



Professional Development Institute

Flex Course Syllabus

Recognizing and Responding to Students' Speech and Language Needs (PreK-5)

PDI Course Number: 168T02

UCSD Course Number: EDUC42651

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Have you ever wondered why some students struggle to communicate clearly, participate in class discussions, or keep up with reading and writing tasks? This online course for teachers takes a comprehensive look at speech and language needs that can appear in PreK-5 classrooms and equips teachers with evidence-based strategies to address them. The course begins with an overview of communication disorders, highlighting their impact on student participation, literacy, academic performance, and social-emotional development, as well as the roles of the school team, families, and the community in providing support. Throughout the rest of the course, teachers will explore articulation and phonology, fluency, vocabulary, grammar and syntax, and comprehension needs. Each unit introduces the nature of one of these challenges, its impact on students' academic and language development, and practical methods for identifying, accommodating, and intervening effectively. Teachers will gain insight into how speech and language difficulties affect learning across the content areas and discover interventions that can be integrated into everyday instruction. Special attention is given to the needs of students with co-occurring disabilities, such as autism spectrum disorder, dyslexia, and attention-deficit/hyperactivity disorder, as well as multilingual learners, ensuring inclusive and equitable practices. By the end of this continuing education course, educators will be prepared to recognize

early signs of speech and language needs, apply classroom-based supports, and use developmentally appropriate interventions to promote language and literacy growth for every learner.

Educational Outcomes

1. Teachers will learn the characteristics of articulation disorders, phonological disorders, fluency disorders, and developmental language disorders, and will be able to distinguish between them.
2. Teachers will be able to identify the academic and social needs of students with various communication disorders.
3. Teachers will understand the various roles school professionals have in supporting students with speech and language needs, as well as how students can gain support at home and in their community.
4. Teachers will be able to identify atypical speech patterns and will understand how these atypical patterns can impact a student's academic success.
5. Teachers will understand the typical sequence of speech-sound development to aid their identification of students who could benefit from intervention support.
6. Teachers will be able to perform evidence-based intervention strategies for supporting students with articulation and phonological needs.
7. Teachers will be able to distinguish between stuttering and cluttering, and they will explore how fluency disorders are diagnosed and differentiated.
8. Teachers will be able to perform evidence-based intervention strategies for supporting students with fluency needs, including multilingual learners and students with co-occurring disabilities like autism and ADHD.
9. Teachers will learn a range of tools and resources to support students with fluency disorders and foster a culture of inclusivity in the classroom.
10. Teachers will understand the typical milestones of vocabulary development and how these milestones might appear differently for students who speak more than one language or who use augmentative and alternative communication to communicate.
11. Teachers will be able to implement a range of evidence-based intervention methods to facilitate vocabulary development in the classroom, whether for the full class or a small group of students.
12. Teachers will understand the typical developmental norms for expressive language, as well as the possible implications associated with grammar and syntax weaknesses in the school setting.
13. Teachers will be able to implement a range of evidence-based practices to expand their students' grammar, syntax, and overall expressive language skills.
14. Teachers will be able to implement a variety of evidence-based practices to facilitate expressive language growth while scaffolding their existing classroom standards and themes.
15. Teachers will learn the characteristics of language and literacy disorders and how they affect verbal and written comprehension.

16. Teachers will be able to implement a range of evidence-based listening and reading comprehension interventions, as well as accommodations and modifications to ensure all students can equitably participate during classroom instruction.
17. Teachers will learn how to tailor comprehension strategies to effectively support the needs of students with autism, Gestalt language processors, and multilingual learners.
18. Teachers will be able to apply evidence-based comprehension strategies to both literacy and mathematics lessons.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Five Speech and Language Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Communication Differences and Disorders
- Communication Disorders: Putting Students First
- A Comprehensive Approach to Students' Speech and Language Needs
- **Assignment #1**
Write an autobiography including information about yourself, your grade level, and what you specifically hope to learn about helping students with diverse speech and language

