DOCUMENT RESUME

ED 285 353   EC 200 291

AUTHOR   Hoy, Cheri A.; Gregg, K. Noel
TITLE   Assessment and Remediation of Oral Language. Academic
              Assessment and Remediation of Adults with Learning
              Disabilities: A Resource Series for Adult Basic
              Education Teachers.
INSTITUTION   Clarke County Board of Education, Athens, GA.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Adult and
              Community Education Unit.
PUB DATE   84
NOTE   27p.; A product of the Five County Adult Education
              Program. For other titles in this series, see EC 200
              289-295.
PUB TYPE   Guides - Non-Classroom Use (055)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Adult Education; Adults; Auditory Discrimination;
              Behavior Patterns; Evaluation Methods; Grammar;
              *Informal Assessment; Interpersonal Competence;
              Language Skills; Language Tests; *Learning
              Disabilities; *Oral Language; *Remedial Instruction;
              Semantics; *Student Evaluation; Vocabulary

ABSTRACT

        The third of seven booklets on adults with learning
disabilities, this manual addresses the evaluation and remediation of
oral language difficulties. An assessment section focuses on
behaviors and disorders which adult education teachers should look
for as well as informal diagnostic tasks in auditory discrimination,
grammar, vocabulary, social use of language, and oral language
recall. The remediation section parallels the assessment information
section, presenting suggestions for remediating problems in auditory
discrimination, grammar, vocabulary and underlying meaning, word
finding, semantics, social language skills, and oral language recall.
It is pointed out that few commercial materials exist for oral
language instruction of the learning disabled; however, five
references are listed and these are followed by a longer bibliography
which includes descriptions of materials and techniques and which
offer useful ideas that may be adopted according to the needs of each
student. (CL)

****
****

Academic Assessment and Remediation
of Adults with Learning Disabilities:

A Resource Series for Adult Basic Education Teachers

ASSESSMENT AND REMEDIATION OF ORAL LANGUAGE

Five County Adult Education Program
(Barrow, Clarke, Jackson, Oconee, and Oglethorpe ^ inties)
Clarke County Board of Education
Athens, Georgia 30601

1984

TABLE OF CONTENTS

All adults who have not completed high school are potential clients for our Adult General Education Program and are aggressively recruited. Most of them with motivation proceed normally through our instructional program until they reach their goal. While following the progress of our students, we observed that some of them made slower progress and gained lower than expected achievement levels. These students did not reach their goal or our goal for them, although many had good motivation, seemed alert and bright, and occasionally made excellent progress in one or more skills. An awareness grew that a significant number of the students might be learning disabled.

Assistance was at hand from the University of Georgia, Department of Special Education, in the persons of Dr. Cheri Hoy and Dr. Noel Gregg, who met with the staff of the project for planning, worked with our adult education teachers in workshops, as well as wrote our project publications. Our appreciation is also expressed to the teachers of the five-county program for their participation, to Mrs. Betty Westbrook, Athens, for her extra-hours typing of the manuscripts, to Ms. Shelby Johnson, Snellville, for editorial assistance, and to Dr. Edward T. Brown, Stone Mountain, for facilitating the development and production processes.

Dr. Janie Rodgers
Project Director

ASSESSING ORAL LANGUAGE DIFFICULTIES

Oral language deficits cause many learning disabled adults serious problems with both academic and vocational goals. The inability to understand (receptive) and/or utilize (expressive) language can lead to underachievement in various areas of oral language (i.e., syntax, auditory discrimination, auditory memory, semantics, pragmatics). Deficits in areas of receptive and/or expressive language are the result of specific cognitive processing disabilities. Receptive (understanding) and expressive (speaking) learning disabilities often lead to underachievement in reading, written language, and mathematics. Specific remediation in the area of oral language is often a prerequisite to efficient instruction in other academic areas. However, oral language disabilities impact the hardest on the learning disabled adults' social and vocational functioning.

Behaviors To Look For

How do you know if there is an oral language problem? Here are some behaviors to look for:

1. Difficulty labeling. Appears to know the concept, but cannot recall the specific word to express it.

2. Difficulty following multi-step directions.

3. Difficulty relating information in sequence.

4. Difficulty restating what someone just said.

5. Difficulty recalling the steps of a task just completed.

6. Difficulty recalling information learned a week ago.

7. Difficulty exchanging meaningful conversation.

8. Difficulty defining words that can be correctly used in conversation.

9. Difficulty understanding basic oral directions.

10. Difficulty understanding humor.

Disorders To Look For

The oral language disorders of many learning disabled adults are subtle and often not obvious to someone not trained in the area of language. Deficits in oral language, however, interfere not only with oral communication, but also with ability in reading, written language, mathematics, and social skills.

