
MacArthur Inventarios Del Desarrollo de Habilidades Comunicativas Lexical Skills in Bilingual School-age Children
MacArthur-Bates Communicative Development Inventories (CDI) Words and Gestures, NCS Scannable, English
A Portrait of the Young in the New Multilingual Spain
Sustainable Agriculture and the Environment in the Humid Tropics
Vocabulary of 2-Year-Olds Learning English and an Additional Language: Norms and Effects of Linguistic Distance

SAVE when you order this item as part of a set. These forms are part of the MacArthur-Bates Communicative Development Inventories (CDIs). The CDIs and their Spanish adaptation, the Inventarios, are standardized, parent-completed report forms that track young children’s language and communication skills. Top language researchers developed the report forms, designing them to focus on current behaviors and salient emergent behaviors that parents can recognize and track. This product is sold in a package of 25. Learn more about the CDIs and the Inventarios.

A Portrait of the Young in the New Multilingual Spain

"A "big data" approach to understanding cross-cultural language learning in children"—

Sustainable Agriculture and the Environment in the Humid Tropics

Vocabulary of 2-Year-Olds Learning English and an Additional Language: Norms and Effects of Linguistic Distance

This volume provides much-needed multidisciplinary bases to provide clinical services to Spanish speakers. Researchers and practitioners provide theoretical and empirical grounds to develop evidence-based clinical procedures for monolingual Spanish and bilingual Spanish-English children and adults with communication disorders.
The Social World of Children Learning to Talk

The collection emphasizes three themes: the important role of cultural and linguistic diversity in the education of students, the need for continued development of policy and practices that support children with disabilities and their families, and the importance of collaboration in solving the issues and meeting the challenges within and across the two countries.”--BOOK JACKET.

Communication Disorders in Spanish Speakers

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated? Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area—until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topical areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader’s Guide groups related articles by broad topical areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

MacArthur-Bates CDI Words and Sentences

Assessment and Intervention Resource for Hispanic Children

These desktop scannable Words & Gestures forms tap into parents’ day-to-day knowledge about their children’s language and communication skills between the ages of 8 and 18 months.

MacArthur-Bates Inventario del Desarrollo de Habilidades Comunicativas

A guide for parents, teachers, social workers, and others working with either children or adults. Presents practical suggestions for dealing with such issues as masturbation, sexual intercourse, sexual health, fertility, homosexuality, HIV/AIDS, and sexual exploitation. Annotation copyright by Book News, Inc., Portland, OR

Bilingual Language Development and Disorders in Spanish-English Speakers

This book presents a range of ongoing studies on atypical language development in Romance languages. Despite the steady increase in the number of studies on typical language development, there is still little research about atypical language development, especially in Romance languages. This book covers four main conditions causing atypical language development. Part I explores the linguistic and communicative characteristics of preterm children learning Romance languages. The focus of Part II centers on children with Specific Language Impairment. Hearing Loss in Part III is another relevant factor leading to atypical language development. The final part IV zeroes in on genetic syndromes coupled to cognitive impairment with special attention to language development. This book presents a much needed overview of the most recent findings in all relevant fields dealing with atypical language development in children speaking Romance languages.

Late-talking Toddlers

Variability and Consistency in Early Language Learning

With contributions by more than 25 of today’s leading scholars on late language emergence

MacArthur-Bates CDI Words and Gestures

How do infants and young children coordinate information in real time to arrive at sentence meaning from the words and structure of the sentence and from the nonlinguistic context? This volume introduces readers to an emerging field of research, experimental developmental psycholinguistics, and to the four predominant methodologies used to study on-line language processing in children. Authored by key figures in psycholinguistics, neuroscience and developmental psychology, the chapters cover event-related brain potentials, free-viewing eyetracking, looking-while-listening, and reaction-time techniques, also providing a historical backdrop for this line of research. Multiple aspects of experimental design, data collection and data analysis are addressed in detail, alongside surveys of recent important findings about how infants and children process sounds, words, and sentences. Indispensable for students and researchers working in the areas of language acquisition, developmental psychology and developmental neuroscience of language, this volume will also appeal to speech language pathologists and early childhood educators.

ABC and Beyond

Ideal for students in clinical methods courses or professionals seeking a reliable reference handbook, this bestselling text will prepare pre? and in?service practitioners to provide the best possible services for people with communication disorders. Cove
**Approaches to Bootstrapping**

This book is a comprehensive study of how children pass from their first words to grammar.

**La Psicología social en México**

The Hanen Centre's newest guidebook brings to life the most current research on promoting children's emergent literacy in early childhood classrooms. With the goal of preparing preschool children to learn to read and write successfully, ABC and Beyond shows educators how they can build language and literacy learning naturally into everyday conversations and activities. By translating the most current research into user-friendly strategies for educators, ABC and Beyond addresses the various prerequisites of literacy, including vocabulary, story comprehension, decontextualized (abstract) language, print knowledge and phonological awareness. More than 120 color photographs and many easy-to-follow charts with detailed, practical examples beautifully illustrate how the strategies are applied in real-life contexts.

