

Preface xi Acknowledgments xii

Part One

1

Language Development, Speech, and Communication

Introduction to Language, Speech, and Communication 1

2

Language, Speech, and Communication Literacy 3 Models of Language 3 The Building Blocks of Language 5 Summary 13 References 13

2 Language Development from Infancy through Adolescence 15

Stages of Language Development 15 Communication in the Prelinguistic Period 16 **Emerging Language** 20 **Developing Language** 25 Language for Learning 34 Adolescent Language/Advanced Language 51 Summary 57 References 59

From Language Instruction for Students with Disabilities, 4th Ed., E. A. Polloway, L. Miller, & T. E. C. Smith, 2012, Austin, TX: PRO-ED. Copyright 2012 by PRO-ED, Inc.

61

i∨ ■ Language Instruction

3 Cultural Diversity and Language Differences

Diversity in Society 62 **Disproportionality in Special Education** 64 Variables Affecting Special Education for **Children from Minority Groups** 66 **Cultural Models** 67 **Teaching Implications** 72 75 **Instructional Approaches Code Switching and Code Mixing** 78 **Bilingual Education Materials** 78 **Guidelines and Teaching Strategies** 79 **Multicultural Education** 80 **Dealing with Parents of Culturally Diverse Students** 81 Summary 81 83 References

Part Two

5

Language Assessment and Intervention

Language Assessment and Instruction for Preschool Children 87

Legislative Background 88 Developmental Considerations for Preschool Children with Disabilities 88 Types of Assessment 89 Communication and Language Instruction 116 Children with Severely Compromised Speech 138 Summary 143 References 144

Language Assessment and Instruction for School-Age Children 149

Assessment Goals, Procedures, and Instruments150Language Instruction165School-Age Children with Severe Impairments185Summary187References188

Contents 🛚 V

Language Assessment and Instruction for Adolescents 193

Assessment Goals, Procedures, and Instruments 194 Purpose of Language Instruction 212 Secondary Students with Severe Impairments 238 Summary 242 References 242

Reading Concepts and Assessment 249

Reading Challenges252Development of Reading253Reading Assessment266Selected Teaching Strategies274Summary280References281

Part Three Language Arts Instruction

8

7

Reading Instruction 285

Phonemic Awareness 286 Word Recognition 290 309 Vocabulary Fluency 311 Comprehension 313 **Commercial Reading Programs** 324 Summary 330 References 330

9

Handwriting Assessment and Instruction 335

Trends337The Nature of Handwriting339Sequence of Skills340Assessment of Handwriting342Remediating and Teaching Handwriting Skills349

VI 🛛 Language Instruction

Handwriting and the Whole Language Curriculum352Manuscript versus Cursive Writing352Alternatives to Manuscript and Cursive354Instructional Activities357Summary368References369

407

10

Spelling Assessment and Instruction 373

English Orthography373Differences in Spellers375Development of Spelling Skills376Assessment378Instructional Approaches385Summary402References402

11 Written Expression

Stages of Written Language409Assessment413Instructional Strategies428Summary449References450

12 Adolescents with Language Disabilities 453

The Nature of Adolescence 454 **Characteristics of Adolescents with Disabilities** 461 **General Problems Facing Adolescents** 463 Language Problems and Interventions with Adolescents 466 **General Instructional Considerations with Adolescents** 476 **General School Survival Skills** 479 Summary 481 References 481

