

# Index

## A

- Academic skills disorders, 66
- Acoustic immittance, 95
- Acoustic nerve, 91
- Actometer, 116
- ADHD impulsive type, 114
- ADHD inattentive type, 114
- ADHD rating scale, 115
- Adult-onset apraxia of speech (AOS), 79
- African American English (AAE), 58
- Air conduction, 90
- AKA auditory processing disorder, 59
- American Academy of Pediatrics (AAP), 34
- American Association on Intellectual and Developmental Disabilities (AAIDD), 101, 105, 107
  - and DSM-5
    - extensive, 102
    - intermittent, 102
    - limited, 102
    - pervasive, 102
- American Psychiatric Association (APA), 102
- American Sign Language (ASL), 96
- American Speech-Language-Hearing Association, 96
- Aphasia, 53
- Applied behavior analysis (ABA), 142
- Articulation disorder, 75, 78, 79
- Asperger syndrome, 133
- Assessment, 25
  - AAIDD, 105
  - adaptive behavior, 105
  - formal testing, 106
  - informal testing, 106
  - multifaceted approach, 106
  - neurodevelopmental disabilities, 106
  - SLPs, 106
- Assistive listening devices, 97
- Athetoid cerebral palsy, 78
- Attention-deficit/hyperactivity disorder (ADHD), 6, 70
  - assessment, 121–122
  - brain disorder characterization, 113
  - comorbidity, 119–121
  - cultural differences, 115–116
  - description, 114
  - diagnosis and prevalence, 114
  - inattention and impulsivity, 114
  - intervention
    - behavioral strategies, 122
    - classroom, 124
    - language and attention difficulties, 124
    - and language disorders, 123
    - limitations in medication effectiveness, 123
    - medication, 123
    - methylphenidate, 123
    - multimodal treatment study, 123
    - parent training, 122
    - pharmacological approaches, 123
    - psychostimulant treatment, 122
    - self-regulation approaches, 123
    - sound field amplification, 124
    - speech and language intervention, 124
    - thematic-based learning, 124
    - treatment strategies, 124
    - whole-body activities, 124
  - language and communication, 116–119
  - prevalence and causes, 114–115
  - in school-age children, 113

- symptoms, 113
  - Auditory brainstem response (ABR), 95
  - Auditory development, 90
  - Auditory learning, 67
  - Auditory neuropathy, 92
  - Auditory neuropathy spectrum disorder (ANSD), 94
  - Auditory processing disorder (APD), 92, 94
  - Auditory processing hypothesis, 59, 60
  - Auditory system, 91
  - Augmentative alternative communication (AAC), 108, 109
  - Autism, 131
    - See also* Autism spectrum disorder (ASD)
    - Autism Diagnostic Interview-Revised* (ADI-R), 140, 141
    - Autism Diagnostic Observation Schedule-2* (ADOS-2), 140, 141
    - Autism spectrum disorder (ASD), 6, 78, 94, 104, 135–138
      - articulation, 138
      - assessment, 140–142
      - black and Hispanic children, 132
      - CDC reports, 131
      - communicative acts, 138
      - comprehensive assessment, 131
      - diagnosis and comorbidities, 131
        - CDC, 133
        - characteristics, 135
        - components, 132, 133
        - DSM-5, 132, 133
        - ID, 133–135
        - impairments in nonverbal
          - communication behaviors, 132
        - impairments in social emotional reciprocity, 132
        - impairments in understanding,
          - developing and maintaining relationships, 132
        - PDD-NOS and Asperger syndrome, 133
        - SI, 132
        - SLPs, 133, 135
        - social communication, 132–134
      - early indicators (*see* Early indicators, ASD)
      - echolalia, 138
      - genetic testing, 131
      - health and education records, 131
      - incidence rates, 131
      - intervention
        - ABA, 142
        - behavioral approaches to intervention, 142
        - children, 142
        - core program components, 143
        - decision-making, 144
        - engagement activities, 142
        - intensive instruction, 142
        - National Autism Center, 143
        - naturalistic developmental approaches, 142
        - positive reinforcement, 142
        - school-age experience, 143
        - selected established category, 143, 144
        - SES, families influences, 144
        - by SLPs, 144
        - social-pragmatic approach, 142
        - worries, concerns and needs, 142
      - joint attention, 138–139
      - language, 138
      - SI, 139 (*see also* Social interaction (SI))
      - SLP, 132
      - social communication and behavior, 131
      - stereotyped phrases, 138
      - theory of mind, 139–140
      - word categories, 138
- B**
- Babbling period, 9
  - Babies' behavior, 9
  - Behavioral disorder, 131
  - Behavioral observation audiometry, 95
  - Behavior rating scales and checklists, 121
  - Binaural integration, 95
  - Bone conduction, 90
- C**
- Case management models, 35
  - Centers for Disease Control (CDC) reports, 131
  - Cerebral palsy, 78
  - Child behavior checklist, 115
  - Childhood apraxia of speech (CAS), 78–80, 82
  - Childhood dysarthria, 78
  - Child psychiatrists, 121
  - Children's Communication Checklist-2*, 122
  - Children's early vocabularies, 14, 15
  - Child's behavior, 141
  - Child's speech/language development, 38
  - Classroom performance, 69
  - Cluttering, 85
  - Cognitive-linguistic speech sound disorders, 80
  - Cognitive referencing, 107

