed entries across four volumes.

Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descriptive-developmental approach to present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

Explores how children develop linguistic and literary competence from early childhood into adolescence, in a diverse range of linguistic contexts.

This handbook synthesizes and integrates the science of internalizing and externalizing childhood disorders with the diagnostic structure of the Diagnostic and Statistical Manual – 5th Edition (DSM-5) of the American Psychiatric Association. It offers a comprehensive overview of DSM-5 disorders in childhood, covering etiology, symptom presentation, assessment methods, diagnostic criteria, and psychotherapeutic and pharmacological approaches to treatment, prognosis, and outcomes. Clinical vignettes and empirical insights illustrate key concepts and diagnostic and treatment issues such as developmental, cultural, gender, and other considerations that may influence diagnosis and case formulation. In addition, chapters on psychosocial therapies offer robust guidelines for working with children and adolescents with DSM-5 disorders. The Handbook also addresses the shift from categorical to dimensional, diagnostic, and treatment systems, particularly focusing on the current shift in funded research in childhood disorders. Topics featured in this Handbook include: Intellectual disabilities and global developmental delay. Depressive disorders in youth. Posttraumatic and acute stress disorders in childhood and adolescence. Autism spectrum and social pragmatic language disorders. Alcohol-related disorders and other substance abuse disorders. Parent-child and sibling relationships. Cognitive-behavioral interventions and their role in improving social skills. The Handbook of DSM-5 Disorders in Children and Adolescents is a must-have resource for researchers, professors, and graduate students as well as clinicians, professionals, and scientist-practitioners in clinical child and school psychology, pediatrics, social work, and educational psychology.

Children with Specific Language Impairment covers all aspects of SLI, including its history, possible genetic and neurobiological origins, and clinical and educational practice.

Over the last four decades, breakthroughs in genetic knowledge, together with the emergence of disciplines devoted to the scientific study of developmental disorders have resulted in much greater awareness of the many different behavioural and genetic phenotypes involved. It is now evident that not only do different disorders have different causes and different manifestations, but different neurological and biochemical bases, different responses to intervention, and different life courses. Reflecting the enormous changes that have taken place in our knowledge and understanding of developmental disorders, this groundbreaking international volume brings this vast and complex field together for the first time. The Editors have collected together the world's leading academic scholars and clinicians, to explore how current research across a range of different disciplines can inform clinical practice and help to improve the lives of individuals and their families.

Authored by luminaries in the special education field, EDUCATING EXCEPTIONAL CHILDREN introduces readers to each of the thirteen disability categories, and to the needs of children who are gifted and talented. The fourteenth edition continues to focus on the strengths of previous editions, while also providing new material about such important hot topics as genetics, neurology, inclusion, assistive technology, and information processing. The book provides key, research-based teaching methods and strategies for children with various exceptionalities, and also offers analysis of ecological factors that influence the exceptional child in and out of the classroom. This edition also features a new chapter on children with ADD/ADHD, new diagnosis information from the DSM-5, coverage of CEC and Common Core State Standards, the most current teaching techniques for each category, and current coverage of the Response to Intervention Model. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Phonological Treatment of Speech Sound Disorders in Children: A Practical Guideprovides speech-language pathologists with a road map for implementation of selected treatment methods that can have a significant, positive impact on children's speech intelligibility and communicative effectiveness. This practical workbook is useful for speech-language pathologists who work with children with speech sound disorders in schools, private practices, or clinics. It can also be used as a supplementary text for a clinical methods course or within a speech sound disorders clinical practicum. This workbook is an easy-to-follow guide that allows clinicians to move from assessment results to treatment planning and execution. The methods included are those that demonstrate treatment efficacy and include minimal pair therapy, multiple oppositions, maximal oppositions, complexity approaches, phonotactic therapy, core vocabulary intervention, cycles approach, and using phonological/phonemic awareness within the treatment protocol for speech sound disorders. Discussion of each method includes the collection and analysis of data, the establishment of intervention targets and goals, and therapy guidelines. Case studies are used to demonstrate each treatment paradigm, and suggestions for use within a group therapy format are provided. Current references allow the clinicians to further study each of the methods presented. Key Features: Presents methods which have documented success treating children with speech sound disorders.Practically oriented so that readers can easily see the progression from the data to treatment goals and outcome measures.Utilizes case studies to further exemplify

