



Special  
Interest  
Division

1

# Language Learning and Education

November 2005

<i>Author Index</i>	<i>Page 1</i>
<i>Subject Index</i>	<i>Page 5</i>
<i>Title Index</i>	<i>Page 14</i>

## Author Index

- Abrahamsen, E. Sensory Integration Therapy. June 2002. 21-24.
- Alvares, R. Families and developmental care in early intervention. July 2000. 35-39.
- Andrews, J. Integrating counseling into clinical practice. March 2004. 2.
- Andrews, M. A. Counseling techniques for speech-language pathologists. March 2004. 3-8.
- Apel, K. Clinical skills workshops: Putting practice into place. June 2001. 38.
- Apel, K. Incorporating counseling into our intervention with students with language learning impairments: The road less traveled? October 1999. 4-7.
- Apel, K. Word study and the speech-language pathologist. October 2004.
- Armour, J., & Kuster, J. M. Floor Time and evidence-based practice. June 2002. 16-20.
- Armstrong, M. B. Developing collaborative family literacy projects. August 1996. 10-12.
- Attwood, T. Social skills programs to teach friendship skills for children with Asperger syndrome. October 2003. 16-19.
- Bahr, R. H., & Ford, C. S. Making connections: Integrating classroom instruction on phonological awareness with clinical practice. May 1999. 35-38.
- Balthazar, C. (2003). Common problems with standardized tests—And how to cope with them. July 2003. 17-19.
- Bateman, F. T. Educating hospitalized children and adolescents. April 1997. 7-9.
- Battle, D. E. Becoming a culturally competent clinician. December 2000. 20-23.
- Bernhardt, B. H. Nonlinear phonology: Application and outcomes evaluation. April 2003. 26-30.
- Binnendyk, L., & Lucyshyn, J. (2005). Family centered positive behavior support for a child with autism and severe food refusal behavior. March 2005. 10-13.
- Bland, L. Chat corner. October 2000. 4-6.
- Bland, L. E. Interview with Diane L. Eger on the implications of IDEA '97 and accountability. October 1999. 8-10.
- Blatchley-Hibbard, M. Cognitive referencing and language impairment: A look at the WISC-III. July 2000. 17-21.
- Boudreau, D., & Larsen, J. Contributing our voice: Speech-language pathologists as members of the literacy team. October 2004. 8-13.
- Boudreau, P. M. The development of narratives. October 2001. 2-7.
- Boudreau, P. M. Supporting narrative development in young children. October 2001. 16-20.
- Brady, N. C. Comprehension and production in AAC. June 2001. 20-23.
- Bray, D., Brennan, C., Rabe, H., & Schwarz, A. Best practices for students with autism. July 2003. 21-24.
- Brinton, B., & Fujiki, M. The case study as a research design in the study of language impairment. April 1997. 19-22.
- Brown, S. Increasing treatment efficacy via communication with parents. October 1999. 7-8.
- Brown, J., & Murray, D. Communication-based behavioral interventions for children with autism spectrum disorder. June 2002. 8-13.
- Burroughs, E. Encouraging the discussion of psychological issues. March 2004. 25-26.
- Buschbacher, P. (2005). Positive behavior support. March 2005. 1-2.
- Butler, K. G. Children with LLI: New perspectives. August 1996. 1-3.
- Butler, K. G. West coast summit: Oracy to literacy education, practice, and policy. May 1998. 19-20.
- Cameron, T. H. Educationally significant late effects of acute lymphoblastic leukemia: A brief review of selected literature. April 1997. 10-13.
- Campbell, J. H. The best setting for working with school-age children is in the schools! July 2003. 12-16.
- Casby, M. W. Cognition and language: Basis, policy, practice and recommendations. April 1996. 5.

- Catts, H. W. Phonological awareness: Putting research into practice. May 1999. 17-19.
- Champion, T. B. Storytelling in an urban preschool classroom: Reconceptualizing narrative analysis. December 2000. 12-15.
- Cheslock, M., Ronski, M. A., Sevcik, R. A., & Adamson, L. B. Augmented language intervention projects: From school-aged youth to toddlers. June 2001. 18-20.
- Cirrin, F. M. Discrepancy models: Implications for service delivery in the public schools. April 1996. 9-10.
- Cole, K. What is the evidence from research with young children with language disorders. April 1996. 6-7.
- Connery, E. G. Collaborative language therapy. July 2003. 20-21.
- Corbett, E., Horne, N., & Swaringen, A. Development of children who have renal disease and renal transplants. April 1997. 16-18.
- Coufal, K. Specialty Board on Child Language continues to make progress. June 2001. 34-38.
- Coufal, K.C., & Masters, D. Mother-infant communication patterns: Teen parents and their children. April 1997. 34-37.
- Cress, C. J. A communication "tools" model for AAC intervention with early communicators. June 2001. 23-25.
- Cress, C. J., & Wood, L. A. Language and AAC intervention in young children: Never too early or too late to start. June 2001. 3-4.
- Cromwell, J., Belgum, E., & Kohnert, K. (2005). Diversity and autism. July 2005. 2-6.
- Crowley, C. J., & Valenti, D. M. Vocabulary development with culturally and linguistically diverse students. October 2002. 25-29.
- Davis, B. L. Differential diagnosis of developmental apraxia. October 1998. 4-7.
- Derr, A. Growing diversity in our schools—Roles and responsibilities of speech-language pathologists. July 2003. 7-12.
- Dunlap, G. (2005). Positive behavior support: An overview. March 2005. 3-6.
- Eger, D. L. TLC + KNOWLEDGE = Best speech-language practices in the schools. July 2003. 3-7.
- Ehren, B. Comments from the guest editor. October 2002. 1-2.
- Ehren, B. J. Making a difference: Starfish Mini-Grant program reinstated. June 2001. 33-34.
- Ehren, B. J. Views of cognitive referencing from the pragmatist's lens. July 2000. 3-8.
- Ehren, B. Vocabulary intervention to improve reading comprehension for students with learning disability. October 2002. 12-18.
- Estomin, E. Implementing a speech-language workload approach in school-based settings: Why the caseload approach isn't working. July 2003. 30-32.
- Evans, L. M. Pennsylvania's solution to funding school-based assistive technology. June 2001. 26-27.
- Fey, M. E. Cognitive referencing in the study of children with language impairments. April 1996. 7-8.
- Flipsen, P. Speech sound disorders and treatment outcomes: Introduction. April 2003. 2-3.
- Friel-Patti, S. Implications of auditory processing on emergent literacy. May 1998. 25-26.
- Frost, L. The Picture Exchange Communication System. June 2002. 13-16.
- Gallagher, T. M. Evidence-based practice: Applications to speech-language pathology. May 2002. 2-5.
- Gildersleeve-Neuman, C. (2005). A framework for speech sound intervention in a bilingual child. July 2005. 10-13.
- Gillam, R. B. Phonological awareness after the primary grades. May 1999. 20-21.
- Gillam, R. G. The role of working memory in vocabulary development. October 2002. 7-11.
- Gillam, R. G., & Peña, E. D. Dynamic assessment of children from culturally diverse backgrounds. July 2004. 6-10.
- Goldstein, B. Tale of a researcher-clinician collaborative research project. June 2001. 32-33.
- Gorman, B. K., & Aghara, R. G. Conceptualizing bilingualism: Defining the standard for child language assessment. July 2004. 20-24.
- Gough, D. Disability, loss, and grieving: Implications and suggestions for speech and language professionals. March 2004. 18-25.
- Gray, S. (2005). Word learning by preschoolers with specific language impairment. October 2005. 17-21.
- Griffer, M. R. Computer technology: A valuable tool for pediatric speech-language clinicians working with young children. November 1996. 1-6.
- Griffer, M. R. Developmental caregiving in the NICU: What SLPs should know. July 2000. 34-35.
- Griffer, M. R. (2005). One-on-one early intervention. March 2005. 22-23.
- Gupta, P. (2005). What's in a word? A functional analysis of word Learning. October 2005. 4-8.
- Hammer, C. Parental beliefs about literacy learning in non-majority households: Information relevant for speech-language pathologists. October 2004. 17-21.
- Hammer, S. C. Assessing Latino children's emergent literacy abilities. July 2004. 15-19.
- Hammargren, K. M. Innovative practices in inclusive settings. August 1996. 8-10.
- Harbers, H. M. Phonological awareness and treatment outcomes. April 2003. 21-26.
- Hargrove, P. M. Evidence-based practice tutorial #1: Overview of evidence-based practice. May 2002. 20-22.
- Hargrove, P. M. Evidence-based practice tutorial #3: Identifying the magnitude of the effect. October 2002. 34-36.