Glossary 485

Name Index 493

Subject Index 501

Contents 🛚 VII

Tables

TABLE 1.1	Phonemes of the English Language 7
TABLE 1.2	Voiced and Voiceless Consonant Pairs; Nasal Consonants 8
TABLE 1.3	Phoneme Place and Manner of Articulation 9
TABLE 1.4	Vowels of English 10
TABLE 2.1	Brown's Stages of Language Development 16
TABLE 2.2	Stages of Language Development 17
TABLE 2.3	Communicative Intentions at the Single-Word Stage 23
TABLE 2.4	English Personal Pronouns 27
TABLE 2.5	Differences between Oral and Literate Language 43
TABLE 2.6	Types and Characteristics of Classroom Discourse 48
TABLE 3.1	Description of Policies and Practices Affecting Educational Services for Minority Students 66
TABLE 3.2	Characteristics of Elaborated and Restricted Codes 70
TABLE 3.3	Frameworks for Culturally Responsive Teachers 73
TABLE 3.4	School–Home Communication 82
TABLE 4.1	What must be included in The IEP under IDEA 2004 34 CFR §§ 300.320-300.328(a) 119
TABLE 4.2	IEP Linked to State Learning Standards 132
TABLE 4.3	Continuum of Language Instruction 136
TABLE 4.4	Emergent Literacy in the Preschool Classroom 139–140
TABLE 5.1	The Metas 164
TABLE 5.2	Sample of Annual Goals Linked to Learning Standards 167
TABLE 5.3	Integrating Oral and Written Language Story Ideas and Language and Episode Structure 170–171
TABLE 5.4	Keys for Expository Text Types 177
TABLE 5.5	Sampler of Materials for Teaching Language to School-Age Students 179
TABLE 6.1	Examples of Reworking Sentences into Literate Form 219
TABLE 7.1	Benchmarks of Typical Development in Phonological Awareness 256
TABLE 7.2	Common Suffixes and Prefixes 262
TABLE 8.1	Overview of Key Areas of Reading Instruction 287
TABLE 8.2	50 Most Essential Survival Vocabulary Words 294
TABLE 8.3	50 Most Essential Survival Vocabulary Phrases 295
TABLE 8.4	Utility of Common Phonic Generalizations 298
TABLE 8.5	Using Affixes: Common Forms 302

VIII ■ Language Instruction

TABLE 8.6	Using a Story Map: Snow White 324
TABLE 9.1	Summary of Handwriting Assessment Scales 345–346
TABLE 9.2	Popular Handwriting Programs 351
TABLE 9.3	Manuscript versus Cursive 353
TABLE 9.4	Questions to Consider and Suggestions to Support
	Handwriting Development 360–361
TABLE 11.1	The Writing Process of Skilled and Unskilled Writers 414
TABLE 11.2	Standardized Assessments for Written Language 416-417
TABLE 11.3	Representative Informal Procedures for
	Assessing Written Expression 418
TABLE 11.4	Sample Comparison Rubric 427
TABLE 11.5	Frequency of Responses to Attitude Questions 430
TABLE 11.6	Transition Words/Phrases for Persuasive Writing 436
TABLE 11.7	The Expository Planning Strategy 443
TABLE 11.8	Cue Cards for Writing Five-Paragraph Essays 444
TABLE 11.9	POWER Writing Strategy 445
TABLE 12.1	Adolescent Tasks and Problems Resulting from
	Disabilities 457–458
TABLE 12.2	Important Words for Specific Purposes 468
TABLE 12.3	Literacy Strategies for Adolescents 469
TABLE 12.4	Remedial Spelling Approach:
	The Coach's Spelling Approach 474
TABLE 12.5	Study Skills and Their Significance for Learning 478
TABLE 12.6	Activities to Teach School Survival Skills 480

Figures

.

FIGURE 2.1	Elements of a Basic Episode 33
FIGURE 2.2	Elements of a Complete Episode 45
FIGURE 2.3	10 Rules Governing Classroom Discourse 49
FIGURE 4.1	Parent/Caregiver Interview Questions: Prelinguistic Communication 99
FIGURE 4.2	Parent/Caregiver Interview Questions: Emerging Language 100
FIGURE 4.3	Parent/Caregiver Interview Questions: Developing Language 101–102
FIGURE 4.4	Observation Worksheet for Prelinguistic Language 103
FIGURE 4.5	Observation Worksheet for Emerging Language 104–107