- Collaboration parents and service providers, 33–34
  - Communication development
    - definition, 7
    - description, 7
    - difference, 3
    - disability, 2, 3
    - exchanging verbal/nonverbal information, 7
    - impairment, 3, 6
    - in infancy, 9
      - prelinguistic communication, 9–10
      - speech perception, 8
      - speech sounds (*see* Speech sounds)
      - stages of vocal development, 8, 9
    - modalities and intervention approaches, 108
    - service, 7
    - speech and language, 7
    - toddlerhood and early childhood
      - receptive and expressive language, 13–20
      - speech, 10–13
  - Communication disorders, 23
    - ability to talk/hear, 1
    - and ADHD, 121
    - in children, 2
    - demographic characteristics, 2
    - description, 1
    - difference, 3
    - disability, 3
    - handicap, 3
    - hearing loss, 3
    - impairment, 3
    - language disorders, 2
    - national survey of children, 1
    - and neurodevelopmental disabilities, 32
    - screening (*see* Screening and identification)
    - speech-language pathologist, 2
    - types, 3–4
  - Communicative gestures, 8
  - Communicative intent, 17, 18
  - Comorbidity, ADHD
    - assessments of pragmatic language, 120
    - characteristics, 120
    - cognitive functions, 119
    - comprehensive assessment, 119
    - differential diagnosis, 119
    - implications, 119
    - LD, 120
    - learning disability and language disorder, 119
    - LI, 120
    - and LLD, 120
    - neurodevelopmental disorders, 120
    - reading challenges, 120
    - and reading disabilities, 120
    - rule-governed behavior, 119
  - Comprehensive language assessment, 49, 70
  - Comprehensive language measures
    - identification instruments, 25, 26
    - screening instruments, 25
  - Comprehensive Test of Phonological Processing (2nd edition) (CTOPP-2), 70
  - Conditioned play audiometry, 95
  - Conductive hearing loss, 92
  - Conversational discourse, 55
  - Conversational recasting, 62
  - Conversational skills, 117
  - Coordinated care, 35–36
  - Cosmic, 10
  - Craniofacial microsomia, 76
  - Cultural continua, 39
  - Cultural differences, ADHD, 115–116
  - Cultural diversity, 38
  - Culturally competent care
    - ASHA, 40
    - characteristics, 39
    - children’s language learning, 38
    - client’s ideas and attitudes, 37
    - clinical condition, 37
    - comprehensive speech and language evaluation, 39
    - cultural continua, 39
    - cultural diversity, 38
    - development of bi-/multilingualism, 38
    - families and clients, 37
    - language development, 38
    - language skills, 38
    - linguistic variation, 38
    - and proficiency, 40
    - speech-language pathologist, 37
    - standard/mainstream dialects, 38
  - Curriculum-based assessment, 61
- D**
- Delayed language, 53
  - Developmental aphasia, 53
  - Developmental disabilities (DD), 102, 138
    - AAIDD and DSM-5 (*see* American Association on Intellectual and Developmental Disabilities (AAIDD))
    - ability to communicate, 101
    - communication rights of persons, 101