**Zero to Three**

This book examines the main issues in bilingual and multilingual language acquisition through children and young people growing up in today's multicultural Spain, where four official languages and other new languages are used.

**CDI**

Assessment and Intervention Resource for Hispanic Children is an illuminating resource guide that presents important theory and research as it applies to the clinical process with clients who are communicatively impaired and bilingual. Written by a leading bilingual clinician, this insightful clinical manual provides pertinent, up to date information on bilingual populations. Normative data are presented in clear tabular format and numerous references and resources are included for bilingual and monolingual clinicians, clients, and parents.

**Bilingual Speech-language Pathology**

**Atypical Language Development in Romance Languages**

These NCS scannable Words & Sentences forms tap into parents’ day-to-day knowledge about their children's language and communication skills between the ages of 16 and 30 months.

**Macarthur Communicative Development Inventories (User’s Guide And Technical Manual)**

These desktop scannable Words & Gestures forms tap into parents’ day-to-day knowledge about their children's language and communication skills between the ages of 8 and 18 months.

**From First Words to Grammar**

SAVE when you order this item as part of a set. This easy-to-read manual provides professionals with a thorough introduction to the Inventarios, the Spanish adaptation of the MacArthur Communicative Development Inventories (CDIs), standardized, parent-completed report forms designed by top language researchers to assess language and communication skills in young children ages 8-30 months. Along with an extensive overview of the two Inventario forms—Primeras Palabras y Gestos and Palabras y Enunciados—the manual includes detailed guidelines on using the forms, including information on administration, scoring, interpreting a child's score, and using the norms with with older children, second-language learners, and children from families of low socioeconomic status clinical applications, such as screening for language delay, creating intervention strategies, and evaluating treatment effects research applications, such as matching children on language skills and examining the influence of other variables on language development technical data, including complete information on the development of the Inventarios, the norming data supporting them (including percentile tables and figures), and validity and reliability of the forms. With this comprehensive guide, speech-language pathologists, child development specialists, and other professionals who work with young children and their families will use the Inventarios with confidence. Learn more about the CDIs and the Inventarios.

**MacArthur-Bates Communicative Development Inventories**

**Patterns of Language Processing and Growth in Early English-Spanish Bilingualism**

Provides up-to-date syntheses of the research base for young English language learners on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices.

**Encyclopedia of Language Development**

With the Inventarios, the Spanish adaptation of the MacArthur Communicative Development Inventories (CDIs), professionals can tap into parents’ invaluable day-to-day knowledge about their children’s language and communication skills—and respond to legislation that requires parental input in child evaluations. Top language researchers developed these standardized, parent-completed report forms to assess language and communication skills in young children ages 8-30 months. They’ve designed the forms to focus on current behaviors and salient emergent behaviors that parents can recognize and track. The Inventarios have three components: Inventario I: Primeras Palabras y Gestos. This "words and gestures" form is for use with children ages 8–18 months. The first part of the form prompts parents to document the child’s understanding of hundreds of early vocabulary items separated into semantic categories such as animal names, sound effects, and question words. Parents mark the words understood or used, and the form yields separate indexes of words understood and words produced. The second part of the form asks parents to record the communicative and symbolic gestures the child has tried or completed. This form generally takes 20–40 minutes to complete and 20–30 minutes to score by hand. Inventario II: Palabras y Enunciados. This "words and sentences" form is for use with children ages 16–30 months. In the first part of the form, parents document the child's production and use of hundreds of words divided into semantic categories similar to the ones on Inventario I. The second part
Introduction to Clinical Methods in Communication Disorders

The majority of the world’s children grow up learning two or more languages. The study of early bilingualism is central to current psycholinguistics, offering insights into issues such as transfer and interference in development. From an applied perspective, it poses a universal challenge to language assessment practices throughout childhood, as typically developing bilingual children usually underperform relative to monolingual norms when assessed in one language only. We measured vocabulary with Communicative Development Inventories for 372 24-month-old toddlers learning British English and one Additional Language out of a diverse set of 13 (Bilingual, Cantonese, Dutch, French, German, Greek, Hindi-Urdu, Italian, Mandarin, Polish, Portuguese, Spanish and Welsh). We furthered the theoretical understanding of bilingual development by showing, for the first time, that linguistic distance between the child’s two languages predicts vocabulary outcome, with phonological overlap related to expressive vocabulary, and word order typology and morphological complexity related to receptive vocabulary, in the Additional Language. Our study also has crucial clinical implications: we have developed the first bilingual norms for expressive and receptive vocabulary for 24-month-olds learning British English and an Additional Language. These norms were derived from factors uniquely predicting CDI vocabulary measures: the relative amount of English versus the Additional Language in child-directed input and parental overheard speech, and infant gender. The resulting UKBTAT tool was able to accurately predict the English vocabulary of an additional group of 58 bilinguals learning an Additional Language outside our target range. This offers a pragmatic method for the assessment of children in the majority language when no tool exists in the Additional Language. Our findings also suggest that the effect of linguistic distance might extend beyond bilinguals’ acquisition of early vocabulary to encompass broader cognitive processes, and could constitute a key factor in the study of the debated bilingual advantage.