needs succeed in an inclusive environment at the PreK-5 level. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- Articulation and Phonology
- Recognizing and Responding to Speech Sound Needs in the Classroom
- Evidence-Based Practices to Support Students' Articulation and Phonology Needs
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and a video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- An Introduction to Fluency Disorders
- Evidence-Based Practices to Support Students with Fluency Needs
- Tools and Resources to Address Fluency Disorders
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to helping students with diverse speech and language needs succeed in an inclusive environment at the PreK-5 level. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- How Language and Literacy Disorders Affect Vocabulary
- Evidence-Based Practices to Support Students with Vocabulary Needs
- Applying Vocabulary Interventions in the Content Areas
- **Test #4**

Unit Five

- How Speech and Language Deficits Affect Grammar and Syntax
- Evidence-Based Practices to Support Students with Grammar and Syntax Needs
- Applying Grammar and Syntax Interventions in the Content Areas

- **Test #5**

Unit Six

- How Language and Literacy Disorders Affect Comprehension
- Evidence-Based Practices to Support Students with Comprehension Needs
- Implementing Comprehension Interventions in the Content Areas
- **Assignment #4**

Review the speech and language scenarios and respond to each of them. Applying what you have learned from this course, design an evidence-based intervention that addresses each student's individual needs. Each response should consist of a minimum of two paragraphs. The first paragraph should clearly state where the difficulty lies (e.g., speech sounds, fluency, vocabulary, grammar and syntax, and/or comprehension), and it should explore at least one specific strategy or intervention that can be used to address the fictitious learner's needs. The second paragraph should discuss how the chosen strategy/intervention is expected to benefit the learning outcome for the given learner. The strategies and interventions you choose must be different from one another, meaning that you cannot use a particular intervention strategy more than once within each of your five responses. When you are finished with this assignment, you will have written a total of ten paragraphs.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Adlof, S. M., Scoggins, J., Brazendale, A., Babb, S., & Petscher, Y. (2017). "Identifying Children at Risk for Language Impairment or Dyslexia With Group-Administered Measures." *Journal of Speech, Language, and Hearing Research: JSLHR*, 60(12), pp. 3507–3522.

https://doi.org/10.1044/2017_JSLHR-L-16-0473

American Speech-Language-Hearing Association. (ASHA, n.d.a). "About the American Speech-Language-Hearing Association (ASHA)". Retrieved 31 Jan. 2025 from

<https://www.asha.org/about/>

American Speech-Language-Hearing Association. (ASHA, n.d.b). “Spoken Language Disorders [Practice Portal]. Retrieved 31 Jan. 2025 from <https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/>

American Speech-Language-Hearing Association. (ASHA, n.d.c). “Central Auditory Processing Disorder.” [Practice Portal]. Retrieved 03 Feb. 2025 from <https://www.asha.org/practice-portal/clinical-topics/central-auditory-processing-disorder/?srsltid=AfmBOooaW0Bk3j08Tkko3Qw1nEWD3-7rp8zTpvGiubnjtoj6UbsmWIXW>

American Speech-Language-Hearing Association. (ASHA, n.d.d). “Augmentative and Alternative Communication (AAC).” [Practice Portal]. Retrieved 03 Feb. 2025 from <https://www.asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication/>

American Speech-Language-Hearing Association. (ASHA, n.d.e). “Social Communication Disorder.” [Practice Portal]. Retrieved 03 Feb. 2025 from <https://www.asha.org/practice-portal/clinical-topics/social-communication-disorder/>

American Speech-Language-Hearing Association. (n.d.f). “Speech Sound Disorders: Articulation and Phonology.” [Practice Portal]. Retrieved 05 Mar. 2025 from www.asha.org/Practice-Portal/Clinical-Topics/Articulation-and-Phonology/

American Speech-Language-Hearing Association (n.d.g). “Fluency Disorders (Practice Portal).” Retrieved 07 Apr. 2025 from www.asha.org/practice-portal/clinical-topics/fluency-disorders/