- ID, 101
- Developmental language impairment, 53
- Developmental pediatricians, 121
- Deviant language, 53
- Devoicing, 80
- Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5), 53, 66, 67, 132
- Dichotic listening tests, 95
- Disrupt language learning, 119
- Down syndrome (DS), 43, 77, 78, 103, 104, 138–140
- DSM-IV-TR, 65–67
- Dysphagia, 53
  
- E**
- Early indicators, ASD, 135–137
  - identification and assessment
    - attention to voice, 136
    - child lacks, 136
    - directing attention, 136
    - follow-up, at-risk populations, 136
    - prospective assessment, 136
    - retrospective video review of children, 135
    - screening tools, 136, 137
    - social skills and language, 136
- Early language intervention, 49
- Echolalia, 138
- Educational planning
  - and care, 31
  - and health, 32
  - supports, 36–37
- Electrocochleography, 95
- Electrophysiological audiometry, 95
- Empathy, 140
- English consonants, 11
- Error patterns, 12
- Errors of omission, 55
- Eustachian tube, 91
- Evidence-based interventions, 143
- Evidence-based practices, 37
- Evoked otoacoustic emissions, 95
- Expressive language delay (ELD)
  - autism, 43
  - characterization, 46
  - children with, 49
  - classify toddlers, 44
  - clinical perspective, 45
  - communicative gestures, 46
  - and comprehension, 46
  - Down syndrome/fragile X, 43
  - early vocabulary and a protracted, 44
  - low SES, 50
  - and mild comprehension (receptive)
    - language impairment, 44
  - outgrow, 45
  - persistent, 45, 46
  - risk factors, 45
  - toddlers with, 49
- Expressive language disorder, 53
- Expressive-receptive language disorder, 53
  
- F**
- Family-centered care, 5
  - benefit from connecting with other families, 32
  - care for children with special needs, 32
  - collaboration, 33–34
  - constant in child's life, 32
  - coping methods, addressing, 32
  - evolution, 32
  - flexible and responsive systems, 32
  - healthcare providers, 31
  - honoring, 32
  - information sharing, 32
  - outcomes, 32
  - principles, 32, 33
  - and professionals/providers, 32
  - systems-centered care, 32
- Fetal alcohol syndrome, 76
- Fluency disorders
  - cluttering, 85
  - distinguishing typical and atypical disfluencies, 83
  - stuttering, 83, 84
- FOXP2, 79
- Fragile X syndrome, 43, 79, 104
- Frequency modulation (FM) systems, 97
  
- G**
- Galactosemia, 79
- Gender differences, 115
- Generalized slowing hypothesis, 60
- Genetic testing, 131
- Global developmental delay, 133
- Gray Diagnostic Reading Tests (2nd edition) (GDRT-2), 70
  