the specific phonological method.Demonstrates the use of techniques within a group therapy setting, which is the main mode of delivery for most clinicians.Supplies materials to be used in specific therapy contexts, including data collection forms, sample goals, flowcharts for target selection, and progress monitoring worksheets.Provides suggestions for which therapy methods might be better suited for individual children based on research supporting age, severity levels, and characteristics of the disorder.Includes video case studies demonstrating children of varying ages and complexity of phonological disorder. Regardless of the type or etiology of a speech sound disorder, phonological treatment methods are an important component of an effective intervention plan. For children who present with a phonological disorder as their primary impairment, one or more of these methods may form the core of their therapy program. For others, particularly those with complex needs, phonological treatment may be one piece of a much larger intervention puzzle. In recent decades, exciting developments have occurred regarding the treatment of phonological deficits. The result is therapeutic protocols that are more efficient and effective. This workbook is designed to help bridge the gap between research and application.

This book is the first to summarize the voluminous literature on the development of cognitive, codification, language, and expressive/affective (CCCE) skills from a clinical standpoint. Emphasizing the need to ground services in research and theory, the author constructs three basic clinical models--a conceptual model for understanding, a descriptive model for formal assessment, and a facilitative model for intervention. These models have major implications for the work of all those who deal with CCCE problems in a professional capacity.

Difficulties with writing are considered one of the most common learning problems in school children. This volume focuses on the causes and nature of writing problems in children with hearing loss, oral language problems, and dyslexia. Its goal is to provide current understandings to help guide and support writing assessment and intervention.

This is the first volume to present individual chapters on the full range of developmental and acquired pragmatic disorders in children and adults. In chapters that are accessible to students and researchers as well as clinicians, this volume introduces the reader to the different types of pragmatic disorders found in clinical populations as diverse as autism spectrum disorder, traumatic brain injury and right hemisphere language disorder. The volume also moves beyond these well-established populations to include conditions such as congenital visual impairment and non-Alzheimer dementias, in which there are also pragmatic impairments. Through the use of conversational and linguistic data, the reader can see how pragmatic disorders impact on the communication skills of the clients who have them. The assessment and treatment of pragmatic disorders are examined, and chapters also address recent developments in the neuroanatomical and cognitive bases of these disorders.

As the impact of computer and communications technology upon our lives continues to increase, so the ability to control and interact with these technologies becomes more important for everyday living and working. This module provides an overview of issues relating to the use of information technology by people with Down syndrome. It aims to provide a general introduction to these issues for parents, teachers and employers. Accessibility issues are discussed and practical strategies for adapting standard equipment and software are listed. Potential benefits of computer assisted learning applications are summarised (further detail can be found in DSii-16-09). Finally, some of the resources related to Down syndrome that are available via the Internet are discussed.

PETER BRYANT & TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies, as the chapter by Sprenger-Charolles clearly shows, and so do the difficulties that they encounter in learning about their own orthography. Nevertheless most people, who have the chance to learn to read, do in the end read well enough, even though a large number experience some significant difficulties on the way. Most of them eventually become reasonably efficient spellers too, even though they go on make spelling mistakes (at any rate if they are English speakers) for the rest of their lives. So, the majority of humans plainly does have intellectual resources that are needed for reading and writing, but it does not always find these resources easy to marshal. What are these resources? Do any of them have to be acquired? Do different orthographies make quite different demands on the intellect? Do people differ significantly from each other in the strength and accessibility of these resources? If they do, are these differences an important factor in determining children's success in learning to read and write? These are the main questions that the different chapters in this section on Basic Processes set out to answer.