An Analysis of Verbal Interactions During Dialogic Reading with Spanish-speaking Children Enrolled in a Head Start Home Visiting Program

Late Talkers

Rain forests are rapidly being cleared in the humid tropics to keep pace with food demands, economic needs, and population growth. Without proper management, these forests and other natural resources will be seriously depleted within the next 50 years. Sustainable Agriculture and the Environment in the Humid Tropics provides critically needed direction for developing strategies that both mitigate land degradation, deforestation, and biological resource losses and help the economic status of tropical countries through promotion of sustainable agricultural practices. The book includes A practical discussion of 12 major land use options for boosting food production and enhancing local economies while protecting the natural resource base. Recommendations for developing technologies needed for sustainable agriculture. A strategy for changing policies that discourage conserving and managing natural resources and biodiversity. Detailed reports on agriculture and deforestation in seven tropical countries.

The Emerging Female Citizen

Four different cross-sectional studies were conducted in order to examine lexical skills in early sequential Spanish-English bilinguals. All participants had learned Spanish as a first language (L1) in the home, with formal English (L2) experience beginning at approximately 5 years. Participants were grouped into five different age levels (5-7, 8-10, 11-13, 14-16 & 18-20 years). The primary objectives of these studies were to investigate changes in basic-level lexical skills in early sequential bilinguals, in both L1 and L2, as a function of age, years of L2 experience, modality (comprehension vs. production), and varied cognitive-linguistic processing demands (in single- vs. mixed-language conditions). Combined results from the static, discrete point measures of lexical knowledge and the dynamic experimental measures of lexical access indicate that gains were made in both languages across age. These gains, however, were generally greater in English (L2) than in Spanish (L1). There was a developmental cross-over from Spanish dominance in the youngest children, through a period of relatively “balanced” cross-linguistic skills in middle childhood, culminating in a clear pattern of English dominance by adolescence. The age at which this cross-over from relative Spanish to English dominance occurred, however, varied as a function of modality (i.e., with the switch appearing first in comprehension and later in production). In the mixed-language-processing condition the results were also split across modalities. That is, there were no response decrements in the language-mixed-relative to language-blocked-processing condition for the dynamic-comprehension task. In contrast, in the dynamic-production task there was a significant slowing of response times in the mixed-language condition across all age groups. There were also changes in the pattern of speed-accuracy trade-offs in the mixed condition that may reflect developmental changes in the ability to resist cognitive interference during language processing. In summary, there was a general convergence across lexical measures, indicating that normal sequential bilingual development takes place across a period—one that is marked by points of balance, shifts in language dominance, variable rates of growth as well as potential trade-offs in the cost of regulating this dynamic dual-language system.

MacArthur-Bates Communicative Development Inventories (CDI) Words and Sentences, NCS Scannable, English

These desktop scannable Words & Sentences forms tap into parents’ day-to-day knowledge about their children’s language and communication skills between the ages of 16 and 30 months.

Helping Individuals with Disabilities and Their Families

Based on data from 2-1/2 years of observing 1- and 2-year-old children learning to talk in their own homes, this book charts the month-by-month growth of the children’s vocabulary, utterances, and use of grammatical structures and evaluates the effect

Sexuality and People with Intellectual Disability
Four studies explored patterns of language growth and processing in 64 19-31-month-old bilingual children acquiring English and Spanish. In the first study, cross-sectional and longitudinal methods revealed significant relationships between vocabulary size and grammatical development, replicating previous studies with monolingual children. The compositions of children’s lexicons in each language were linked to vocabulary size in that language. With few exceptions, utterance length and complexity and the emergence of closed class and predicate terms in each language were linked more closely to vocabulary size in the same language than to total conceptual vocabulary (TCV) size. In the second study, performance on English and Spanish sentence repetition tests was compared for bilingual and monolingual children matched for vocabulary size in each language. The performance of the bilingual children was similar to that of their monolingual controls, indicating links between grammatical ability and vocabulary development within the same language. The slightly better performance of the bilingual children on a few comparisons suggested some degree of cross-linguistic bootstrapping. In the third study, event-related potentials (ERPs) were used to investigate the neural activity of bilingual children as they processed known and unknown words. There were differences in the timing and distribution of the ERP amplitude differences to known vs. unknown words for each language, and differences in these effects when children with larger TCV sizes were compared to those with smaller TCV sizes. These results thus replicated studies with monolingual vocabulary children that found links between vocabulary and the organization of ERP effects, although the exact patterns were different for the bilingual and monolingual children. In the fourth study the effects of mixed vs. blocked language testing conditions on ERP patterns were investigated. Results indicated that some of the differences in ERP effects between the monolingual and bilingual children noted in the third study may have been due to processing demands created by the mixed-language testing condition in which the bilingual children were tested. The results of these four studies support experience-based accounts of early language acquisition, and further establish the use of combined behavioral-neural imaging approaches for studying language development in bilingual toddlers.