American Speech-Language-Hearing Association. (n.d.h). “Grammatical Morphemes in Order of Acquisition.” Retrieved 03 July 2025 from <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/grammatical-morphemes-in-order-of-acquisition/?srsltid=AfmBOoqL2QbEUyRWemMKNR2IfsSGe6Pz0qwGprbQ-a0tAW88ae7l9Hlc>

American Speech-Language-Hearing Association. (ASHA, n.d.i). “Disorders of Reading and Writing.” Retrieved 29 July 2025 from <https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/disorders-of-reading-and-writing/?srsltid=AfmBOooSAW54yr6RnSIIALEY3SHROjpadG2cN0MGzvtQK52Lzo9xeGnE>

Anderson, L. L., Meline, M., & Harn, B. (2021). “Student Engagement within Adolescent Reading Comprehension Interventions: A Systematic Literature review.” *Journal of Education*, 203(2), pp. 258–268. <https://doi.org/10.1177/00220574211032327>

Atwood, M. (2025). “Syntax in the English Language: Definition, Examples, and 3 Ways to Use Syntax Effectively.” *MasterClass*. Retrieved 08 July 2025 from <https://www.masterclass.com/articles/learn-about-syntax-in-the-english-language>

August, D. and Shanahan, T. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

Ballenger, B. (1997). "Social identities, moral narratives, scientific argumentation: Science talk in a bilingual classroom." *Language & Education*, 11(1), pp. 1-14.
<https://doi.org/10.1080/09500789708666715>

Beckerson, M., Paisley, C., Murdaugh, D., Holm, H., Lemelman, A., Spencer, A., O'Kelley, S., & Kana, R. (2024). "Reading comprehension improvement in autism." *Frontiers in Psychiatry*, 15. <https://doi.org/10.3389/fpsy.2024.1292018>

Bowen, C. (2019). "Brown's Stages of Syntactic and Morphological Development." Retrieved 10 Jun. 2025 from www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33

Brackenbury, T., & Witter, E. (2014, November 21). *Beyond vocabulary: Evidence-based interventions for a variety of semantic deficits* [Presentation]. ASHA Convention. Retrieved 15 May 2025 from <https://www.bgsu.edu/content/dam/BGSU/health-and-human-services/document/cdis/Brackenbury-Witter-2014-Handout-Beyond-Vocabulary-ASHA-2014-11-21-14.pdf>

Bragard, A., Schelstraete, M. A., Snyers, P., & James, D. G. (2012). Word-finding intervention for children with specific language impairment: a multiple single-case study. *Language, speech, and hearing services in schools*, 43(2), 222–234. [https://doi.org/10.1044/0161-1461\(2011/10-0090\)](https://doi.org/10.1044/0161-1461(2011/10-0090))

Bressmer, A. (2022). "Grammar vs. Syntax: What's the Difference?" *ProWritingAid*. Retrieved 08 July 2025 from <https://prowritingaid.com/grammar-vs-syntax>

Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.

Capone Singleton, N. (2018). "Late Talkers: Why the Wait-and-See Approach Is Outdated." *Pediatric Clinics of North America*, 65(1), pp. 13–29. <https://doi.org/10.1016/j.pcl.2017.08.018>

Center on the Developing Child at Harvard University. (2007, March 17). "InBrief: The Science of Early Childhood Development. Available at:
<https://developingchild.harvard.edu/resources/inbriefs/inbrief-science-of-eed/>

Center on the Developing Child at Harvard University. (2010, May 28). "The Foundations of Lifelong Health Are Built in Early Childhood." Available at:
<https://developingchild.harvard.edu/resources/report/the-foundations-of-lifelong-health-are-built-in-early-childhood/>

Centers for Disease Control and Prevention. (CDC, 2025). “Learn the Signs. Act Early.” Retrieved 03 Feb. 2025 from <https://www.cdc.gov/ncbddd/actearly/index.html#print>

Chan, A. Y. W. & Li, D. C. S. (2000). “English and Cantonese Phonology in contrast: Explaining Cantonese ESL learners’ English pronunciation problems.” *Language, Culture, and Curriculum*, 13(1), 67–85. <https://doi.org/10.1080/07908310008666590>

Cheng, L. (1991). *Assessing Asian language performance: Guidelines for evaluating limited-English proficient students (2nd ed.)*. Oceanside, CA: Academic Communication Associates.