As a teacher, you need to assess the following areas of language to determine if an oral language deficit is the source of the learning disabled adult's underachievement.

1. Auditory discrimination: the ability to perceive differences between individual sounds, words (multisyllabic and one syllable words) and phrases

2. Grammar and/or form or oral expression

3. Vocabulary level (concrete - abstract)

4. Underlying meaning, ideas, concepts, or content

5. Appropriateness of the use of language to social situations

6. Short- and long-term recall of information which has been heard

7. Listening comprehension

Tasks For Identifying Area Of Disabilities

There are innumerable tasks that can be given informally to students, and many observations that can be made during normal but guided conversations which will help to identify specific areas of difficulty. The following tasks are especially adaptable by the adult education teacher for use in the academic situation.

Auditory Discrimination

Task 1: Given pairs of similar sounding words or identical words, the student decides whether the words were the same or different.

> pin / pan
>
> hat / had

Task 2: Given two similar sounding or identical multisyllabic words, the student decides whether the words sounded the same or different.

> conservation / conversation
>
> destruction / distribution

Task 3: During oral conversation (informal), observe if the student misunderstands single words or phrases which interfere with comprehension of the conversation.

Grammar and/or Form

Task 1: Given a single word, the student orally formulates a complete sentence.

running - A deer was running along the edge of the woods.

Task 2: Given a sentence completion task, the student orally inserts appropriate missing words in the correct word order.

> The man is taking a shower although _____ _____ _____.
>
> The man is taking a shower because _____ _____ _____.
>
> The man takes a shower if _____ _____ _____ _____.

Task 3: During informal oral language activity, observe if the student has difficulty with the order of words in a sentence.

Vocabulary and Underlying Meaning

Task 1: Given words of various categories (i.e., nouns, verbs, adjectives, etc.), the student orally defines the words. The adult education teacher notes whether there were particular categories of words that the student had difficulty defining.

Task 2: Word Finding Problems: If the adult education teacher feels the student understands the meaning of the word but cannot recall the label, the student may be demonstrating a word finding problem. The teacher should evaluate whether the student is aided in recall by using any of the following cues:

     a. initial sound

     b. rhyming

     c. picture

     d. association

Task 3: Double Function Words: Given a word that has multiple meanings, the student can supply more than one meaning for the word.

          blew / blue

Task 4: Given pairs of synonymous and nonsynonymous sentences, the student can identify whether the sentences have the same meaning.

          The picture that is finished was painted by that artist.

          That artist painted the picture that is finished.

Task 5: Given idioms, proverbs, and/or common expressions, the student can explain their meaning.

          "Burning the candle at both ends."

Task 6: Given a verbal absurdity sentence, the student can identify what is illogical about the statement.

> "My mother gave my sister a ring five hundred dollars."

Task 7: Given an oral sentence, the student can answer a question about the sentence.

> Tom was hit by Bill.
>
> Who was hurt?
>
> The man fed the dog after he read the newspaper.
>
> What did the man do first?

Task 8: After listening to an orally presented short passage, the student can recall specific facts from the passage.

Observation Of The Social Use Of Language

Rather than using specific tasks to assess the appropriateness of the student's language, the adult education teacher can observe peer interactions and class discussions to evaluate the appropriateness of the use of language various social situations. Does the student:

1. greet others appropriately?
2. converse without giving irrelevant and/or inappropriate information to the listener?
3. show sensitivity to the listener's need for background information?
4. use polite forms in requesting?
5. use appropriate turn-taking skills in conversing?
6. initiate conversation appropriately?
7. hold own place in a conversation?
8. request information while keeping in mind the needs of the audience?

9. respond appropriately to requests for intentions?

10. make complaints appropriately?

Tasks To Access Oral Language Recall

The short and long term recall capability can be determined from the following tasks:

Task 1: Given increasingly longer series of unrelated words, the student can recall the words. (The average adult is able to remember approximately seven unrelated words.)

Task 2: Given increasingly longer individual sentences, the student can recall the exact sentence given.

Task 3: Given a series of several directions for an assignment, the student can recall all of the steps in order.