- H**
- Habilitation, 96
- Healthcare

- medical, 32
    - and quality of life, 36
    - and role of physicians, 31
    - strategies, 36
  - Hearing disorders, 3, 92
  - Hearing impairments, 5
    - ANSD, 94
    - APD, 94
    - ASD, 94
    - auditory neuropathy, 92
    - auditory processing disorder, 92
    - categories and range, 92
    - child's health and education, 91
    - LD, 94
    - types and causes, 92, 93
    - types of speech, voice, resonance, language and social cognition disorders, 94
  - Hearing loss, 3
    - anatomy of auditory system, 91
    - assessment
      - ABR, 95
      - acoustic immittance, 95
      - audiologist, 95
      - behavioral observation audiometry, 95
      - binaural integration, 95
      - conditioned play audiometry, 95
      - dichotic listening tests, 95
      - electrocochleography, 95
      - electrophysiological audiometry, 95
      - evoked otoacoustic emissions, 95
      - infants, 95
      - language acquisition, 95
      - pure tone audiometry, 95
      - speech audiometry, 95
    - and auditory processing disorders, 76
    - categories and range, 92
    - causes and conditions, 89
    - clinical evaluation and etiologic diagnosis, 89
    - and communication in children
      - ASL, 96, 97
      - assistive listening devices, 97
      - cochlear implant, 96
      - comprehension, 96
      - FM systems, 97
      - habilitation, 96
      - language acquisition, 96
      - language and language socialization, 96
      - screening, 95, 96
      - severe/profound loss, 96
      - sound production, 96
      - standard of care, 96
    - development, 90
      - genetic causes, 89
      - identification, 89
      - impairment, 91–95
      - living in low- and middle-income countries, 89
      - preventive measures, 89
      - secondary/concomitant conditions, 90
      - types of speech, voice, resonance, language and social cognition disorders, 94
      - WHO, 89
  - Holophrases, 15
  - Hyperactivity disorder, 113
  - Hyperfunction, 85
- I**
- Impulsivity, 113, 114, 116, 119
  - Inattention, 113, 114, 116, 118–120
  - Individual educational plans (IEPs), 5, 37
  - Individual family service plans (IFSPs), 5, 36–37
  - Individuals with Disabilities Education Act (IDEA), 67
  - Infantile speech, 53
  - Initial consonant deletion, 12
  - Intellectual disability (ID), 5, 66, 101, 133–135
    - assessment (*see* Assessment)
    - collaborative consultation, 108
    - communication difficulties, 103, 104
    - conditions and disorders
      - ASD, 104
      - fetal alcohol syndrome, 104
    - and DD (*see* Developmental disabilities (DD))
    - fragile X, 103
    - health conditions, 105
    - hearing and vision screening, 109
    - intervention approaches (*see* Intervention approaches)
      - perinatal causes, 103
      - postnatal causes, 103
      - prenatal causes, 103
      - prevalence, 102, 103
      - service eligibility, 107, 110
  - Intelligence and academic achievement
    - testing, 69
  - Intelligence quotient (IQ), 102
  - Intelligibility, 82
  - Intentional communication, 10
  - Intervention approaches
    - AAC, 108
    - and communication modalities, 108, 109

- ID encounter, 108
  - pragmatic skills, 108
  - IQ-achievement discrepancy approach, 69
- J**
- Joint attention, 138–139
  - Joint Committee on Infant Hearing (JCIH), 96
- L**
- Language assessment, ADHD
    - ADHD-like behaviors, 119
    - ambiguous references, 118
    - auditory attention, 116
    - children's receptive, expressive and pragmatic language function, 116, 117
    - classifying and categorizing information, 116
    - conversational skills, 117
    - conversations and interpersonal relationships, 118
    - disrupt language learning, 119
    - educational and social situations, 117
    - emotion recognition, 119
    - and expressive speech, 118
    - inattention/impulsivity, 116
    - joint attention, 119
    - knowledge deficits in pragmatic language, 118
    - less accurate, 119
    - meta-cognitive language problems, 118
    - narrative language tasks, 118
    - objects and activities sharing, 116
    - social skill challenges, 118
    - theory of mind challenges, 118
    - written language difficulties, 118
  - Language-based learning disabilities (LLD), 48, 53, 65, 71, 120
  - Language delay, 43
    - as children, 50
    - comprehension, 46
    - early stages of language development, 48
    - ELD (*see* Expressive language delay (ELD))
    - outgrow, 45
  - Language development
    - in bilingual children, 38
    - definition, 7
    - morphology, 8
    - pragmatics, 8
    - red flags, 46, 47
    - rule-governed symbolic system, 8
    - semantics, 8
    - syntax, 8
  - Language development survey (LDS), 44
  - Language difference vs. language disorder, 38
  - Language disorder, 2–4, 23, 53, 121
    - characterization, 48
    - diagnosis, 45
    - and language-learning disability, 48
  - Language impairments (LI), 120
  - Language learning disabilities, 5
  - Language-learning impairment, 53
  - Language milestones, 13, 15
  - Language-rich daycare, 4
  - Late talkers, 5, 43
    - definition, 44
    - ELD (*see* Expressive language delay (ELD))
    - outcomes, 46–48
      - predicting outcomes
        - child performance factors, 45, 46
        - clinical perspective, 45
        - diagnosis of language disorder, 45
        - outgrow a language delay, 45
        - persisting ELD, 45
        - red flags in language development, 46, 47
        - risk factor, 46, 47
      - when do we wait and watch and when do we intervene
        - academic, behavioral and social domains, 48
        - clinical-level problems, 49
        - comprehensive language assessment, 49
        - course of language development, 48
        - data support surveillance, 48
        - disadvantages, 49
        - early language intervention, 49
        - early stages of language development, 48
        - expressive language skills, 50
        - family history of language problems/delay, 49
        - language domains, 49
        - low SES, 50
        - rigorous approach to intervention, 49
        - risk factors, 50
        - substantial number, 49
  - Learning differences, 71
  - Learning disabilities (LD)/specific learning disorders, 94, 120, 121
    - academic skills, 66

