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Desc i	Ills a	Fest 0	DtSt t
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			Dates 2017 , 2017
006	m o d s		
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040	WAU #b eng #e rda #e pn #c WAU #d OCLCO #d OCLCF #d OCLCQ #d OCLCO #d WAU #d OCLCO #d OCLCQ #d OCLCO #d OCLCL #d OCLCQ #d WAU		
090	#b		
049	WAUW		
100 1	Conserti-Jones, Annalisa, #e author. #1 <a href="http://www.wikidata.org/entity/Q131194659">http://www.wikidata.org/entity/Q131194659</a>		
245 1 0	Specific language impairments and overlap sensory integration disorders : #b are additional therapeutic approaches warranted? / #c Annalisa Conserti-Jones.		
264 1	[Seattle] : #b [University of Washington Libraries], #c [2017]		
264 4	#c ©2017		
300	1 online resource (37 pages)		
336	text #b txt #2 rdacontent		
337	computer #b c #2 rdamedia		
338	online resource #b cr #2 rdacarrier		
347	text file #b PDF #2 rda		
502	#b M. Ed. #c University of Washington #d 2017		
504	Includes bibliographical references (pages 31-37).		
520 3	Specific Language Impairments, a class of language disorders characterized by delays to language acquisition in the absence of hearing loss or other obvious developmental delays, are often identified during the preschool years. While some initial difficulties seem to resolve as a child grows, current research identifies Language Impairments as a risk factor for to later academic difficulties often in reading and writing. According to the literature on Language Impairment, most proposed remediation focuses strictly on types of interventions tied directly to language acquisition and usage, such as phonological training as provided by Speech Language Pathologists (SLP). Literature in other fields, however, is emerging that suggests that the neurological problems leading to language impairments and an SLI diagnosis may not affect language areas in isolation after all, but also affect other areas of functioning, albeit in more subtle ways, due to impaired sensory integration. Research in the realm of neuroscience of learning suggests that such corollary cognitive difficulties should be taken into account when providing remediation. These research trends in other fields backs what educators in the field have known and practiced for a while. To wit, they lend credence to an individualized approach to special education for children with language difficulties.		
588 0	Online resource; title from PDF title page (ResearchWorks Archive, viewed May 24, 2017).		
650 0	Specific language impairment in children #x Research.		
650 0	Developmentally disabled children #x Education (Early childhood) #x Research.		
650 0	Learning #x Physiological aspects #x Research.		
653 0	Cognition		
653 0	Dyslexia		
653 0	Neuroeducation		
653 0	Reading		
653 0	SLI		
653 0	Educational psychology		
653 0	Special education		
653 0	Early childhood education		
653 0	Education		
655 4	Theses #x Education		
655 7	dissertations. #2 aat #0 (CStmoGRI)aatgf300028029		
655 7	Academic theses #2 fast #0 (OCoLC)fst01726453		
655 7	Academic theses. #2 lcgft		
655 7	Theses et écrits académiques. #2 rvmgf #0 (CaQQLa)RVMGF-000001173		
700 1	McCutchen, Deborah #q (Deborah E.), #e degree supervisor. #1 <a href="http://www.wikidata.org/entity/Q131194503">http://www.wikidata.org/entity/Q131194503</a>		
758	#i has work: #a Specific language impairments and overlap sensory integration disorders - are additional therapeutic approaches warranted? (Text) #1 <a href="https://id.oclc.org/worldcat/entity/E39PCGRfWGRp8KHBW94jGjVWfy">https://id.oclc.org/worldcat/entity/E39PCGRfWGRp8KHBW94jGjVWfy</a> #4 <a href="https://id.oclc.org/worldcat/ontology/hasWork">https://id.oclc.org/worldcat/ontology/hasWork</a>		
856 4 0	#u <a href="http://hdl.handle.net/1773/38554">http://hdl.handle.net/1773/38554</a>		

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