- Hargrove, P. M. Evidence-based practice tutorial #4: Identifying the magnitude of the effect—Part 2. April 2003. 30-31.
- Hargrove, P. Evidence-based practice tutorial #5: Confidence interval. July 2003. 33.
- Hargrove, P. Evidence-based practice (EBP) tutorial #6: Practice critique. March 2004. 26.
- Hargrove, P. Evidence-based practice (EBP) Tutorial #7: An annotated bibliography. July 2004. 25-26.
- Hargrove, P. (2005). EBP Tutorial #8: How to use EBP in assessment—An overview. March 2005. 24-25.
- Hargrove, P. (2005). EBP Tutorial #9: Critiquing the assessment evidence—Classic/traditional metrics. October 2005. 25-26.
- Helms, S. Clinical review: Ball and Blachman (1988). March 2004. 27.
- Herrin, K. C. Reflections on eligibility and practice. July 2000. 26-29.
- Hetzroni, O. E. Identifying intentional communication in children with severe disabilities. June 2001. 8-11.
- Hodge, M. M. Developmental coordination disorder: A diagnosis with theoretical and clinical implications for developmental apraxia of speech. October 1998. 8-12.
- Hoover, J. R., & Storkel, H. L. (2005). Understanding word learning by preschool children: Insights from multiple tasks, stimulus characteristics, and error analysis. October 2005. 8-12.
- Hughes, D. L. Assessment of narrative abilities in preschool and school-age children. October 2001. 7-11.
- Hunt-Berg, M. Gestures in development: Implications for early intervention in AAC. June 2001. 5-8.
- Hwa-Froelich, D. A. Play assessment for children from culturally and linguistically diverse backgrounds. July 2004. 6-10.
- Hwa-Froelich, D., Westby, C. E., & Schommer, M. Assessing language learnability. December 2000. 3-7.
- Inglebret, E., & Harrison, J. (2005). Determining directions for speech-language intervention in native communities. July 2005. 6-9.
- Isakson, C. W. Working through the complexities of cognitive referencing: Connecticut's speech-language eligibility criteria. July 2000. 21-26.
- Kamhi, A. G. The path to proficient word recognition. May 1999. 4-7.
- King, D. F. Photography as a diagnostic metaphor: A case for making strategic use of standardized testing. July 2000. 30-33.
- Klin, A. History, definition, and diagnostic markers of Asperger syndrome. October 2003. 2-4.
- Koegel, L. K., & Vernon, T. (2005). Strategies to promote language and implications for learning. March 2005. 6-10.
- Kovarsky, D. Pedagogy and language minority students: Reframing a zero sum game. October 1997. 11-14.
- Kuster, J. M. Nothin' but 'net. July 2003. 25-30.
- Kuster, J. M. Web-based information resources for evidence-based practice in speech-language pathology. May 2002. 6-14.
- Lahey, M. Who shall be called language disordered? An update. April 1996. 5-6.
- Lof, G. L. Oral motor exercises and treatment outcomes. April 2003. 7-11.
- Logemann, J. A. Research to practice: A perspective on critical trials in language and learning disorders. May 1998. 29-31.
- Long, E., & Begay Vining, C. Language characteristics of Native American children: Considerations for assessment. December 2000. 7-11.
- Loomis, S. G. Growing language: A language based cross-curricular classroom indoor gardening program. November 1996. 24-26.
- Lovlace, S., & Stewart, S. R. (2005). Summary of Student Research Grant: Learning of non-targeted concepts of print. March 2005. 16-18.
- Lowe, M. A. Selecting reading and writing vocabulary for the AAC user. October 2002. 30-34.
- Lubker, B. B. Language learning disorders in children with chronic health conditions: epidemiologic perspectives. April 1997. 2-5.
- Lyon, G. R. Reading development, reading disorders, and reading instruction; research-based findings. May 1999. 8-17.
- Maginnis Kuster, J. Child language disorders Internet resources. October 1999. 11-14.
- Mahaffey, B. Speech technology for literacy. May 1998. 27-28.
- Martin, A. V., & Coffield, K. A. Hemophilia: information for educators and communication disorders specialists. April 1997. 13-15.
- Masterson, J. Using computer technology to foster language skills in school-age children. November 1996. 12-14.
- McCauley, R. A. Back at the elephant's side with our blinders off. October 1998. 3-4.
- McGregor, K. K. (2005). Children's word learning: An introduction. October 2005. 3-4.
- McLean, L. K., Molica, B. M., Mirenda, P., Paul-Brown, D., Ronski, M.A., Sevcik, R., & Snell, M. E. Update from the National Joint Committee on the Communication Needs of Persons with Severe Disabilities. June 2001. 28-32.
- Murray, D. S. Description of Lovaas' approach to intervention for children with specific challenges. April 1996. 20-26.
- Musselwhite, C. R. Communication all day long: Light tech, cheap tech, no tech. November 1996. 6-12.
- Nelson, L. J. Using self-anchored scales in family-centered treatment. March 2004. 14-17.
- Nelson, N. Activating the vocabulary sponge: What happens when authors need words to tell stories. October 2002. 18-24.

- Nelson, N. W. Basing eligibility on discrepancy criteria: A bad idea whose time has passed. July 2000. 8-12.
- Nelson, N. W. Discrepancy model alternatives: Closing questions. April 1996. 9-13.
- Nelson, N. W. Opening remarks: Are we asking the wrong questions. April 1996. 3-5.
- Nittrouer, S. Chronic OME hinders normal language development. September 1999. 17-20.
- Ouellette, S. E. Application of solution-focused concepts to the practice of speech-language pathology. March 2004. 8-14.
- Palincsar, A. S. Using case studies to explore the literacy development of children with learning disabilities. April 1997. 22-24.
- Palincsar, A. S., Silliman, E. R., Silliman, S. L., Bahr, R. H., Brinton, B., Fujiki, M., & vanKleeck, A. Language models dynamic: Science to practice models. November 1996. 18-20.
- Paradise, J. Developmental outcomes in relation to early-life otitis media: General consideration and the Pittsburgh study. September 1999. 8-16.
- Paul, R., & Sutherland, D. Asperger syndrome: The role of speech-language pathologists in schools. October 2003. 9-15.
- Powell, T. W. Stimulability and treatment outcomes. April 2003. 3-6.
- Pratt, C. (2005). Creating a classroom culture that supports children across the autism spectrum. March 2005. 14-16.
- Prelock, P. A. Interventions for children with autism spectrum disorders: Making decisions based on evidence. June 2002. 3-8.
- Prelock, P. Where are associations going as the millennium approaches. May 1998. 31-33.
- Prendeville, J. Description of Greenspan's intervention approach for children with multisystem development disorder. April 1996. 13-20.
- Restrepo, M. A. (2005). The case for bilingual intervention for typical and atypical language learners. July 2005. 13-17.
- Rice, M. L. In search of a grammatical marker of language impairment in children. May 1998. 3-8.
- Rhyner, P. M. The role of phonological awareness in reading development and disabilities. May 1999. 3-4.
- Roberts, J. E. & Gravel, J. Otitis media in young children: Assessment and management issues. September 1999. 2-7.
- Rohlfing, K. J. (2005). Learning prepositions. October 2005. 13-17.
- Roseberry-McKibbin, C. The thematic redundancy approach: Teaching English vocabulary in therapy with bilingual children. December 2000. 16-19.
- Roth, F. Vocabulary instruction for young children with language impairments. October 2002. 3-7.
- Rvachew, S. Computer applications and treatment outcomes. April 2003. 17-21.
- Sanger, D., Moore-Brown, B., Perry, H., & Ritzman, M. Observations of Chat Room conversations on the Internet: Interventions for speech-language pathologists. July 2004. 26-30.
- Schuele, M., & Larrivee, L. What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. October 2004. 4-8.
- Scott, C. M. Language as dynamic. April 1997. 19.
- Shulman, B. B., Trimm, F., Costarides, A. H., Brady, N. C., & Sherman, T. Monitoring at-risk infant and toddler development: A transdisciplinary approach. November 1996. 16-18.
- Silliman, S. L., Silliman, E. R., Bahr, R. H., & McDonald, S. Multi-domain analysis of a small cerebral infarct: Two case studies of consistency and variability in real-time speech production. April 1997. 24-32.
- Skibbe, L. E. (2005). Summary of Student Research Grant: The effectiveness of parental scaffolding techniques to enhance phonological awareness during repeated storybook readings for children with language impairment. March 2005. 19-21.
- Smyer, K., & Westby, C. (2005). Using children's literature to promote positive self-identity in culturally/linguistically diverse students. July 2005. 22-25.
- Strand, E. A. Treatment of developmental apraxia of speech: Application of motor learning principles. October 1998. 16-21.
- Strong, C. J. Literature-based language intervention. October 2001. 21-25.
- Strulovotch, J., & Tagalakakis, V. Social skills groups for adolescents with Asperger syndrome. October 2003. 20-22.
- Swank, L. K. Phonological awareness and the role of speech-language pathologists for meeting reading goals. May 1999. 26-28.
- Tallal, P. Temporal processing deficits in children with LLI: Integrating research and remediation. August 1996. 3-8.
- Tattershall, S. Language assessments with adolescents. May 1998. 13-18.
- Terell, S. L. Discrepancy model: Questions of concern regarding use for culturally different children. April 1996. 8-9.
- Thordardottir, E. (2005). Language intervention from a bilingual mindset. July 2005. 17-22.
- Tsatsanis, K. D. Psychological assessment and learning profiles for children with Asperger syndrome. October 2003. 5-9.
- Ukrainetz, T. A. Narrative assessment: Coherence, cohesion, and captivation. October 2001. 11-15.
- Velleman, S. L. Lexical stress errors in developmental verbal dyspraxia: The problem and some possible solutions. October 1998. 12-16.