Cherry, K. (2023). “Gardner’s Theory of Multiple Intelligences: Why Intelligence Isn’t One-Size-Fits-All.” *Verywell Mind*. Retrieved 21 Aug. 2025 from <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

Chuhan, M., Talib, N., Phil, M., & Scholar, M. P. (2020). “Phonemic Comparison Of Arabic And English.” *Hamdard Islamicus*, 43(1), 387-405. https://www.researchgate.net/publication/341321460_PHONEMIC_COMPARISON_OF_ARABIC_AND_ENGLISH

Chung, P.J., Patel, D.R., & Nizami, I. (2020). Disorder of written expression and dysgraphia: Definition, diagnosis, and management. *Translational Pediatrics*, 9(1), S46 – S54. doi: 10.21037/tp.2019.11.01

Colorado Department of Education. (2025). “Phoneme similarities and differences in Spanish and English.” Retrieved 02 Feb. 2025 from <https://www.cde.state.co.us/coloradoliteracy/phonemesimilaritiesinenglishandspanish>

Colorín Colorado. (2007). “Capitalizing on Similarities and Differences between Spanish and English.” Retrieved 05 Mar. 2025 from <https://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english>

Crowe, K. & McLeod, S. (2020). “Children’s English consonant acquisition in the United States: a review.” *American Journal of Speech-Language Pathology*, 29(4), 2155–2169. https://doi.org/10.1044/2020_ajslp-19-00168

Darweesh, A. M., Elserogy, Y. M., Khalifa, H., Gabra, R. H., & El-Ghafour, M. A. (2020). Psychiatric comorbidity among children and adolescents with dyslexia. *Middle East Current Psychiatry*, 27(1). <https://doi.org/10.1186/s43045-020-00035-y>

Diehl, H. L. (2011). “Snapshots of Our Journey to Thoughtful Literacy.” In *The Reading Teacher*, 59(1), pp. 56-69. <https://doi.org/10.1598/RT.59.1.6>

Fang, X. & Ping-an, H. (1992). “Articulation disorders among speakers of Mandarin Chinese.” *American Journal of Speech-Language Pathology*, 1(4), 15–16.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin.

Flipsen, P. (2015). “Emergence and Prevalence of Persistent and Residual Speech Errors.” *Seminars in Speech Language*, 36, pp. 217–223. DOI: [10.1055/s-0035-1562905](https://doi.org/10.1055/s-0035-1562905)

Friends: The National Association of Young People Who Stutter. (n.d.). “About Us.” Retrieved 12 March 2025 from <https://friendsworthstutter.org/about-us/>

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved 25 Aug. 2025 from <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

Gardner, H. (1983). *Frames of Mind: A Theory of Multiple Intelligences*. New York, NY: Basic Books.

Gerst, E.H., Cirino, P.T., Macdonald, K.T., Miciak, J., Yoshida, H., Woods, S.P., & Gibbs, M.C. (2021). The structure of processing speed in children and its impact on reading. *Journal of Cognitive Development*, 22(1), 84 – 107.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC7839965/pdf/nihms-1660086.pdf>

Gersten, R., & Baker, S. (2000). “What we know about effective instructional practices for English language learners.” *Exceptional Children*, 66, pp. 454–470.

<https://doi.org/10.1177/001440290006600402>

Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). “Teaching reading comprehension strategies to students with learning disabilities: A review of research.” *Review of Educational Research*, 71(2), 279-320. <https://doi.org/10.3102/00346543071002279>

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). “Effective literacy and English language instruction for English learners in the elementary grades: A practice guide” (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Goldman, R. and Fristoe, M. (2015). *Goldman-Fristoe Test of Articulation – Third Edition (GFTA-3)*. Circle Pines, MN: American Guidance Service, Inc.