- children, 65
  - description, 65, 66
  - diagnosis, 65
  - DSM-5, 66, 67
  - DSM-III, 66
  - DSM-IV, 66
  - DSM-IV-TR, 65, 66
  - environmental variables, 65
  - IDEA, 67
  - intellectual disorders, 66
  - language-based learning disabilities, 65
  - NLD, 67–69
  - primary care and pediatric providers, 65, 72
  - process of diagnosing
    - academic domains, 70
    - ADHD, 70
    - comprehensive assessment, 70
    - data collection, 69
    - evaluation process, 69
    - intelligence level, 70
    - IQ-achievement discrepancy approach, 69
    - language-based, 71
    - professionals, 69
    - receptive and expressive language disorders, 70
    - RTI approach, 69, 70
    - social and language challenges, 70
    - severity levels, 67
    - symptoms, 66
    - treatment, 71–72
  - Linguistic problem, 76
  - Linguistic variation, 38
  - Lowered self-esteem, 57
- M**
- MacArthur-Bates Communicative Development Inventories (CDIs), 44
  - Malleus, 91
  - Mechanical math, 67
  - Medical home, 34–35
  - Methylphenidate, 123
  - Middle ear, 91
  - Moebius syndrome, 77
  - Morphology, 55
  - Morphosyntactic deficits, 61, 62
  - Morphosyntactic features, 55
  - Morphosyntactic milestones, 8, 20
  - Morphosyntax, 61, 63
    - affirmative and declarative form, 20
    - complex sentence types, 17–20
  - description, 15
  - holophrases, 15
  - order of acquisition, grammatical morphemes, 16
  - rules for building words, 15
  - semantic relations, 15, 16
  - syntactic knowledge, 15
  - telegraphic speech, 16
  - three-word utterances, 16
  - two-word combinations, 15
- Multiculturalism, 38
- N**
- Narrative discourse, 55
  - National Autism Center, 143
  - National Institute on Deafness and Other Communication Disorders (NIDCD), 96
  - National Institutes of Health (NIH) research, 71
  - Native and non-Native US children, 116
  - Neural hearing loss, 94
  - Neurodevelopmental syndromes, 76, 78
  - Neurodevelopment disabilities, 31, 36
  - Neurological soft signs, 57
  - Neurologists, 115
  - Neuropsychologist, 69
  - Nonspeech strengthening exercises, 82
  - Nonverbal learning disability (NLD)
    - characterization, 67
    - clinical expression, 68–69
    - etiology, 68
    - prevalence, 67–68
    - strengths and challenges, 67
  - Nonverbal problem-solving, 67
  - Nonverbal processing and reasoning, 67
- O**
- Occupational therapist, 36, 69
  - Oral-motor exercises, 82
  - Ossicular chain, 90, 91
  - Outer ear, 91
  - Overextensions, 14
- P**
- Parent-professional collaboration, 34
  - Particular language weaknesses, 54
  - Patient Experience Council, 33
  - Pediatricians, 115
  - Perinatal trauma, 78