- Van Kleeck, A. Vygotskian theory and case study design: A fit theory and methodology. April 1997. 32-34.
- Vigil, D. C., & Westby, C.. Caregiver interaction style. July 2004. 10-15.
- Vizoso, A. D., & Lubker, B. B. Hospital school administrative models: Impact on school-related services. April 1997. 5-7.
- Wallach, G. P. The role of speech-language pathologists in literacy learning. May 1998. 20-21.
- Walker, M. M. Innovative models of phonological awareness in university program curriculum. May 1999. 39-40.
- Webster, P. Innovative models of phonological awareness education in university curricula: The University of New Hampshire. May 1999. 33-35.
- Weiss, A. L. Speech-language pathologists focusing on literacy learning: Several viewpoints. October 2004. 3-4.
- Weiss, A. L., & Michael, A. L. Principles of enhancing literacy development in preschool age children at risk for reading difficulties. October 2004. 22-27.
- Westby, C. Language in critical literacy: Issues in LLD, ADHD, and dyslexia. May 1998. 22-24.
- Westby, C. Supporting students with language learning disabilities: Bridging student and curriculum assessment. May 1998. 8-12.
- Westby, B. The world of stories. October 2001. 26-29.
- Whitmire, K. A. Cognitive referencing and discrepancy formulae: Comments from ASHA resources. July 2000. 13-16.
- Whitmore, K. Innovative models of phonological awareness education in university program curricula. May 1999. 29-33.
- Williams, A. L. Target selection and treatment outcomes. April 2003. 26-30.
- Wise, B. W. The promise and limits of phonological training for children with specific reading disabilities. May 1999. 22-25.
- Wolfran, W. Old wine in new bottles: Undertaking the Oakland Ebonics controversy. October 1997. 3-8.
- Wolter, J. (2005). Summary of Special Interest Division 1 student research grant: A multiple linguistic approach to literacy remediation. October 2005. 22-25.
- Wood, L. A. Early literacy activities and language learning opportunities for children who use AAC. June 2001. 12-13.
- Wright, R. L. Reflections of the Ebonics issue: With suggestions regarding professional misconduct. October 1997. 8-11.
- Wyatt, T. A. The Oakland Ebonics debate: Implications for speech, language, hearing professionals and scholars. October 1997. 15-18.
- Yampolsky, S. A., & Matthies, M. L. Evidence-based practice in speech-language pathology. May 2002. 14-20.
- Zangari, C. Helping families gain acceptance of AAC strategies. June 2001. 14-17.

## Subject Index

### *Hearing*

#### **Nature of Hearing and Its Disorders**

##### *Auditory and Other Otic Pathologies*

- Chronic OME hinders normal language development. Nittrouer, S. September 1999. 17-20.
- Developmental outcomes in relation to early-life otitis media: General consideration and the Pittsburgh study. Paradise, J. September 1999. 8-16.
- Otitis media in young children: Assessment and management issues. Roberts, J. E. & Gravel, J. September 1999. 2-7.

### *Language*

#### **Nature of Normal Language**

##### *Language Development*

- Children's word learning: An introduction. McGregor, K. K. October 2005. 3-4.
- The development of narratives. Boudreau, P. M. October 2001. 2-7.
- Families and developmental care in early intervention. Alvares, R. July 2000. 35-39.
- Gestures in development: Implications for early intervention in AAC. Hunt-Berg, M. June 2001. 5-8.
- Implications of auditory processing on emergent literacy. Friel-Patti, S. May 1998. 25-26.
- Learning prepositions. Rohlfling, K. J. October 2005. 13-17.
- Mother-infant communication patterns: Teen parents and their children. Coufal, K. C., & Masters, D. April 1997. 34-37.
- Narrative assessment: Coherence, cohesion, and captivation. Ukrainetz, T. A. October 2001. 11-15.

- The role of working memory in vocabulary development. Gillam, R. October 2002. 7-11.
- Understanding word learning by preschool children: Insights from multiple tasks, stimulus characteristics, and error analysis. Hoover, J. R., & Storkel, H. L. October 2005. 8-12.
- What's in a word? A functional analysis of word learning. Gupta, P. October 2005. 4-8.
- Word learning by preschoolers with specific language impairment. Gray, S. October 2005. 17-21.
- The world of stories. Westby, B. October 2001. 26-29.

### *Language Differences and Different Languages*

- Assessing language learnability. Hwa-Froelich, D., Westby, C. E., & Schommer, M. December 2000. 3-7.
- Becoming a culturally competent clinician. Battle, D. E. December 2000. 20-23.
- Caregiver interaction style. Vigil, D. C., & Westby, C. July 2004. 10-15.
- The case for bilingual intervention for typical and atypical language learners. Restrepo, M. A. July 2005. 13-17.
- Conceptualizing bilingualism: Defining the standard for child language assessment. Gorman, B. K., & Aghara, R. G. July 2004. 20-24.
- Determining directions for speech-language intervention in native communities. Inglebret E., & Harrison J. July 2005. 6-9.
- Diversity and autism. Cromwell J., Belgum E., & Kohnert, K. July 2005. 2-6.
- Dynamic assessment of children from culturally diverse backgrounds. Gillam, R. G., & Peña, E. D. July 2004. 6-10.
- A framework for speech sound intervention in a bilingual child. Gildersleeve-Neumann, C. July 2005. 10-13.
- Growing diversity in our schools- Roles and responsibilities of speech-language pathologists. Derr, A. July 2003. 7- 12.
- Language characteristics of Native American children: Considerations for assessment. Long, E., & Begay Vining, C. December 2000. 7-11.
- Language intervention from a bilingual mindset. Thordardottir, E. July 2005. 17- 22.
- Oakland Ebonics debate: Implications for speech, language, hearing professionals and scholars. Wyatt, T. A. October 1997. 15-18.
- Old wine in new bottles: Undertaking the Oakland Ebonics controversy. Wolfram, W. October 1997. 3-8.
- Pedagogy and language minority students: Reframing a zero sum game. Kovarsky, D. October 1997. 11-14.
- Play assessment for children from culturally and linguistically diverse backgrounds. Hwa-Froelich, D. A. July 2004. 6-10.
- Principles of enhancing literacy development in preschool age children at risk for reading difficulties. Weiss, A. L., & Michael, A. L. October 2004. 22-27.
- Reflections of the Ebonics issue, with suggestions regarding professional misconduct. Wright, R. L. October 1997. 8-11.
- Speech-language pathologists focusing on literacy learning: Several viewpoints. Weiss, A. L. October 2004. 3-4.
- Storytelling in an urban preschool classroom: Reconceptualizing narrative analysis. Champion, T. B. December 2000. 12-15.
- Using children's literature to promote positive self-identity in culturally/ linguistically diverse students. Smyer, K., & Westby, C. July 2005. 22-25.
- Vocabulary development with culturally and linguistically diverse students. Crowley, C. J., & Valenti, D. M. October 2002 25-29.
- The world of stories. Westby, B. October 2001. 26-29.

### **Language Disorders**

#### *Aphasia and Other Adult Language Disorders*

- Evidence-based practice in speech-language pathology. Yampolsky, S. A., & Matthies, M. L. May 2002. 14-20.

#### *Language Disorders in Children*

- Activating the vocabulary sponge: What happens when authors *need* words to tell stories. Nelson, N. October 2002. 18-24.
- Assessment of narrative abilities in preschool and school-age children. Hughes, D. L. October 2001. 7-11.
- Basing eligibility on discrepancy criteria: A bad idea whose time has passed. Nelson, N. W. July 2000. 8-12.
- Caregiver interaction style. Vigil, D. C., & Westby, C. July 2004. 10-15.
- Children with LLI: New perspectives. Butler, K. G. August 1996. 1-3.
- Cognitive referencing and discrepancy formulae: Comments from ASHA resources. Whitmire, K. A. July 2000. 13-16.
- Cognitive Referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard, M. July 2000. 17-21.
- Comments from the guest editor. Ehren, B. October 2002. 1-2.
- Communication-based behavioral interventions for children with autism spectrum disorder. Brown, J., & Murray, D. June 2002. 8- 13.
- Contributing our voice: Speech-language pathologists as members of the literacy team. Boudreau, D., & Larsen, J. October 2004. 8-13.
- Developmental Caregiving in the NICU: What SLPs Should Know. Griffer, M. R. July 2000. 34-35.
- In search of a grammatical marker of language impairment in children. Rice, M. L. May 1998. 3-8.
- Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Literature-based language intervention. Strong, C. J. October 2001. 21-25.

- Photography as a diagnostic metaphor: A case for making strategic use of standardized testing. King, D. F. July 2000. 30-33.
- Principles of enhancing literacy development in preschool age children at risk for reading difficulties. Weiss, A. L., & Michael, A. L. October 2004. 22-27.
- Reflections on eligibility and practice. Herrin, K. C. July 2000. 26-29.
- The role of working memory in vocabulary development. Gillam, R. October 2002. 7-11.
- Sensory Integration Therapy. Abrahamsen, E. June 2002. 21-24.
- Speech-language pathologists focusing on literacy learning: Several viewpoints. Weiss, A. L. October 2004. 3-4.
- The thematic redundancy approach: teaching English vocabulary in therapy with bilingual children. Roseberry-McKibbin, C. December 2000. 16-19.
- Understanding word learning by preschool children: Insights from multiple tasks, stimulus characteristics, and error analysis. Hoover, J. R., & Storkel, H. L. October 2005. 8-12.
- Views of cognitive referencing from the pragmatist's lens. Ehren, B. J. July 2000. 3-8.
- Vocabulary development with culturally and linguistically diverse students. Crowley, C. J., & Valenti, D. M. October 2002. 25-29.
- Vocabulary instruction for young children with language impairments. Roth, F. October 2002. 3-7.
- Vocabulary intervention to improve reading comprehension for students with learning disability. Ehren, B. October 2002. 12-18.
- What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. Schuele, M., & Larrivee, L. October 2004. 4-8.
- Word learning by preschoolers with specific language impairment. Gray, S. October 2005. 17-21.
- Word study and the speech-language pathologist. Apel, K. October 2004. 13-20.
- Working through the complexities of cognitive referencing: Connecticut's speech-language eligibility criteria. Isakson, C. W. July 2000. 21-26.
- Learning Disabilities*
- Contributing our voice: Speech-language pathologists as members of the literacy team. Boudreau, D., & Larsen, J. October 2004. 8-13.
- Incorporating counseling into our intervention with students with language-learning impairments: The road less traveled? Apel, K. October 1999. 4-7.
- Language in critical literacy: Issues in LLD, ADHD, and dyslexia. Westby, C. May 1998. 22-24.
- Language learning disorders in children with chronic health conditions: Epidemiologic perspectives. Lubker, B. B. April 1997. 2-5.
- Path to proficient word recognition. Kamhi, A. G. May 1999. 4-7.
- Phonological awareness after the primary grades. Gillam, R. B. May 1999. 20-21.
- Phonological awareness and the role of speech-language pathologists for meeting reading goals. Swank, L. K. May 1999. 26-28.
- Phonological awareness: Putting research into practice. Catts, H. W. May 1999. 17-19.
- Photography as a diagnostic metaphor: A case for making strategic use of standardized testing. King, D. F. July 2000. 30-33.
- Promise and limits of phonological training for children with specific reading disabilities. Wise, B. W. May 1999. 22-25.
- Reading development, reading disorders, and reading instruction; research-based findings. Lyon, G. R. May 1999. 8-17.
- Reflections on eligibility and practice. Herrin, K. C. July 2000. 26-29.
- Role of phonological awareness in reading development and disabilities. Rhyner, P. M. May 1999. 3-4.
- Role of speech-language pathologists in literacy learning. Wallach, G. P. May 1998. 20-21.
- Supporting students with language learning disabilities: Bridging student and curriculum assessment. Westby, C. May 1998. 8-12.
- Using case studies to explore the literacy development of children with learning disabilities. Palincsar, A. S. April 1997. 22-24.
- What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. Schuele, M., & Larrivee, L. October 2004. 4-8.
- Word study and the speech-language pathologist. Apel, K. October 2004. 13-20.
- Language Disorders in Mental Retardation*
- Cognitive referencing and discrepancy formulae: Comments from ASHA resources. Whitmire, K. A. July 2000. 13-16.
- Identifying intentional communication in children with severe disabilities. Hetzroni, O. E. June 2001. 8-11.
- Language Disorders in Personality and Psychiatric Disturbances*
- Asperger syndrome: The role of speech-language pathologists in schools. Paul R., & Sutherland D. October 2003. 9-15.
- Best practices for students with autism. Bray D., Brennan C., Rabe H., & Schwarz A. July 2003. 21-24.
- Creating a classroom culture that supports children across the autism spectrum. Pratt, C. March 2005. 14-16.
- Diversity and autism. Cromwell J., Belgum E., & Kohnert, K. July 2005. 2-6.
- Family centered positive behavior support for a child with autism and severe food refusal behavior. Binnendyk, L., & Lucyshyn, J. March 2005. 10-13.