Goode, S., Diefendorf, M., & Colgan, S. (2011). *The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

- Goodwin, A. P., Lipsky, M., & Ahn, S. (2012). Word detectives: Using units of meaning to support literacy. *The Reading Teacher*, 65(7), 461-470. <https://doi.org/10.1002/TRTR.01069>
- Gosse, C. S., Hoffman, L. M., & Invernizzi, M. A. (2012). "Overlap in Speech-Language and Reading Services for Kindergartners and First Graders." *Language, Speech, and Hearing Services in Schools*, 43(1), pp. 66–80. [https://doi.org/10.1044/0161-1461\(2011/10-0056\)](https://doi.org/10.1044/0161-1461(2011/10-0056))
- Greenwood, C. R., Delquadri, J. C., & Hall, R. V. (1989). "Longitudinal effects of classwide peer tutoring." *Journal of Educational Psychology*, 81, pp. 371–383.
- Guthrie, J. T., Wigfield, A., & You, W. (2012). "Instructional contexts for engagement and achievement in reading." In S. Christenson, A. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 601–634). Princeton, NJ: Springer.
- Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D., & Sandilos, L. E. (2014). The Language and Literacy Development of Young Dual Language Learners: A Critical Review. *Early childhood research quarterly*, 29(4), 715–733. <https://doi.org/10.1016/j.ecresq.2014.05.008>
- Hampton, E., & Rodriguez, R. (2001). "Inquiry science in bilingual classrooms." *Bilingual Research Journal*, 25(4), pp. 461-179.
- Hart, B. & Risley, T.R. (1975). "Incidental Teaching of Language in the Preschool." *Journal of Applied Behavior Analysis*, 8(1), pp. 411-420. Available at: <https://www.scribd.com/document/386168497/Incidental-Teaching-of-Language-in-the-Preschool>
- Hartmann, A. (2024, Oct. 28). "Do's and Don'ts of AAC - Use the AAC system." Retrieved 09 June 2025 from <https://www.assistiveware.com/blog/dos-and-donts-aac-use-aac-system>
- Hayiou-Thomas, M. E., Carroll, J. M., Leavett, R., Hulme, C., & Snowling, M. J. (2017). "When does speech sound disorder matter for literacy? The role of disordered speech errors, co-occurring language impairment and family risk of dyslexia." *Journal of child psychology and psychiatry, and allied disciplines*, 58(2), 197–205. <https://doi.org/10.1111/jcpp.12648>
- Herbst, B. M., Beiting, M., Schultheiss, M., Benway, N. R., & Preston, J. L. (2025, January 09). "Speech in Ten-Minute Sessions: A pilot randomized controlled trial of the Chaining SPLITS service delivery model." *Language, Speech, and Hearing Services in Schools*, 56(1), 102-117. https://doi.org/10.1044/2024_lshss-24-00043
- Hollo, A., Wehby, J. H., & Oliver, R. M. (2014). "Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis." *Exceptional Children*, 80(2), pp. 169-186. <https://doi.org/10.1177/001440291408000203>
- Hustad, K. C., Mahr, T. J., Natzke, P., & Rathouz, P. J. (2021). "Speech development between 30 and 119 months in typical children i: Intelligibility Growth Curves for Single-Word and

Multiword productions.” *Journal of Speech Language and Hearing Research*, 64(10), 3707–3719. https://doi.org/10.1044/2021_jslhr-21-00142

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* (2004).
<https://www.congress.gov/bill/108th-congress/house-bill/1350/text>