REMEDIATING ORAL LANGUAGE DIFFICULTIES

The teacher who suspects that a student has a specific oral language deficit must be able to take the information gained during formal and informal assessment and translate it into instructional practices. Appropriate materials and teaching strategies must be found to match the specific strengths and weaknesses. A mismatch between the student's abilities and the instructional approach will result in tremendous frustration for both the teacher and the student. Since many of the adults who come to adult education classes have experienced failure and frustration in the past, it is extremely important that all of the available information be used to make the current experience a successful one.

HOW TO USE THIS SECTION

This section is designed to help you use assessment information to plan instruction which will match the student's strengths and weaknesses. The organization of this section parallels the organization of the first section. If you feel that the student has problems with oral language because of specific auditory discrimination deficits, then look under the heading of "Auditory Discrimination" to find teaching strategies. A word of caution: the suggestions in this section are only meant to help you get started. Comprehensive instructional plans are not outlined here. For help in this area, refer to the list of references which appears at the end of this booklet.

8

Auditory Discrimination

Auditory discrimination deficits make it difficult for the adult to distinguish differences between similar sounds whether they are environmental or in words. This difficulty in hearing the differences between sounds frequently affects meaning. A learning disabled adult might think the teacher said "verbals" rather than "variables" and thus make an inappropriate response. Auditory discrimination problems often affect listening comprehension, reading, and spelling. Remediation of such a problem should not be carried out in isolation but rather integrated into the spelling and reading lessons. The most important goal of remediation should be to heighten the adult's awareness to the problem in order that he or she can begin to self-monitor the problem. Also, the adult must begin to learn strategies that will help him or her to circumvent the problem. The following activities are suggested to help heighten the adult's awareness that an auditory discrimination problem exists.

1. Provide opportunities for the student to discover what types of tasks help discriminate between similar sounding words (i.e., pictures, one-syllable words, multisyllabic words, words in context).

2. Provide opportunities for students to listen to their own oral language on tape to see whether they can identify errors in their own speech.

3. Provide opportunities for the student to listen to a tape presenting subtle word substitutions in order to detect whether the substitutions changed the meaning of the text.

4. Provide individual sentences with word substitutions ("academic" for "epidemic") and have the student detect the error.

Grammar And/Or Form

Language learning disabled adults sometimes have difficulty understanding and/or applying the grammatical rules they appear to have implicitly generalized. Those adults with expressive syntax problems know the rules but cannot seem to formulate their sentences. At times these adults have difficulty constructing utterances at the level of phrases and clauses, producing scrambled sentences. Some adults can produce syntactically correct utterances in spontaneous conversations, but cannot perform on structured task such as: sentence repetition, sentence building, sentence completion, and/or sentence transformation.

You may wish to consider the following questions prior to beginning remediation in oral syntax:

1. How do the problems with oral syntax affect other areas of language and how do the other areas of language affect oral syntax?

2. What specific cognitive processing problems seem to be interfering (i.e., memory, perception, attention)?

3. What academic or so   l areas are affected?

4. What strategies appear to be effective in helping the adult circumvent the problems with oral syntax?

Suggestions for reinstruction and remediation activities may volve from the investigation of the above questions. Those that are pertinent to the learning goals and environment of the student should be especially pursued. The following activities are suggested as formats for them.

1. Provide the student with opportunities to identify noun plurals and noun-verb agreement. The following sequence of activities should be followed:

a. <u>Identify</u> the noun plural and/or noun-verb agreement being worked on.

b. Present <u>multiple choice</u> statements. (Tim takes one (book/books) to school.)

c. Present <u>cloze</u> activities (fill in the blank).

d. Change a sentence (<u>guided composition</u>) from singular to plural.

2. Provide the student with the same sequence of activities in identifying specific noun derivations, prefix/suffixes, verb tenses, and auxiliary verbs.

3. Have the student unscramble sentences. First, require the student to judge which sentence is correct.

> He in the garage worked on the car.

> He worked on the car in the garage.

Then provide other scrambled sentences and ask the student to place the words in their correct order.

4. Provide the student with an opportunity to work on the correct use of conjunctions (and, but, or until, etc.). First, orally present a sentence with a conjunction and have the student identify the two coordinated sentences.

> John is tall and Mary is short.

> John is tall.

> Mary is short.

Then orally present the two coordinated sentences and delete the conjunction. Let the student identify a correct conjunction.

> John drives a van ____ rides a cycle.

