
Grammar Assessment and Intervention for Multiple Populations

INTRODUCTION

Studies have shown that grammar is foundational to a child's communication and academic growth. SLPs who work with children with development language disorders (DLD) – regardless of the etiology of the disorder – need effective research-based grammar interventions in their toolbox. The articles in this journal self-study (selected from a *Language, Speech, and Hearing Services in Schools* forum, “Morphosyntax Assessment and Intervention for Children”) describe evidence-based approaches for grammar assessment and treatment and provide tools to support goal-setting and progress monitoring. The articles discuss new approaches and practical implications for practice.

LEARNING OUTCOMES

You will be able to:

- Discuss the importance of grammar treatment for children with DLD
- Identify evidence-based assessment and treatment approaches for children with syntax and morphology difficulties
- Describe measures used to track graphic symbol communication for children who require AAC

CONTENTS

Morphological Errors in Monolingual Spanish-Speaking Children With and Without Developmental Language Disorders, by Anny Castilla-Earls, Alejandra Auza, Ana Teresa Pérez-Leroux, Katrina Fulcher-Rood, and Christopher Barr (https://doi.org/10.1044/2019_LSHSS-19-00022)..... 12 pages

Tracking Early Sentence-Building Progress in Graphic Symbol Communication, by Cathy Binger, Jennifer Kent-Walsh, Nancy Harrington, and Quinn C. Hollerbach (https://doi.org/10.1044/2019_LSHSS-19-00065)..... 12 pages

Use of Imitation Training for Targeting Grammar: A Narrative Review, by Sarita L. Eisenberg, Shelley L. Bredin-Oja, and Kasey Crumrine (https://doi.org/10.1044/2019_LSHSS-19-00024)..... 21 pages

Using Computerized Language Analysis to Evaluate Grammatical Skills, by Lizbeth H. Finestack, Bobbi Rohwer, Lisa Hilliard, and Leonard Abbeduto (https://doi.org/10.1044/2019_LSHSS-19-00032)..... 21 pages

Language and Literacy Together: Supporting Grammatical Development in Dual Language Learners With Risk for Language and Learning Difficulties, by

Lisa M. Bedore, Elizabeth D. Peña, Christine Fiestas, and Mirza J. Lugo-Neris

(https://doi.org/10.1044/2020_LSHSS-19-00055)..... 16 pages

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in *Language, Speech, and Hearing Services in Schools*

See the entire Forum: Morphosyntax Assessment and Intervention for Children:

<https://pubs.asha.org/toc/lshss/51/2>

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