- Pervasive Developmental Disorders-Not  
Otherwise Specified (PDD-NOS),  
133
- Phonemes, 12, 79
- Phonological awareness, 56
- Phonological processes, 12, 13, 56, 80, 81
- Phonology, 7–9, 12, 13, 20, 56
- Phonotactic (structural) processes, 80
- Pierre Robin sequence, 76
- Pragmatic deficits, 56
- Pragmatic language deficits, 116–118, 120,  
122, 125
- Prelinguistic communication, 9, 10
- Prelinguistic period, 8–10
- Preschool environments, 4
- Prevalence and common concomitant  
disorders, 58–59
- Primary care providers, 72
- Primary language impairment, 53
- Primary prevention, 23
- Procedural deficit hypothesis, 60
- Procedural processing system, 60
- Productive language deficits, 61
- Psychiatrists, 115
- Psychologists, 69, 115, 140
- Psychostimulant treatment, 122
- Pure tone audiometry, 95
- Q**
- 7q11.23 duplication syndrome, 79
- Quality of life, 36
- R**
- Reading comprehension, 67
- Reading disabilities, 120
- Receptive and expressive language, 67
- description, 13
  - disorders, 70
  - morphosyntax, 15, 16, 20
  - semantic development, 13–15
- Research-based instruction, 69, 71
- Response to intervention (RTI) approach,  
69–71
- Rett syndrome, 79
- S**
- Screening and diagnosis, 4
- Screening and identification, 25–28
- comprehensive language measures, 25, 26
  - speech and language deficits, 23
  - language component, 23, 24
  - pediatricians, 23
  - primary care providers, 23
  - public health, 23
  - and referral, 26–28
  - specific domain measures
    - articulation and phonology, 26, 28
    - vocabulary/grammar development,  
25–27
- Second-language learning, 37–39
- Semantic development, 13–15
- Semantic relations, 16
- Sensorineural hearing loss, 92
- Sensory conditions, 78–79
- Social communication, 53, 140
- Social emotional reciprocity, 132
- Social emotions, 140
- Social interaction (SI), 69, 132–134, 139–142,  
144, 145
- Social perception, 67
- Social skills, 57
- Social Skills Rating Scale*, 122
- Social work, 35
- Sociodramatic play, 4
- Socioeconomic status (SES), 4
- Sound field amplification, 124
- Spastic cerebral palsy, 78
- Special educator, 69
- Specific language deficit, 53
- Specific language impairment (SLI), 5
- anxiety and depression, 57
  - assessment, 60–61
  - best-known predictor, 60
  - causes
    - auditory processing hypothesis, 59, 60
    - environmental factors, 59
    - familial, hereditary component, 59
    - generalized slowing hypothesis, 60
    - procedural deficit hypothesis, 60
    - procedural processing system, 60
    - surface hypothesis, 59
  - characterization, 53
  - clumsiness/accident prone, 57
  - cultural and linguistic, 58
  - description, 53
  - developmental course, 57–58
  - diagnosis, 53, 54, 61
  - language profiles
    - characterizes, 54
    - circumlocution, 55
    - comprehension/production, 54
    - conversational discourse, 55
    - diagnostic indicators, 56