Johnson, K. & Lapp, D. (2012). If you want students to read widely and well — eliminate Round-Robin reading. In D. Lapp & B. Moss (Eds.), *Exemplary Instruction in the Middle Grades: Teaching that Supports Engagement and Rigorous Learning*. (pp. 260–276). The Guilford Press. Retrieved 15 May 2025 from https://www.researchgate.net/profile/Diane-Lapp/publication/321336458_If_You_Want_Students_to_Read_Widely_and_Well-Eliminate_Round-Robin_Reading/links/5a1d92a3aca2726120b307dc/If-You-Want-Students-to-Read-Widely-and-Well-Eliminate-Round-Robin-Reading.pdf

Joyce, J. (2025). “Pals with Paws.” TIME for Kids. Retrieved 11 Aug. 2025 from <https://www.timeforkids.com/g56/service-stars-pals-with-paws-g5/?rl=en-760>

Justice, L. (n.d.). *Evidence-Based Strategies for Improving Children’s Vocabulary Knowledge*. McGraw-Hill. Retrieved 15 May 2025 from <https://www.mheducation.com/unitas/school/explore/sites/reading-wonders/evidence-based-strategies-for-improving-childrens-vocabulary-knowledge-white-paper.pdf>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., . . . Spier, E. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=WWC20084027>

Kearsey, J., & Turner, S. (1999). “The value of bilingualism in pupils’ understanding of scientific language.” *International Journal of Science Education*, 21(10), pp. 1037-1050.
<https://doi.org/10.1080/095006999290174>

Kerrigan, J. S. & Brundage, S. B. (2024). “Lived Experiences of Children Who Stutter in Their Own Voices.” *Journal of Communication Disorders*, 112.
<https://doi.org/10.1016/j.jcomdis.2024.106468>

Kilpatrick, D. A. (2015). “How to Pronounce the Phonemes in Isolation.” Retrieved 09 Mar. 2025 from <https://www.masp.mb.ca/wp-content/uploads/10-A-Guide-to-Pronouncing-Phonemes-in-Isolation-US-Accent.pdf>

Laufer, B. (1989). “What percentage of text-lexis is essential for comprehension?” In C. Laurén & M. Nordman (Eds.), *Special Language: From Humans Thinking to Thinking Machines*, (pp. 316-321). Bristol, UK: Multilingual Matters. Available for download at:
https://www.researchgate.net/publication/248424656_What_percentage_of_text-lexis_is_essential_for_comprehension

Law, J., Boyle, J., Harris, F., Harkness, A., & Nye, C. (2000). "Prevalence and natural history of primary speech and language delay: Findings from a systematic review of the literature." *International Journal of Language & Communication Disorders*, 35(2), pp. 165–188. Available for download at:

https://www.academia.edu/13474945/Prevalence_and_natural_history_of_primary_speech_and_language_delay_findings_from_a_systematic_review_of_the_literature

Lowry, L. (2023, Oct. 19). "Make Words Stand Out with the Four S's!" Retrieved 09 Jun. 2025 from <https://www.hanen.org/information-tips/make-words-stand-out-with-the-four-ss>

Markey, A. (1998, December 09). *A contrastive analysis of French and American English* [Thesis, Bryn Mawr College].

<https://scholarship.tricolib.brynmawr.edu/server/api/core/bitstreams/35150d55-b2bc-43c8-994b-9ce4241c6832/content>

Marzano, R. J. (2009). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

McArthur, G. M., Hogben, J. H., Edwards, V. T., Heath, S. M., & Mengler, E. D. (2000). "On the 'specifics' of specific reading disability and specific language impairment." *Journal of Child Psychology and Psychiatry*, 41, pp. 869–874.

Mitchell, M., Ehren, B., & Towson, J. (2022, December). "Vocabulary Outcomes With Third Graders in a Teacher and Speech-Language Pathologist Collaboration." *Perspectives of the ASHA Special Interest Groups*, 7(6), 2067-2087. https://doi.org/10.1044/2022_PERSP-22-00008

National Institute on Deafness and Other Communication Disorders. (2023, May 8).