- Floor Time and evidence-based practice. Armour, J., & Kuster, J. M. June 2002. 16-20.
- History, definition, and diagnostic markers of Asperger syndrome. Klin, A. October 2003. 2-4.
- Psychological assessment and learning profiles for children with Asperger syndrome. Tsatsanis, K. D. October 2003. 5-9.
- Social skills groups for adolescents with Asperger syndrome. Strulovitch J., & Tagalakakis V. October 2003. 20-22.
- Social skills programs to teach friendship skills for children with Asperger syndrome. Attwood T. October 2003. 16-19.
- Assessment and Intervention**
- Assessment*
- Assessing Latino children's emergent literacy abilities. Hammer, S. C. July 2004. 15-19.
- Activating the vocabulary sponge: What happens when authors *need* words to tell stories. Nelson, N. October 2002. 18-24.
- Assessing language learnability. Hwa-Froelich, D., Westby, C. E., & Schommer. M. December 2000. 3-7.
- Assessment of narrative abilities in preschool and school-age children. Hughes, D. L. October 2001. 7-11.
- Becoming a culturally competent clinician. Battle, D. E. December 2000. 20-23.
- Caregiver interaction style. Vigil, D. C., & Westby, C. July 2004. 10-15.
- Cognitive referencing and discrepancy formulae: Comments from ASHA resources. Whitmire, K. A. July 2000. 13-16.
- Cognitive referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard, M. July 2000. 17-21.
- Common problems with standardized tests—And how to cope with them. Balthazar, C. July 2003. 17-19.
- A communication “tools” model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.
- Comprehension and production in AAC. Brady, N. C. June 2001. 20-23.
- Conceptualizing bilingualism: Defining the standard for child language assessment. Gorman, B. K., & Aghara, R. G. July 2004. 20-24.
- Contributing our voice: Speech-language pathologists as members of the literacy team. Boudreau, D., & Larsen, J. October 2004. 8-13.
- The development of narratives. Boudreau, P. M. October 2001. 2-7.
- Diversity and autism. Cromwell, J., Belgum, E., & Kohnert, K. July 2005. 2-6.
- Dynamic assessment of children from culturally diverse backgrounds. Gillam, R. G., & Peña, E. D. July 2004. 6-10.
- Evidence-based practice: Applications to speech-language pathology. Gallagher, T. M. May 2002. 2-5.
- Evidence-based practice in speech-language pathology. Yampolsky, S. A., & Matthies, M. L. May 2002. 14-20.
- Growing diversity in our schools—Roles and responsibilities of speech-language pathologists. Derr, A. July 2003. 7-12.
- Identifying intentional communication in children with severe disabilities. Hetzroni, O. E. June 2001. 8-11.
- Language assessments with adolescents. Tattershall, S. May 1998. 13-18.
- Language characteristics of Native American children: Considerations for assessment. Long, E., & Begay Vining, C. December 2000. 7-11.
- Monitoring at-risk infant and toddler development: A transdisciplinary approach. Shulman, B. B., Trimm, F., Costarides, A. H., Brady, N. C., Sherman, T. November 1996. 16-18.
- Narrative assessment: Coherence, cohesion, and captivation. Ukrainetz, T. A. October 2001. 11-15.
- Nothin' but 'net. Kuster J. M. July 2003, 25-30.
- Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- Photography as a diagnostic metaphor: A case for making strategic use of standardized testing. King, D. F. July 2000. 30-33.
- Play assessment for children from culturally and linguistically diverse backgrounds. Hwa-Froelich, D. A. July 2004. 6-10.
- Reflections on eligibility and practice. Herrin, K. C. July 2000. 26-29.
- The role of working memory in vocabulary development. Gillam, R. October 2002. 7-11.
- Selecting reading and writing vocabulary for the AAC user. Lowe, M. A. October 2002. 30-34.
- Views of cognitive referencing from the pragmatist's lens. Ehren, B. J. July 2000. 3-8.
- Vocabulary development with culturally and linguistically diverse students. Crowley, C. J., & Valenti, D. M. October 2002. 25-29.
- Vocabulary instruction for young children with language impairments. Roth, F. October 2002. 3-7.
- Web-based information resources for evidence-based practice in speech-language pathology. Kuster, J. M. May 2002. 6-14.
- Word learning by preschoolers with specific language impairment. Gray, S. October 2005. 17-21.
- Word study and the speech-language pathologist. Apel, K. October 2004. 13-20.
- Psychological Measures of Language Function*
- Cognition and language: Basis, policy, practice and recommendations. Casby, M. W. April 1996. 5.
- Cognitive referencing and discrepancy formulae: Comments from ASHA resources. Whitmire, K. A. July 2000. 13-16.
- Cognitive referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard. M. July 2000. 17-21.

- Cognitive referencing in the study of children with language impairments. Fey, M. E. April 1996. 7-8.
- Discrepancy model alternatives: Closing questions. Nelson, N. W. April 1996. 9-13.
- Discrepancy model: Questions of concern regarding use for culturally different children. Terell, S. L. April 1996. 8-9.
- Discrepancy models: Implications for service delivery in the public schools. Cirrin, F. M. April 1996. 9-10.
- Floor Time and evidence-based practice. Armour, J., & Kuster, J. M. June 2002. 16- 20.
- Opening remarks: Are we asking the wrong questions. Nelson, N. W. April 1996. 3-5.
- Intervention*
- Activating the vocabulary sponge: What happens when authors *need* words to tell stories. Nelson, N. October 2002. 18-24.
- Augmented language intervention projects: From school-aged youth to toddlers. Cheslock, M., Ronski, M. A., Sevcik, R. A., & Adamson, L. B. June 2001.18-20.
- Becoming a culturally competent clinician. Battle, D. E. December 2000. 20-23.
- Best practices for students with autism. Bray D., Brennan C., Rabe H., & Schwarz, A. July 2003. 21-24.
- Caregiver interaction style. Vigil, D. C., & Westby, C. July 2004. 10-15.
- The case for bilingual intervention for typical and atypical language learners. Restrepo, M. A. July 2005. 13-17.
- Comments from the guest editor. Ehren, B. October 2002. 1-2.
- A communication “tools” model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.
- Communication-based behavioral interventions for children with autism spectrum disorder. Brown, J., & Murray, D. June 2002. 8- 13.
- Comprehension and production in AAC. Brady, N. C. June 2001. 20-23.
- Contributing our voice: Speech-language pathologists as members of the literacy team. Boudreau, D., & Larsen, J. October 2004. 8-13.
- Description of Greenspan’s intervention approach for children with multisystem development disorder. Prendeville, J. April 1996. 13-20.
- Description of Lovaas’ approach to intervention for children with specific challenges. Murray, D. S. April 1996. 20-26.
- The development of narratives. Boudreau, P. M. October 2001. 2-7.
- Developmental caregiving in the NICU: What SLPs should know. Griffer, M. R. July 2000. 34-35.
- Determining directions for speech-language intervention in native communities. Inglebret E., & Harrison J. July 2005. 6-9.
- Diversity and autism. Cromwell J., Belgum E., & Kohnert K. July 2005. 2-6.
- Early literacy activities and language learning opportunities for children who use AAC. Wood, L. A. June 2001.12-13.
- Evidence-based practice: Applications to speech-language pathology. Gallagher, T. M. May 2002. 2-5.
- Evidence-based practice in speech-language pathology. Yampolsky, S. A., & Matthies, M. L. May 2002. 14-20.
- Evidence-based practice tutorial #1: Overview of evidence-based practice. Hargrove, P. M. May 2002. 20-22.
- Evidence-based practice tutorial #2: Critiquing validity. Hargrove, P. M. June 2002. 25-27.
- Evidence-based practice tutorial #3: Identifying the magnitude of the effect. Hargrove, P. M. October 2002. 34-36.
- Evidence-based practice tutorial #4: Identifying the magnitude of the effect—Part 2. Hargrove, P. M. April 2003. 30-31.
- Evidence-based practice tutorial #5: Confidence interval. Hargrove P. M. July 2003. 33.
- Floor Time and evidence-based practice. Armour, J., & Kuster, J. M. June 2002. 16- 20.
- Families and developmental care in early intervention. Alvares, R. July 2000. 35-39.
- Gestures in development: Implications for early intervention in AAC. Hunt-Berg, M. June 2001. 5-8.
- Growing diversity in our schools— Roles and responsibilities of speech-language pathologists. Derr, A. July 2003. 7- 12.
- Helping families gain acceptance of AAC strategies. Zangari, C. June 2001. 14-17.
- Incorporating counseling into our intervention with students with language-learning impairments: The road less traveled? Apel, K. October 1999. 4-7.
- Increasing treatment efficacy via communication with parents. Brown, S. October 1999. 7-8.
- Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Language intervention from a bilingual mindset. Thordardottir, E. July 2005. 17- 22.
- Literature-based language intervention. Strong, C. J. October 2001. 21-25.
- Nothin’ but ‘net. Kuster, J. M. July 2003, 25-30.
- Observations of Chat Room conversations on the Internet: Interventions for speech-language pathologists. Sanger, D., Moore-Brown, B., Perry, H., & Ritzman, M. July 2004. 26-30.
- Pennsylvania’s solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- The Picture Exchange Communication System. Frost, L. June 2002. 13-16.
- Principles of enhancing literacy development in preschool age children at risk for reading difficulties. Weiss, A. L., & Michael, A. L. October 2004. 22-27.

