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speech, language and
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Crane C, Duff F, Hulme C and
Snowling MJ (2011) The
response to intervention of
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107-121. Conti-Ramsden G
(2009) The field of language
impairment is growing up.

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Indeed, previous reviews of the effectiveness of therapy for children with language impairments have concluded that 'the most substantial single gap in the literature

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... is the lack of good-quality literature about intervention for children with severe receptive language difficulties' (Law et al., 2004) and that there is 'an overall lack of evidence for approaches to

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effective treatment for
children with RELI
[receptive and expressive
language impairment]' (Boyle
et al., 2010).

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Therapy Effectiveness of ...

156 Child Language Teaching
and Therapy Background A
range of initiatives and
legislation have encouraged
and supported collaborative
working practices between
professionals from health,

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education and social
services. Government
initiatives in the UK such
as Sure Start (DfEE, 1999)
(www.surestart.gov.uk), the
Code of Practice (2001),
National Service

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(ISO4) of Child Language
Teaching and Therapy is
"Child Lang Teach Ther". ISO
4 (Information and

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difficulties often omit

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verbs and grammatical elements and fail to complete sentences. Bryan (1997) described 'colourful semantics', a therapy she used to treat a 5-year-old...

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(PDF) Colourful semantics: A clinical investigation
Child Language Teaching and Therapy, v32 n1 p65-77 Feb
2016. The purpose of this study was to examine the
fast mapping skills in

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Spanish-English bilingual
preschool children in two
learning contexts: storybook
reading and cartoon viewing.
Eighteen typically
developing Spanish-English
bilingual preschool children
completed a fast mapping

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ERIC - EJ1087523 - Fast
Mapping by Bilingual
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2011. When imitation skills are not present in young children, speech and language skills typically fail to emerge. There is little information on practices that foster the emergence of imitation

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skills in general and verbal
imitation skills in
particular.

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Teaching grammar to school-

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aged children with specific
language impairment using
Shape Coding Susan Ebbels
Moor House School, Oxted,
Surrey, UK Abstract

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Language units are specialist educational settings that provide integrated speech and language therapy and curriculum delivery for children with severe

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Language disorders within mainstream schools. This study presents an account of a preschool language unit (PLU) from the perspectives of children with language disorders currently in attendance, ...

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with speech, language and
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Mroz and Carolyn Letts
School of Education
Communication and Language
Sciences, Newcastle
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stand for? CLTT abbreviation
stands for Child Language

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