- errors of omission, 55
- morphology, 55
- morphosyntactic features, 55
- narrative discourse, 55
- phonological awareness, 56
- pragmatic deficits, 56
- syntax, 55
- TD peers, 55, 56
- vocabulary, 54
- lowered self-esteem, 57
- morphosyntactic signs, 58
- motor/neurological impairment, 56
- neurological soft signs, 56–57
- oral-motor weakness/slight motor differences, 57
- prevalence and common concomitant disorders, 58–59
- prevalent disorder, 53
- social skills, 57
- test score-only approach, 61
- treatment
  - caregiver-child interactions, 62
  - conversational recasting, 62
  - morphosyntactic deficits, 61, 62
  - morphosyntax, 61, 63
  - productive language deficits, 61
- Speech
  - articulation, 7
  - audiometry, 95
  - definition, 7
  - delay, 75, 76, 84
  - difference, 75, 76
  - fluency, 7
  - perception, 8
  - phonology, 7
  - production of speech sounds, 7
  - voice, 7
- Speech disorders, 3, 23, 53, 75
  - cultural-linguistic considerations, 86
  - fluency disorders, 83–85
  - speech sound disorders (*see* Speech sound disorders)
  - voice disorders, 85–86
- Speech-language impairment, 26
- Speech-language pathologists (SLPs), 2, 28, 36, 37, 69, 97, 106–109, 121–125, 132, 133, 135, 136, 140–144
- Speech-language services, 49
- Speech sound disorders
  - assessments, 81–82
  - atypical muscle tone, 76
  - CAS, 79
  - causes, symptoms and treatment strategies, 76, 77
  - childhood dysarthria, 78
  - child makes pronunciation errors, 75
  - cleft palate, 76
  - cognitive and linguistic factors, 79–80
  - craniofacial differences, 76
  - development, 81
  - hearing loss/auditory processing disorders, 76
  - less capable/intelligent, 76
  - linguistic problem, 76
  - phonological error patterns, 80–81
  - physical/physiological conditions
    - birth defects impacting the palate, 76
    - cerebral palsy, 78
    - craniofacial anomalies, 76
    - DS, 77, 78
    - Moebius syndrome, 77
    - tongue-tie (ankyloglossia), 77
  - sensory conditions, 78–79
  - speech delay, 75
  - speech difference, 75, 76
  - and stuttering, 5
  - treatment, 82
  - types of speech errors, 75
- Speech sounds
  - babbling period, 9
  - child's mother tongue, 9
  - and child's phonological, 9
  - intelligibility, 12
  - learning deficits, 78
  - open syllables, 9
  - phonology, 12–13
  - production, 10–11
  - vowel sounds, 9
- Speech therapy, 79
- Spelling, 67
- Standard/mainstream dialects, 38
- Stanford Achievement Test (10th edition), 70
- Stanford Diagnostic Reading Test 4, 70
- Stereotyped phrases, 138
- Strengths perspective, 33
- Stuttering, 83, 84
  - atypical disfluency, 83, 84
  - course of treatment, 84
  - negative perceptions, 84
  - risk factors, 84
- Surface hypothesis, 59
- Syndrome-specific speech production, 78
- Syntax, 55
- Systems-centered care, 32

**T**

Telegraphic speech, 16  
 Test of Reading Comprehension (4th edition) (TORC-4), 70  
 Test of Silent Contextual Reading Fluency (2nd edition) (TOSCRF-2), 70  
 Test of Word Reading Efficiency (2nd edition) (TOWRE-2), 70  
 Test score-only approach, 61  
 Tests of Oral Reading and Comprehension Skills (TORCS), 70  
 Thematic-based learning, 124  
 Theory of mind, 139–140  
 Tongue-tie (ankyloglossia), 77  
 Treacher Collins syndrome, 76  
 Tympanic membrane (eardrum), 91  
 Typical communication development, 4  
 Typical language development, 13, 14  
 Typically developing (TD) peers, 55, 56

**U**

Underextensions, 14  
 Universal Design for Learning (UDL), 37

**V**

VCF 22q.11 deletion syndrome, 79  
 Velocardial facial syndrome (VCF), 76  
 Velopharyngeal insufficiency, 85

Verbal memory, 67  
 Vestibular branch, 91  
 Visual discrimination, 67  
 Visual-spatial organization, 67  
 Vocabulary explosion, 14  
 Vocal nodules, 85, 86  
 Voice disorders  
   adequate respiration, 85  
   components of person's identity, 85  
   hyperfunction, 85  
   nasal cavity, 85  
   phonation, 85  
   primary cause, 85  
   resonance, 85  
   treatment, 86  
   velopharyngeal insufficiency, 85  
   vocal and social consequences, 85  
 Voicing, 80  
 Vowel sounds, 9

**W**

Wechsler Individual Achievement Test (3rd edition) (WIAT-3), 70  
 Wide Range Achievement Test III (WRAT-3), 70  
 Woodcock-Johnson IV (WJ-IV), 70  
 Word decoding, 67  
 Word spurt, 14  
 World Health Organization (WHO), 102