- The role of working memory in vocabulary development. Gillam, R. October 2002. 7-11.
- Selecting reading and writing vocabulary for the AAC user. Lowe, M. A. October 2002. 30-34.
- Sensory integration therapy. Abrahamsen, E. June 2002. 21-24.
- Speech-language pathologists focusing on literacy learning: Several viewpoints. Weiss, A. L. October 2004. 3-4.
- Strategies to promote language and implications for learning. Koegel, L. K., & Vernon, T. March 2005. 6-10.
- Summary of Special Interest Division 1 student research grant: A multiple linguistic approach to literacy remediation. Wolter, J. October 2005. 22-25.
- Summary of student research grant: Learning of non-targeted concepts of print. Lovelace S., & Stewart S. R. March 2005. 16-18.
- Supporting narrative abilities in young children. Boudreau, P. M. October 2001.
- The thematic redundancy approach: Teaching English vocabulary in therapy with bilingual children. Roseberry-McKibbin, C. December 2000. 16-19.
- Vocabulary development with culturally and linguistically diverse students. Crowley, C. J., & Valenti, D. M. October 2002. 25-29.
- Vocabulary instruction for young children with language impairments. Roth, F. October 2002. 3-7.
- Vocabulary intervention to improve reading comprehension for students with learning disability. Ehren, B. October 2002. 12-18.
- Web-based information resources for evidence-based practice in speech-language pathology. Kuster, J. M. May 2002. 6-14.
- What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. Schuele, M., & Larrivee, L. October 2004. 4-8.
- Word learning by preschoolers with specific language impairment. Gray, S. October 2005. 17-21.
- Word study and the speech-language pathologist. Apel, K. October 2004. 13-17.
- Nonspeech Communication Systems*
- A communication "tools" model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.
- Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- Assistive Technology*
- Communication all day long: Light tech, cheap tech, no tech. Musselwhite, C. R. November 1996. 6-12.
- Computer technology: A valuable tool for pediatric speech-language clinicians working with young children. Griffer, M. R. November 1996. 1-6.
- Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- Speech technology for literacy. Mahaffey, B. May 1998. 27-28.
- Using computer technology to foster language skills in school-age children. Masterson, J. November 1996. 12-14.
- Augmentative and Alternative Communication*
- A communication "tools" model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.
- Augmented language intervention projects: From school-aged youth to toddlers. Cheslock, M., Romski, M. A., Sevcik, R. A., & Adamson, L. B. June 2001. 18-20.
- Comprehension and production in AAC. Brady, N. C. June 2001. 20-23.
- Early literacy activities and language learning opportunities for children who use AAC. Wood, L. A. June 2001. 12-13.
- Gestures in development: Implications for early intervention in AAC. Hunt-Berg, M. June 2001. 5-8.
- Helping families gain acceptance of AAC strategies. Zangari, C. June 2001. 14-17.
- Identifying intentional communication in children with severe disabilities. Hetzroni, O. E. June 2001. 8-11.
- Language and AAC intervention in young children: Never too early or too late to start. Cress, C. J., & Wood, L. A. June 2001. 3-4.
- The Picture Exchange Communication System. Frost, L. June 2002. 13-16
- Selecting reading and writing vocabulary for the AAC user. Lowe, M. A. October 2002. 30-34.
- Speech**
- Speech and Voice Disorders**
- Stuttering and Other Fluency Disturbances*
- The best setting for working with school-age children is in the schools! Campbell J. H. July 2003. 12-16.
- Assessment and Intervention**
- Assessment*
- Back at the elephant's side with our blinders off. McCauley, R. A. October 1998. 3-4.
- The best setting for working with school-age children is in the schools! Campbell, J. H. July 2003. 12-16.
- Computer applications and treatment outcomes. Rvachew, S. April 2003. 17-21.
- Developmental coordination disorder: A diagnosis with theoretical and clinical implications for developmental apraxia of speech. Hodge, M. M. October 1998. 8-12.
- Differential diagnosis of developmental apraxia. Davis, B. L. October 1998. 4-7.
- A framework for speech sound intervention in a bilingual child. Gildersleeve-Neumann, C. July 2005. 10-13.

Lexical stress errors in developmental verbal dyspraxia: The problem and some possible solutions. Velleman, S. L. October 1998. 12-16.

Nothin' but 'net. Kuster, J. M. July 2003. 25-30.

### *Intervention*

The best setting for working with school-age children is in the schools! Campbell, J. H. July 2003. 12-16.

Computer applications and treatment outcomes. Rvachew, S. April 2003. 17-21.

A framework for speech sound intervention in a bilingual child. Gildersleeve-Neumann, C. July 2005. 10-13.

Nonlinear phonology: Application and outcomes evaluation. Bernhardt B. H. April 2003. 26-30. Nothin' but 'net. Kuster, J. M. July 2003. 25-30.

Oral motor exercises and treatment outcomes. Lof, G. L. April 2003. 7-11.

Phonological awareness and treatment outcomes. Harbers, H. M. April 2003. 21-26.

Speech sound disorders and treatment outcomes: Introduction. Flipsen, P. April 2003. 2-3.

Stimulability and treatment outcomes. Powell, T. W. April 2003. 3-6.

Target selection and treatment outcomes. Williams, A. L. April 2003. 26-30.

Treatment of developmental apraxia of speech: Application of motor learning principles. Strand, E. A. October 1998 16-21.

### *Nonspeech Communication*

A communication "tools" model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.

Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.

### *Assistive Technology*

Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.

### *Augmentative and Alternative Communication*

A communication "tools" model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.

Augmented language intervention projects: From school-aged youth to toddlers. Cheslock, M., Ronski, M. A., Sevcik, R. A., & Adamson, L. B. June 2001. 18-20.

Gestures in development: Implications for early intervention in AAC. Hunt-Berg, M. June 2001. 5-8.

Helping families gain acceptance of AAC strategies. Zangari, C. June 2001. 14-17.

Language and AAC intervention in young children: Never too early or too late to start. Cress, C. J., & Wood, L. A. June 2001. 3-4.

### *Professional and General Scientific Issues*

#### **Professional Affairs**

#### *Professional Standards and Ethics*

Specialty Board on Child Language continues to make progress. Coufal, K. June 2001. 34-38.

#### *Governmental and Professional Regulations*

Basing eligibility on discrepancy criteria: A bad idea whose time has passed. Nelson, N. W. July 2000. 8-12.

Chat corner. Bland, L. October 2000. 4-6.

Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.

Update from the National Joint Committee on the Communication Needs of Persons with Severe Disabilities. McLean, L. K., Molica, B. M., Mirenda, P., Paul-Brown, D., Ronski, M.A., Sevcik, R., & Snell, M. E. June 2001. 28-32.

### *Service Provision Models and Problems*

Basing eligibility on discrepancy criteria: A bad idea whose time has passed. Nelson, N. W. July 2000. 8-12.

Child language disorders Internet resources. Maginnis Kuster, J. October 1999. 11-14.

Determining directions for speech-language intervention in native communities. Inglebret, E., & Harrison, J. July 2005. 6-9.

Developing collaborative family literacy projects. Armstrong, M. B. August 1996. 10-12.

Developmental caregiving in the NICU: What SLPs should know. Griffer, M. R. July 2000. 34-35.

Educating hospitalized children and adolescents. Bateman, F. T. April 1997. 7-9.

Families and developmental care in early intervention. Alvares, R. July 2000. 35-39.

Growing language: A language based cross-curricular classroom indoor gardening program. Loomis, S. G. November 1996. 24-26.

Hospital school administrative models: Impact on school-related services. Vizoso, A. D. & Lubker, B. B. April 1997. 5-7.

Implementing a speech-language workload approach in school-based settings: Why the caseload approach isn't working. Estomin, E. July 2003. 30-32.

Innovative practices in inclusive settings. Hammargren, K. M. August 1996. 8-10.

Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.

Interview with Diane L. Eger on the implications of IDEA '97 and accountability. Bland, L. E. October 1999. 8-10.

Making connections: Integrating classroom instruction on phonological awareness with clinical practice. Bahr, R. H., & Ford, C. S. May 1999. 35-38.

- Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- Positive behavior support: An overview. Dunlap G. March 2005. 3-6.
- Using children's literature to promote positive self-identity in culturally/linguistically diverse students. Smyer K., & Westby C. July 2005. 22-25.
- TLC + KNOWLEDGE = Best speech-language practices in the schools. Eger, D. L. July 2003. 3-7.
- Working through the complexities of cognitive referencing: Connecticut's speech-language eligibility criteria. Isakson. C. W. July 2000. 21-26.
- Incidence and Prevalence of Communication Disorders*
- Development of children who have renal disease and renal transplants. Corbett, E., Horne, N. & Swaringen, A. April 1997. 16-18.
- Educationally significant late effects of acute lymphoblastic leukemia: A brief review of selected literature. Cameron, T. H. April 1997. 10-13.
- Hemophilia: Information for educators and communication disorders specialists. Martin, A. V. & Coffield, K. A. April 1997. 13-15.
- Research Issues and Methodology*
- Case study as a research design in the study of language impairment. Brinton, B., & Fujiki, M. April 1997. 19-22.
- EBP Tutorial #8: How to use EBP in assessment—An overview. Hargrove P. March 2005. 24-25.
- EBP Tutorial #9: Critiquing the assessment evidence—Classic/traditional metrics. Hargrove, P. October 2005. 25-26.
- Evidence-based practice in speech-language pathology. Yampolsky, S. A., & Matthies, M. L. May 2002. 14-20.
- Evidence-based practice tutorial #1: Overview of evidence-based practice. Hargrove, P. M. May 2002. 20-22.
- Evidence-based practice tutorial #2: Critiquing validity. Hargrove, P. M. June 2002. 25-27.
- Evidence-based practice tutorial #3: Identifying the magnitude of the effect. Hargrove, P. M. October 2002. 34-36.
- Evidence-based practice tutorial #4: Identifying the magnitude of the effect—Part 2. Hargrove, P. M. April 2003. 30-31.
- Evidence-based practice tutorial #5: Confidence interval. Hargrove, P. M. July 2003. 33.
- Evidence-based practice (EBP) tutorial #6: Practice critique. Hargrove, P. March 2004. 26.
- Evidence-based practice (EBP) Tutorial: An annotated bibliography. Hargrove, P. July 2004. 25-26.
- Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Language models dynamic: Science to practice models. Palincsar, A., Silliman, E. R., Silliman, S. L., Bahr, R. H., Brinton, B., Fujiki, M. & vanKleek, A. November 1996. 18-20.
- Making a difference: Starfish Mini-Grant program reinstated. Ehren, B. J. June 2001. 33-34.
- Multidomain analysis of a small cerebral infarct: Two case studies of consistency and variability in real-time speech production. Silliman, S. L., Silliman, E. R., Bahr, R. H., & McDonald, S. April 1997. 24-32.
- One-on-one early intervention. Griffer M. R. March 2005. 22-23.
- Research to practice: A perspective on critical trials in language and learning disorders. Logemann, J. A. May 1998. 29-31.
- Tale of a researcher-clinician collaborative research project. Goldstein, B. June 2001. 32-33. Language as dynamic. Scott, C. M. April 1997. 19.
- Temporal processing deficits in children with LLI: Integrating research and remediation. Tallal, P. August 1996. 3-8.
- Vygotskian theory and case study design: A fit theory and methodology. Van Kleeck, A. April 1997. 32-34.
- What is the evidence from research with young children with language disorders. Cole, K. April 1996. 6-7.
- Who shall be called language disordered? An update. Lahey, M. April 1996. 5-6.
- Interdisciplinary Concerns*
- Cognitive referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard, M. July 2000. 17-21.
- Developmental caregiving in the NICU: What SLPs should know. Griffer, M. R. July 2000. 34-35.
- Interventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Professional Training**
- Education and Continuing Education*
- Clinical Skills Workshops: Putting Practice into place. Apel, K. June 2001. 38.
- Developmental caregiving in the NICU: What SLPs should know. Griffer, M. R. July 2000. 34-35.
- Floor Time and evidence-based practice. Armour, J., & Kuster, J. M. June 2002. 16- 20.
- Innovative models of phonological awareness education in university curricula: The University of New Hampshire. Webster, P. May 1999. 33-35.
- Innovative models of phonological awareness education in university program curricula. Whitmore, K. May 1999. 29-33.
- Innovative models of phonological awareness in university program curriculum. Walker, M. M. May 1999. 39-40.

- West coast summit: Oracy to literacy education, practice, and policy. Butler, K. G. May 1998. 19-20.
- Where are associations going as the millennium approaches. Prelock, P. May 1998. 31-33.
- Mother-infant communication patterns: Teen parents and their children. Coufal, K. C., & Masters, D. April 1997. 34-37.
- Multidomain analysis of a small cerebral infarct: Two case studies of consistency and variability in real-time speech production. Silliman, S. L., Silliman, E. R., Bahr, R. H., & McDonald, S. April 1997. 24-32.
- Oakland Ebonics debate: Implications for speech, language, hearing professionals and scholars. Wyatt, T. A. October 1997. 15-18.
- Old wine in new bottles: Undertaking the Oakland Ebonics controversy. Wolfram, W. October 1997. 3-8.
- Opening remarks: Are we asking the wrong questions. Nelson, N. W. April 1996. 3-5.
- Otitis media in young children: Assessment and management issues. Roberts, J. E. & Gravel, J. September 1999. 2-7.
- Path to proficient word recognition. Kamhi, A. G. May 1999. 4-7.
- Pedagogy and language minority students: Reframing a zero sum game. Kovarsky, D. October 1997. 11-14.
- Phonological awareness after the primary grades. Gillam, R. B. May 1999. 20-21.
- Phonological awareness and the role of speech-language pathologists for meeting reading goals. Swank, L. K. May 1999. 26-28.
- Phonological awareness: Putting research into practice. Catts, H. W. May 1999. 17-19.
- Promise and limits of phonological training for children with specific reading disabilities. Wise, B. W. May 1999. 22-25.
- Reading development, reading disorders, and reading instruction; research-based findings. Lyon, G. R. May 1999. 8-17.
- Reflections of the Ebonics issue, with suggestions regarding professional misconduct. Wright, R. L. October 1997. 8-11.
- Research to practice: A perspective on critical trials in language and learning disorders. Logemann, J. A. May 1998. 29-31,
- Role of phonological awareness in reading development and disabilities. Rhyner, P. M. May 1999. 3-4.
- Role of speech-language pathologists in literacy learning. Wallach, G. P. May 1998. 20-21.
- Speech technology for literacy. Mahaffey, B. May 1998. 27-28,
- Supporting students with language learning disabilities: Bridging student and curriculum assessment. Westby, C. May 1998. 8-12.
- Temporal processing deficits in children with LLI: Integrating research and remediation. Tallal, P. August 1996. 3-8.
- Treatment of developmental apraxia of speech: Application of motor learning principles. Strand, E. A. October 1998. 16-21.
- Using case studies to explore the literacy development of children with learning disabilities. Palincsar, A. S. April 1997. 22-24.
- Using computer technology to foster language skills in school-age children. Masterson, J. November 1996. 12-14.
- Vygotskian theory and case study design: A fit theory and methodology. Van Kleeck, A. April 1997. 32-34.
- West coast summit: Oracy to literacy education, practice, and policy. Butler, K. G. May 1998. 19-20.
- What is the evidence from research with young children with language disorders. Cole, K. April 1996. 6-7.
- Where are associations going as the millennium approaches. Prelock, P. May 1998. 31-33.
- Who shall be called language disordered? An update. Lahey, M. April 1996. 5-6.

### *Counseling*

- Application of solution-focused concepts to the practice of speech-language pathology. Ouellette, S. E. March 2004. 8-14.
- Clinical review: Ball and Blachman (1988). Helms, S. March 2004. 27.
- Counseling techniques for speech-language pathologists. Andrews, M. A. March 2004. 3-8.
- Disability, loss, and grieving: Implications and suggestions for speech and language professionals. Gough, D. March 2004. 18-25.
- Encouraging the discussion of psychological issues. Burroughs, E. March 2004. 25-26.
- Integrating counseling into clinical practice. Andrews, J. March 2004. 2.
- Using self-anchored scales in family-centered treatment. Nelson, L. J. March 2004. 14-17.
- Families and developmental care in early intervention. Alvares, R. July 2000. 35-39.

### *Collaboration/Consultation*

- Cognitive referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard, M. July 2000. 17-21.
- Creating a classroom culture that supports children across the autism spectrum. Pratt, C. March 2005. 14-16.
- Family centered positive behavior support for a child with autism and severe food refusal behavior. Binnendyk, L., & Lucyshyn, J. March 2005. 10-13.
- Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Positive behavior support. Buschbacher P. March 2005. 1-2.
- Using children's literature to promote positive self-identity in culturally/linguistically diverse students. Smyer K., & Westby C. July 2005. 22-25.