"Developmental Language Disorder." Retrieved 27 Aug. 2025 from

<https://www.nidcd.nih.gov/health/developmental-language-disorder#What-research>

National Institute on Deafness and Other Communication Disorders. (2024, March 4). "Quick Statistics About Voice, Speech, Language." Retrieved 03 Feb. 2025 from

<https://www.nidcd.nih.gov/health/statistics/quick-statistics-voice-speech-language#6>

National Stuttering Association. (n.d.). "Our Work." Retrieved 12 March 2025 from

<https://www.westutter.org/our-work>

Nationwide Children's Hospital. (2025). "Auditory Processing Disorder." Retrieved 03 Feb.

2025 from <https://www.nationwidechildrens.org/conditions/auditory-processing-disorder>

Northwestern University Center for Audiology, Speech, Language, and Learning. (n.d.).

"Language Delays and Disorders." Retrieved 03 Feb. 2025 from

<https://nucasl1.northwestern.edu/speech-language-pathology/speech-language-evaluations-and-therapy/language-delays-and-disorders/>

Overby, M. S., Trainin, G., Smit, A. B., Bernthal, J. E., & Nelson, R. (2012). "Preliteracy Speech Sound Production Skill and Later Literacy Outcomes: A Study Using the Templin Archive." *Language, Speech, and Hearing Services in Schools*, 43(1), 97–115.
[https://doi.org/10.1044/0161-1461\(2011/10-0064\)](https://doi.org/10.1044/0161-1461(2011/10-0064))

Pedrotty Bryant, D. (2021). *Intensifying Mathematics Interventions for Struggling Students*. New York, NY: The Guilford Press.

Peterson, R. L., Pennington, B. F., Shriberg, L. D., & Boada, R. (2009). "What Influences Literacy Outcome in Children With Speech Sound Disorder?" *Journal of Speech, Language, and Hearing Research*, 52, pp. 1175-1188. DOI: [10.1044/1092-4388\(2009/08-0024\)](https://doi.org/10.1044/1092-4388(2009/08-0024))

Pieretti, R. A., Kaul, S. D., Zarchy, R. M., & O'Hanlon, L. M. (2014, August 27). "Using a multimodal approach to facilitate articulation, phonemic awareness, and literacy in young children." *Communication Disorders Quarterly*, 36(3), 131–141.
<https://doi.org/10.1177/1525740114545360>

Pyle, D., Pyle, N., Lignugaris/Kraft, B., Duran, L., & Akers, J. (2017). "Academic effects of peer-mediated interventions with English language learners: A research synthesis." *Review of Educational Research*, 87(1), pp. 103 – 133. <https://eric.ed.gov/?id=EJ1132746>

Reynolds, M. R., Niileksela, C. R., Gignac, G. E., & Sevillano, C. N. (2022). Working memory capacity development through childhood: A longitudinal analysis. *Developmental psychology*, 58(7), 1254–1263. <https://doi.org/10.1037/dev0001360>

Richard, G. (2017). *The Source: Processing Disorders*, 2nd ed. Austin, TX: ProEd.

Saunders, W., Goldenberg, C., U.S. DEPARTMENT OF EDUCATION, & What Works Clearinghouse. (2006). "WWC Intervention Report instructional conversations and literature logs." In WWC Intervention Report.
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_ICLL_102606.pdf

Schoen, E., Paul, R., & Chawarska, K. (2011, February 09). "Phonology and vocal behavior in toddlers with autism spectrum disorders." *Autism Research*, 4(3), 177–188.
<https://doi.org/10.1002/aur.183>

Scott, J. & Smith, S. (2020). *I Talk Like a River*. New York, NY: Neal Porter Books.