Young English Language Learners

With the CDIs, professionals tap into parents’ day-to-day knowledge about their children’s language and communication skills. This User’s Guide and Technical Manual provides complete instructions, technical reports, norms up to 18 months for the CDI.

Developmental Psycholinguistics

Both SLPs and researchers must understand speech and language developments in children - and SLPs also need reliable assessment and intervention approaches for serving children with language disorders. This comprehensive text is one of the few to offer readers in-depth theoretical and practical information on these timely topics. Brings together more than a dozen top researchers to present developmental data, best assessment practices, and appropriate intervention approaches in the following areas: language processing skills; lexical development; morpho-syntactic development; first language loss; grammatical impairments; semantic development; phonological development and disorders; narrative development and disorders; fluency; language intervention for bilingual speakers. The chapter outlines the major purposes of intervention for bilingual children with speech and language disorders, explores the debate over which language SLPs should use with bilingual children, and examines ways to promote gains in both languages. With this research-based text, SLPs will understand the complexity of language development in bilingual children and learn appropriate assessment and intervention approaches.

La Adquisición de la lengua materna

Bibliografía española

"Inventario I: Primeras Palabras y Gestos," sold in packages of 25 for easy re-ordering, is one of the two standardized, parent-completed report forms that make up the the Spanish adaptation of the "MacArthur Communicative Development Inventories (CDIs)," which was designed by top language researchers to assess language and communication skills in young children ages 8-30 months. With the "Inventarios," professionals can tap into parents' invaluable day-to-day knowledge about their children’s language and communication skills—and respond to legislation that requires parental input in child evaluations. The forms focus on current behaviors and salient emergent behaviors that parents can recognize and track. Numerous studies document the reliability and validity, clinical utility, and research potential of the "CDIs" and "Inventarios." The "CDIs" were normed on approximately 1,800 children in three locations, and the "Inventarios" were normed on more than 2,000 children. The "CDI" and "Inventario" forms were developed separately to reflect the vocabulary and grammatical structure of each language. "Inventario I: Primeras Palabras y Gestos" is a “words and gestures” form for use with children ages 8-18 months. The first part of the form prompts parents to document the child’s understanding of hundreds of early vocabulary items separated into semantic categories such as animal names, sound effects, and question words. Parents mark the words understood or used, and the form yields separate indexes of words understood and words produced. The second part of the form asks parents to record the communicative and symbolic gestures the child has tried or completed. This form generally takes 20-40 minutes to complete and 20-30 minutes to score by hand (it is also desktop scannable with the appropriate software). Also available are the "Inventario II: Palabras y Enunciados" and the "User’s Guide and Technical Manual." These forms are part of the "MacArthur-Bates Inventarios del Desarrollo de Habilidades Comunicativas (Inventarios)." The "Inventarios" and their English version, the "CDIs," are standardized, parent-completed report forms that track young children's language and communication skills. Top language researchers developed the report forms, designing them to focus on current behaviors and salient emergent behaviors that parents can recognize and track. This product is sold in a package of 20. Learn more about the CDIs and the Inventarios.

The MacArthur-Bates Communicative Development Inventory - III

Eighteenth-century Spanish women were not idle bystanders during one of Europe’s most dynamic eras. As Theresa Ann Smith skillfully demonstrates in this lively and absorbing book, Spanish intellectuals, calling for Spain to modernize its political, social, and economic institutions, brought the question of women’s place to the forefront, as did women themselves. In explaining how both discourse and women’s actions worked together to define women’s roles in the nation, The Emerging Female Citizen not only illustrates the rising intellectual and political profile of women’s roles in the nation, but also reveals the complex processes that led to women’s relatively swift exit from most public institutions in the early 1800s. As artists, writers, and reformers, Spanish women took up pens, joined academies and economic societies, formed tertulias—similar to French salons—and became active in the burgeoning public discourse of Enlightenment. In analyzing the meaning of women’s presence in diverse centers of Enlightenment, Smith offers a new interpretation of the dynamics among political discourse, social action, and gender ideologies.

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