## Title Index

- Activating the vocabulary sponge: What happens when authors *need* words to tell stories. Nelson, N. October 2002. 18-24.
- Application of solution-focused concepts to the practice of speech-language pathology. Ouellette, S. E. March 2004. 8-14.
- Asperger syndrome: The role of speech-language pathologists in schools. Paul R., & Sutherland D. October 2003. 9-15.
- Assessing language learnability. Hwa-Froelich, D., Westby, C. E., & Schommer, M. December 2000. 3-7.
- Assessing Latino children's emergent literacy abilities. Hammer, S. C. July 2004. 15-19.
- Assessment of narrative abilities in preschool and school-age children. Hughes, D. L. October 2001. 7-11.
- Augmented language intervention projects: From school-aged youth to toddlers. Cheslock, M., Romski, M. A., Sevcik, R. A., & Adamson, L. B. June 2001. 18-20.
- Back at the elephant's side with our blinders off. McCauley, R. A. October 1998. 3-4.
- Basing eligibility on discrepancy criteria: A bad idea whose time has passed. Nelson, N. W. July 2000. 8-12.
- Becoming a culturally competent clinician. Battle, D. E. December 2000. 20-23.
- Best practices for students with autism. Bray, D., Brennan C., Rabe H., & Schwarz, A. July 2003. 21-24.
- The best setting for working with school-age children is in the schools! Campbell, J. H. July 2003. 12-16.
- Caregiver interaction style. Vigil, D. C., & Westby, C. July 2004. 10-15.
- The case for bilingual intervention for typical and atypical language learners. Restrepo M. A. July 2005. 13-17.
- Case study as a research design in the study of language impairment. Brinton, B., & Fujiki, M. April 1997. 19-22.
- Chat corner. Bland, L. October 2000. 4-6.
- Child language disorders Internet resources. Maginnis Kuster, J. October 1999. 11-14.
- Children with LLI: New perspectives. Butler, K. G. August 1996. 1-3.
- Children's word learning: An introduction. McGregor, K. K. October 2005. 3-4.
- Chronic OME hinders normal language development. Nittrouer, S. September 1999. 17-20.
- Clinical review: Ball and Blachman (1988). Helms, S. March 2004. 27.
- Clinical skills workshops: Putting practice into place. Apel, K. June 2001. 38.
- Cognition and language: Basis, policy, practice and recommendations. Casby, M. W. April 1996. 5.
- Cognitive referencing and discrepancy formulae: Comments from ASHA Resources. Whitmire, K. A. July 2000. 13-16.
- Cognitive referencing and language impairment: A look at the WISC-III. Blatchley-Hibbard, M. July 2000. 17-21.
- Cognitive referencing in the study of children with language impairments. Fey, M. E. April 1996. 7-8.
- Collaborative language therapy. Connery E. G. July 2003. 20-21.
- Common problems with standardized tests—And how to cope with them. Balthazar, C. July 2003. 17-19.
- Comments from the guest editor. Ehren, B. October 2002. 1-2.
- Communication all day long: Light tech, cheap tech, no tech. Musselwhite, C. R. November 1996. 6-12.
- A communication "tools" model for AAC intervention with early communicators. June 2001. Cress, C. J. 23-25.
- Communication-based behavioral interventions for children with autism spectrum disorder. Brown, J., & Murray, D. June 2002. 8-13.
- Comprehension and production in AAC. Brady, N. C. June 2001. 20-23.
- Computer applications and treatment outcomes. Rvachew, S. April 2003. 17-21.
- Computer technology: A valuable tool for pediatric speech-language clinicians working with young children. Griffer, M. R. November 1996. 1-6.
- Conceptualizing bilingualism: Defining the standard for child language assessment. Gorman, B. K., & Aghara, R. G. July 2004. 20-24.
- Contributing our voice: Speech-language pathologists as members of the literacy team. Boudreau, D., & Larsen, J. October 2004. 8-13.
- Counseling techniques for speech-language pathologists. Andrews, M. A. March 2004. 3-8.
- Creating a classroom culture that supports children across the autism spectrum. Pratt, C. March 2005. 14-16.
- Description of Greenspan's intervention approach for children with multisystem development disorder. Prendeville, J. April 1996. 13-20.
- Description of Lovaas' approach to intervention for children with specific challenges. Murray, D. S. April 1996. 20-26.
- Determining directions for speech-language intervention in native communities. Inglebret E., & Harrison, J. July 2005. 6-9.
- Developing collaborative family literacy projects. Armstrong, M. B. August 1996. 10-12.
- Development of children who have renal disease and renal transplants. Corbett, E., Horne, N. & Swaringen, A. April 1997. 16-18.
- The development of narratives. Boudreau, P. M. October 2001. 2-7.
- Developmental caregiving in the NICU: What SLPs should know. Griffer, M. R. July 2000. 34-35.

- Developmental coordination disorder: A diagnosis with theoretical and clinical implications for developmental apraxia of speech. Hodge, M. M. October 1998, 8-12.
- Developmental outcomes in relation to early-life otitis media: General consideration and the Pittsburgh study. Paradise, J. September 1999, 8-16.
- Differential diagnosis of developmental apraxia. Davis, B. L. October 1998, 4-7.
- Disability, loss, and grieving: Implications and suggestions for speech and language professionals. Gough, D. March 2004, 18-25.
- Discrepancy model alternatives: Closing questions. Nelson, N. W. April 1996, 9-13.
- Discrepancy model: Questions of concern regarding use for culturally different children. Terell, S. L. April 1996, 8-9.
- Discrepancy models: Implications for service delivery in the public schools. Cirrin, F. M. April 1996, 9-10.
- Diversity and autism. Cromwell J., Belgum E., & Kohnert K. July 2005, 2-6.
- Dynamic assessment of children from culturally diverse backgrounds. Gillam, R. G., & Peña, E. D. July 2004, 6-10.
- Early literacy activities and language learning opportunities for children who use AAC. Wood, L. A. June 2001, 12-13.
- EBP Tutorial #8: How to use EBP in assessment—An overview. Hargrove, P. March 2005, 24-25.
- EBP Tutorial #9: Critiquing the assessment evidence—Classic/traditional metrics. Hargrove, P. October 2005, 25-26.
- Educating hospitalized children and adolescents. Bateman, F. T. April 1997, 7-9.
- Educationally significant late effects of acute lymphoblastic leukemia: A brief review of selected literature. Cameron, T. H. April 1997, 10-13.
- Evidence-based practice: Applications to speech-language pathology. Gallagher, T. M. May 2002, 2-5.
- Encouraging the discussion of psychological issues. Burroughs, E. March 2004, 25-26.
- Evidence-based practice in speech-language pathology. Yampolsky, S. A., & Matthies, M. L. May 2002, 14-20.
- Evidence-based practice tutorial #1: Overview of evidence-based practice. Hargrove, P. M. May 2002, 20-22.
- Evidence-based practice tutorial #2: Critiquing validity. Hargrove, P. M. June 2002, 25-27.
- Evidence-based practice tutorial #3: Identifying the magnitude of the effect. Hargrove, P. M. October 2002, 34-36.
- Evidence-based practice tutorial #4: Identifying the magnitude of the effect—Part 2. Hargrove, P. M. April 2003, 30-31.
- Evidence-based practice tutorial #5: Confidence interval. Hargrove, P. M. July 2003, 33.
- Evidence-based practice (EBP) tutorial #6: Practice critique. Hargrove, P. March 2004, 26.
- Evidence-based practice (EBP) tutorial: An annotated bibliography. Hargrove, P. July 2004, 25-26.
- Families and developmental care in early intervention. Alvares, R. July 2000, 35-39.
- Family centered positive behavior support for a child with autism and severe food refusal behavior. Binnendyk, L., & Lucyshyn, J. March 2005, 10-13.
- Floor Time and evidence-based practice. Armour, J., & Kuster, J. M. June 2002, 16-20.
- A framework for speech sound intervention in a bilingual child. Gildersleeve-Neuman, C. July 2005, 10-13.
- Gestures in development: Implications for early intervention in AAC. Hunt-Berg, M. June 2001, 5-8.
- Growing diversity in our schools—Roles and responsibilities of speech-language pathologists. Derr, A. July 2003, 7-12.
- Growing language: A language based cross-curricular classroom indoor gardening program. Loomis, S. G. November 1996, 24-26.
- Helping families gain acceptance of AAC strategies. Zangari, C. June 2001, 14-17.
- Hemophilia: Information for educators and communication disorders specialists. Martin, A. V. & Coffield, K. A. April 1997, 13-15.
- History, definition, and diagnostic markers of Asperger syndrome. Klin, A. October 2003, 2-4.
- Hospital school administrative models: Impact on school-related services. Vizoso, A. D. & Lubker, B. B. April 1997, 5-7.
- Identifying intentional communication in children with severe disabilities. Hetzroni, O. E. June 2001, 8-11.
- Implementing a speech-language workload approach in school-based settings: Why the caseload approach isn't working. Estomin E. July 2003, 30-32.
- Implications of auditory processing on emergent literacy. Friel-Patti, S. May 1998, 25-26.
- In search of a grammatical marker of language impairment in children. Rice, M. L. May 1998, 3-8.
- Incorporating counseling into our intervention with students with language-learning impairments: The road less traveled? Apel, K. October 1999, 4-7.
- Increasing treatment efficacy via communication with parents. Brown, S. October 1999, 7-8.
- Innovative models of phonological awareness education in university curricula: The University of New Hampshire. Webster, P. May 1999, 33-35.
- Innovative models of phonological awareness education in university program curricula. Whitmore, K. May 1999, 29-33.