Contents 🖬 🗙

FIGURE 4.6	Observation Worksheet for Developing Language 108–115
FIGURE 4.7	Communicative Intentions and Discourse Functions Produced during Play 129
FIGURE 4.8	Communication Rubric used in Sara's IEP 133
FIGURE 4.9	Example of Iconic Symbol 142
FIGURE 5.1	Focus on the Metas—Excerpt from an Adaptation of
	Miss Nelson is Missing 174
FIGURE 5.2	Nonnarrative Discourse Types 176
FIGURE 6.1	Sample Learning Strategies: Spatial and Physical 212
FIGURE 6.2	Using Context to Decipher Meaning 216
FIGURE 6.3	Narrative Outlines of Stories 224–225
FIGURE 6.4	Examples of Worksheets to Teach Expository Devices 228–229
FIGURE 6.5	Sample Prompt Cards for Six Types of Expository Discourse Structure 233–234
FIGURE 6.6	Sample Prompt Card to Guide Email Correspondence 241
FIGURE 7.1	A Model for Matthew Effects in Reading 250
FIGURE 7.2	Key Reading Components 253
FIGURE 7.3	Elements of the Alphabetic Principle 254
FIGURE 7.4	Basic Sight Vocabulary List 259
FIGURE 7.5	The 48 Most Regular Sound-Letter Relationships 261
FIGURE 7.6	Partial Listing of Compound Words 263
FIGURE 7.7	Commonly Used Contractions 263
FIGURE 7.8	Sample IRI Score Sheet 271
FIGURE 7.9	Oral Reading Scoring Systems 272
FIGURE 7.10	Task Analysis of Syllabication 274
FIGURE 8.1	Continuum of Complexity of Phonological Awareness Activities 289
FIGURE 8.2	Word Recognition Emphases 290
FIGURE 8.3	Syllabication Instructional Program 304–305
FIGURE 8.4	Cloze Procedure 306
FIGURE 8.5	CRUSCH Word Identification Strategy 308
FIGURE 8.6	Vocabulary Development 310
FIGURE 8.7	Steps for Implementing Repeated Reading Strategies 312
FIGURE 8.8	Levels of Comprehension 314
FIGURE 8.9	Prompt Card for Main Idea 320
FIGURE 8.10	Steps in Collaborative Strategic Reading 321
FIGURE 8.11	Wheels for Reading 323
FIGURE 8.12	Summarizing: A Graphic Organizer Strategy 325

X ■ Language Instruction

FIGURE 8.13	Expository Test Structures 326
FIGURE 8.14	Selected Considerations for Teaching Reading to Students
	with Significant Disabilities, Including Autism Spectrum
	Disorder 326
FIGURE 8.15	Edmark Reading Program 328
FIGURE 9.1	Steps in Handwriting Development 341
FIGURE 9.2	Sample Handwriting 342
FIGURE 9.3	Sample Checklist for Evaluating Letter Formation 349
FIGURE 9.4	D'Nealian® Alphabet and Numerals 355
FIGURE 9.5	Model Script 356
FIGURE 9.6	Typical Club Session Format and Sample Activities 362
FIGURE 9.7	A Sequential Grouping of Lowercase Manuscript Letters According to Common Features 363
FIGURE 9.8	A Sequential Grouping of Uppercase Manuscript Letters According to Common Features 364
FIGURE 9.9	A Sequential Grouping of Lowercase Cursive Letters According to Common Features 365
FIGURE 9.10	A Sequential Grouping of Uppercase Cursive Letters According to Common Features 365
FIGURE 10.1	Spelling Error Analysis Chart 383
FIGURE 10.2	Word Study Techniques 389
FIGURE 10.3	Demons in Spelling 394
FIGURE 10.4	Spelling for Writing List 395–396
FIGURE 10.5	Mnemonic Devices for Spelling Demons 399
FIGURE 11.1	Writing for Expression 409
FIGURE 11.2	Model for Written Language 410
FIGURE 11.3	Assessing Fluency 420
FIGURE 11.4	Assessing Vocabulary: Type–Token Ratio 421
FIGURE 11.5	Assessing Vocabulary: Unique Words 422
FIGURE 11.6	Written Structural Analysis:
	Sample Data Collection Monitoring Form 424
FIGURE 11.7	Error Analysis of Writing Sample 425
FIGURE 11.8	Assessing Organization Skills 425
FIGURE 11.9	Sentence Guide 437
FIGURE 11.10	Sample Paragraph Graphic Organizer 439
FIGURE 11.11	Themes for Written Compositions 441
FIGURE 11.12	Graphic Organizer — Essay Writing, Compare/Contrast 446
FIGURE 11.13	Revision Guide for Fiction and Nonfiction Writing 448
FIGURE 12.1	Strategies for Written Expression 473