Sheinkopf, S. J., Mundy, P., Oller, D. K., & Steffens, M. (2000, August). "Vocal atypicalities of preverbal autistic children." *Journal of autism and developmental disorders*, 30(4), 345–354.
<https://doi.org/10.1023/a:1005531501155>

Shriberg, L. D., Tomblin, J. B., & McSweeney, J. L. (1999). "Prevalence of Speech Delay in 6-Year-Old Children and Comorbidity with Language Impairment." *Journal of Speech, Language, and Hearing Research*, 42(6), pp. 1461-1481. DOI: [10.1044/jslhr.4206.1461](https://doi.org/10.1044/jslhr.4206.1461)

St. Louis, K. O. & Scaler Scott, K. (2020, August 3). “Cluttering.” *The Stuttering Foundation*. Retrieved 31 Jan. 2025 from <https://www.stutteringhelp.org/cluttering>
The Stuttering Foundation. (n.d.a). “F.A.Q.: Stuttering Facts and Information.” Retrieved 31 Jan. 2025 from <https://www.stutteringhelp.org/faq>

The Stuttering Foundation. (n.d.b). “About Us.” Retrieved 07 April 2025
<https://www.stutteringhelp.org/about-us>

Sugden, E., Baker, E., Williams, A. L., Munro, N., & Trivette, C. M. (2020). “Evaluation of Parent- and Speech-Language Pathologist-Delivered Multiple Oppositions Intervention for Children with Phonological Impairment: A Multiple-Baseline Design Study.” *American Journal of Speech-Language Pathology*, 29(1), pp. 111–126. https://doi.org/10.1044/2019_AJSLP-18-0248

Tambyraja, S. R., Farquharson, K., & Justice, L. (2020). “Reading Risk in Children with Speech Sound Disorder: Prevalence, Persistence, and Predictors.” *Journal of Speech, Language, and Hearing Research: JSLHR*, 63(11), pp. 3714–3726. https://doi.org/10.1044/2020_JSLHR-20-00108

Tang, G. (2007). “Cross-Linguistic Analysis of Vietnamese and English with Implications for Vietnamese Language Acquisition and Maintenance in the United States.” *Journal of Southeast Asian American Education and Advancement*, 2(1). <https://doi.org/10.7771/2153-8999.1085>

U.S. Department of Education. (2004). “Individuals with Disabilities Education Improvement Act of 2004.” Public Law 108-446. <https://www.congress.gov/bill/108th-congress/house-bill/1350/text>

U.S. Department of Education, Institute of Education Sciences, & What Works Clearinghouse. (2012). “Early Childhood Education Interventions for Children with Disabilities Intervention Report: Milieu Teaching.” Retrieved 03 July 2025 from
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_milieu_042412.pdf

Velleman, S. L. & Pearson, B. Z. (2010). “Differentiating speech sound disorders from phonological dialect differences.” *Topics in Language Disorders*, 30(3), 176–188.
<https://doi.org/10.1097/tld.0b013e3181efc378>

Weill Cornell Medicine. (n.d.). “Central Auditory Processing Disorder (CAPD).” Retrieved 03 Feb. 2025 from <https://ent.weill.cornell.edu/patients/clinical-specialties/conditions/central-auditory-processing-disorder-capd>

Wellman, R. L., Lewis, B. A., Freebairn, L. A., Avrich, A. A., Hansen, A. J., & Stein, C. M. (2011). “Narrative Ability of Children with Speech Sound Disorders and the Prediction of Later Literacy Skills.” *Language, Speech, and Hearing Services in Schools*, 42(4), pp. 561–579.
[https://doi.org/10.1044/0161-1461\(2011/10-0038\)](https://doi.org/10.1044/0161-1461(2011/10-0038))

William, D. & Black, P. (1998). "Inside the Black Box: Raising Standards through Classroom Assessment." *Phi Delta Kappan*, 92(1). <https://doi.org/10.1177/003172171009200119>

Yairi, E., & Ambrose, N. (2013). "Epidemiology of Stuttering: 21st Century Advances." *Journal of Fluency Disorders*, 38(2), pp. 66–87. <https://doi.org/10.1016/j.jfludis.2012.11.002>

Yairi E, Ambrose N, & Cox, N. (1996). "Genetics of Stuttering: A Critical Review." *Journal of Speech-Language-Hearing Research*, 39(4), pp. 771-784. DOI: [10.1044/jshr.3904.771](https://doi.org/10.1044/jshr.3904.771)