- Innovative models of phonological awareness in university program curriculum. Walker, M. M. May 1999. 39-40.
- Innovative practices in inclusive settings. Hammargren, K. M. August 1996. 8-10.
- Integrating counseling into clinical practice. Andrews, J. March 2004. 2.
- Inteventions for children with autism spectrum disorders: Making decisions based on evidence. Prelock, P. A. June 2002. 3-8.
- Interview with Diane L. Eger on the implications of IDEA '97 and accountability. Bland, L. E. October 1999. 8-10.
- Language and AAC intervention in young children: Never too early or too late to start. Cress, C. J., & Wood, L. A. June 2001. 3-4.
- Language as dynamic. Scott, C. M. April 1997. 19.
- Language assessments with adolescents. Tattershall, S. May 1998. 13-18.
- Language characteristics of Native American children: Considerations for assessment. Long, E., & Begay Vining, C. December 2000. 7-11.
- Language in critical literacy: Issues in LLD, ADHD, and dyslexia. Westby, C. May 1998. 22-24.
- Language intervention from a bilingual mindset. Elin Thordardottir. July 2005. 17- 22.
- Language learning disorders in children with chronic health conditions: Epidemiologic perspectives. Lubker, B. B. April 1997. 2-5.
- Language models dynamic: Science to practice models. Palincsar, A., Silliman, E. R., Silliman, S. L., Bahr, R. H., Brinton, B., Fujiki, M. & vanKleek, A. November 1996. 18-20.
- Learning prepositions. Rohlfling, K. J. October 2005. 13-17.
- Lexical stress errors in developmental verbal dyspraxia: The problem and some possible solutions. Velleman, S. L. October 1998. 12-16.
- Literature-based language intervention. Strong, C. J. October 2001. 21-25.
- Making a difference: Starfish Mini-Grant program reinstated. Ehren, B. J. June 2001. 33-34.
- Making connections: Integrating classroom instruction on phonological awareness with clinical practice. Bahr, R. H. & Ford, C. S. May 1999. 35-38.
- Monitoring at-risk infant and toddler development: A transdisciplinary approach. Shulman, B. B., Trimm, F., Costarides, A. H., Brady, N. C., Sherman, T. November 1996. 16-18.
- Mother-infant communication patterns: Teen parents and their children. Coufal, K. C. & Masters, D. April 1997. 34-37.
- Nothin' but 'net. Kuster, J. M. July 2003. 25-30.
- Multidomain analysis of a small cerebral infarct: Two case studies of consistency and variability in real-time speech production. Silliman, S. L., Silliman, E. R., Bahr, R. H., & McDonald, S. April 1997. 24-32.
- Narrative assessment: Coherence, cohesion, and captivation. Ukrainetz, T. A. October 2001. 11-15.
- Nonlinear phonology: Application and outcomes evaluation. Bernhardt, B. H. April 2003. 26-30.
- Oakland Ebonics debate: Implications for speech, language, hearing professionals and scholars. Wyatt, T. A. October 1997. 15-18.
- Observations of Chat Room conversations on the Internet: Interventions for speech-language pathologists. Sanger, D., Moore-Brown, B., Perry, H., & Ritzman, M. July 2004. 26-30.
- Old wine in new bottles: Undertaking the Oakland Ebonics controversy. Wolfram, W. October 1997. 3-8.
- One-on-one early intervention. Griffer M. R. October 2005. 22-23.
- Opening remarks: Are we asking the wrong questions. Nelson, N. W. April 1996. 3-5.
- Oral motor exercises and treatment outcomes. Lof, G. L. April 2003. 7-11.
- Otitis media in young children: Assessment and management issues. Roberts, J. E. & Gravel, J. September 1999. 2-7.
- Parental beliefs about literacy learning in non-majority households: Information relevant for speech-language pathologists. Hammer, C. October 2004. 17-21.
- Path to proficient word recognition. Kamhi, A. G. May 1999. 4-7.
- Pedagogy and language minority students: Reframing a zero sum game. Kovarsky, D. October 1997. 11-14.
- Pennsylvania's solution to funding school-based assistive technology. Evans, L. M. June 2001. 26-27.
- Phonological awareness after the primary grades. Gillam, R. B. May 1999. 20-21.
- Phonological awareness and the role of speech-language pathologists for meeting reading goals. Swank, L. K. May 1999. 26-28.
- Phonological awareness and treatment outcomes. Harbers, H. M. April 2003. 21-26.
- Phonological awareness: Putting research into practice. Catts, H. W. May 1999. 17-19.
- Photography as a diagnostic metaphor: A case for making strategic use of standardized testing. King, D. F. July 2000. 30-33.
- The Picture Exchange Communication System. Frost, L. June 2002. 13-16.
- Play assessment for children from culturally and linguistically diverse backgrounds. Hwa-Froelich, D. A. July 2004. 6-10.
- Positive behavior support. Buschbacher, P. March 2005. 1-2.
- Positive behavior support: An overview. Dunlap, G. March 2005. 3-6.
- Principles of enhancing literacy development in preschool age children at risk for reading difficulties. Weiss, A. L., & Michael, A. L. October 2004. 22-27.

- Promise and limits of phonological training for children with specific reading disabilities. Wise, B. W. May 1999. 22-25.
- Psychological assessment and learning profiles for children with Asperger syndrome. Tsatsanis K. D. October 2003. 5-9.
- Reading development, reading disorders, and reading instruction; research-based findings. Lyon, G. R. May 1999. 8-17.
- Reflections of the Ebonics issue, with suggestions regarding professional misconduct. Wright, R. L. October 1997. 8-11.
- Reflections on eligibility and practice. Herrin, K. C. July 2000. 26-29.
- Research to practice: A perspective on critical trials in language and learning disorders. Logemann, J. A. May 1998. 29-31.
- Role of phonological awareness in reading development and disabilities. Rhyner, P. M. May 1999. 3-4.
- Role of speech-language pathologists in literacy learning. Wallach, G. P. May 1998. 20-21.
- The role of working memory in vocabulary development. Gillam, R. October 2002. 7-11.
- Selecting reading and writing vocabulary for the AAC user. Lowe, M. A. October 2002. 30-34.
- Sensory Integration Therapy. Abrahamsen, E. June 2002. 21-24.
- Social skills groups for adolescents with Asperger syndrome. Strulovotch, J., & Tagalakis, V. October 2003. 20-22.
- Social skills programs to teach friendship skills for children with Asperger syndrome. Attwood, T. October 2003. 16-19.
- Specialty Board on Child Language continues to make progress. Coufal, K. June 2001. 34-38.
- Speech sound disorders and treatment outcomes: Introduction. Flipsen, P. April 2003. 2-3.
- Speech technology for literacy. Mahaffey, B. May 1998. 27-28.
- Speech-language pathologists focusing on literacy learning: Several viewpoints. Weiss, A. L. October 2004. 3-4.
- Stimulability and treatment outcomes. Powell, T. W. April 2003. 3-6.
- Storytelling in an urban preschool classroom: Reconceptualizing narrative analysis. Champion, T. B. December 2000. 12-15.
- Strategies to promote language and implications for learning. Koegel L. K., & Vernon T. March 2005. 6-10.
- Summary of Special Interest Division 1 student research grant: A multiple linguistic approach to literacy remediation. Wolter J. October 2005. 22-25.
- Summary of student research grant: Learning of non-targeted concepts of print. Lovelace S., & Stewart S. R. March 2005. 16-18.
- Summary of student research grant: The effectiveness of parental scaffolding techniques to enhance phonological awareness during repeated storybook readings for children with language impairment. Skibbe, L. E. March 2005. 19-21.
- Supporting narrative abilities in young children. Boudreau, P. M. October 2001. 26-29.
- Supporting students with language learning disabilities: Bridging student and curriculum assessment. Westby, C. May 1998. 8-12.
- Tale of a researcher-clinician collaborative research project. Goldstein, B. June 2001. 32-33.
- Target selection and treatment outcomes. Williams, A. L. April 2003. 26-30.
- Temporal processing deficits in children with LLI: Integrating research and remediation. Tallal, P. August 1996. 3-8.
- The thematic redundancy approach: Teaching English vocabulary in therapy with bilingual children. Roseberry-McKibbin, C. December 2000. 16-19.
- TLC + KNOWLEDGE = Best speech-language practices in the schools. Eger D. L. July 2003. 3-7.
- Treatment of developmental apraxia of speech: Application of motor learning principles. Strand, E. A. October 1998. 16-21.
- Understanding word learning by preschool children: Insights from multiple tasks, stimulus characteristics, and error analysis. Hoover, J. R., & Storkel, H. L. October 2005. 8-12.
- Update from the National Joint Committee on the Communication Needs of Persons with Severe Disabilities. McLean, L. K., Molica, B. M., Mirenda, P., Paul-Brown, D., Ronski, M., Sevcik, R., & Snell, M. E. June 2001. 28-32.
- Using case studies to explore the literacy development of children with learning disabilities. Palincsar, A. S. April 1997. 22-24.
- Using children's literature to promote positive self-identity in culturally/linguistically diverse students. Smyer, K., & Westby, C. July 2005. 22-25.
- Using computer technology to foster language skills in school-age children. Masterson, J. November 1996. 12-14.
- Using self-anchored scales in family-centered treatment. Nelson, L. J. March 2004. 14-17.
- Views of cognitive referencing from the pragmatist's lens. Ehren, B. J. July 2000. 3-8.
- Vocabulary development with culturally and linguistically diverse students. Crowley, C. J., & Valenti, D. M. October 2002. 25-29.
- Vocabulary instruction for young children with language impairments. Roth, F. October 2002. 3-7.
- Vocabulary intervention to improve reading comprehension for students with learning disability. Ehren, B. October 2002. 12-18.
- Vygotskian theory and case study design: A fit theory and methodology. Van Kleeck, A. April 1997. 32-34.

- Web-based information resources for evidence-based practice in speech-language pathology. Kuster, J. M. May 2002. 6-14.
- West coast summit: Oracy to literacy education, practice, and policy. Butler, K. G. May 1998. 19-20.
- What is the evidence from research with young children with language disorders. Cole, K. April 1996. 6-7.
- What's in a word? A functional analysis of word learning. Gupta, P. October 2005. 4-8.
- 
- What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. Schuele, M., & Larrivee, L. October 2004. 4-8.
- Where are associations going as the millennium approaches. Prelock, P. May 1998. 31-33.
- Who shall be called language disordered? An update. Lahey, M. April 1996. 5-6.
- Word learning by preschoolers with specific language impairment. Gray, S. October 2005. 17-21.
- Word study and the speech-language pathologist. Apel, K. October 2004. 13-20.
- Working through the complexities of cognitive referencing: Connecticut's speech-language eligibility criteria. Isakson, C. W. July 2000. 21-26.
- The world of stories. Westby, B. October 2001.
-