Continue this type of activity with subordinate as well as coordinate clauses.

5. Orally present paragraphs w.th conjunction and/or subordinate omissions, and ask the student to fill in the missing word.

6. Adults often benefit fi m the presentation of syntactic structures in print. Presenting the above activities in print can often lead to improvement with oral language skills. Sentence-combining activities can be useful in developing the oral language skills of adults with syntax problems (see Written Language Booklet).

Vocabulary And Underlying Meaning

The language learning disabled adult may be experiencing difficulty understanding the meaning of words (semantics). Word finding problems also often give th learning disabled adult difficulty. Remediation in this area requires that the teacher has done some specific diagnostic assessment in order to determine the specific category of words or structures needing intervention. Here are some activities useful in addressing these two areas of language.

Word finding problems

A student who understands the meaning of a word but cannot recall the label may be demonstrating a word finding problem. As with auditory discrimination problems, word finding problems should be worked on in a meaningful context, not in isolation. The purpose of remediation should be to help the student find the cues that will best help in recalling a word (i.e., initial sound, rhyming, picture, and/or association). Then the teacher should give the student practice using the strategies that help.

1. Give the student a picture and ask him or her to rapidly name objects, actions, and so on.

2. Provide the student with sentence completion exercises.

Cars are _____.

Children like _____.

You can row ____ _____.

3. Provide word association exercises.

I like bread and _____.

4. Provide the student with activities that require the recall of
certain types of relationships:

antonyms

synonyms

superordinates

spatially related words

temporally related words

verbs

analogies

Word meaning (semantics) problems

Remediation on the understanding of words should always be done with
items functional to the adult. The words should express experiences and
concepts familiar and basic to the adult's world. The remediation should
be directed toward the development and organization of new categorical
structures. Therefore, the focus of the instruction should not be on
isolated words, but rather on the interrelationships of words. Through
diagnostic teaching the teacher must decide toward which category of words
the remediation should be directed. The following list may help to determine
where the breakdown in understanding originates:

Category:

nouns

verbs

adjectives

adverbs

prepositions

pronouns

Word relationships and figurative language:

verbal analogies

idioms

metaphors

proverbs

After you have determined the class of words the learning disabled adult needs to work on, the following sequence of activities should be followed:

1. Determine if the student understands the concept behind the word (i.e., spacial concept, time concept). If the adult does not understand the concept, provide a concrete example of the idea.

2. Design tasks to develop an understanding of the class of words through the following types of exercises:

   a. correct/incorrect

   b. multiple choice

   c. cloze (fill in the blank)

   d. questioning

   The new car was not big.

   What size was the car?

3. The student will need opportunities to utilize the word meanings in various contexts. This will allow the individual to learn what are optional and essential characteristics of the word.

4. The adult will need to learn both instances and noninstances of the word meaning.

5. Learning disabled adults often have difficulty understanding the double meanings behind the following types of language structures:

  a. sarcasm

  b. idi·matic expressions

  c. ambiguity

  d. indirect request

  e. multiple meanings

Therefore, activities must be developed to teach the double meanings of language Try reading a story aloud to the adult and questioning him/her when sarcasm or multiple meaning is used. The context can be used to help the adult learn new meanings for words.

Language Skill Across Social Situations

Specific language deficits often cause the learning disabled adult to use inappropriate language for specific situations. Therefore, the teacher must work on helping the student use language that is proper and pragmatic to the purpose of each type of verbal interchange. Vocational success, social success, and academic progress are all dependent on this skill. Each of the foll~ving activities can be adjusted for use in all of the situations, in the classroom, in the corridor, and at work.

1. Set up situations where the student must convey an intended
   message. For example, have the student direct you in completing
   some activity.

   > Here's a box. You are the teacher. Tell me what to
   > do with the box.

2. Give suggestions on how to stay on the topic and not to wander
   from the main idea of the conversation.

3. Provide activities to learn the use of words to convey nuances of
   meaning and shades of interpersonal contact.

   > <u>Would</u> you go?
   >
   > <u>Could</u> you go?
   >
   > You <u>might</u> want to go.

4. Cut pictures from magazines and point out how "body language" is
   an important aspect of understanding what people mean.

5. Set up situations in which the student can enhance information
   given to another person who has a different perspective of time,
   space, or directic .

6. Role play with the adult different situations where the type of
   language structures might change depending on the audience
   (i.e., minister, boss, friend).

Oral Language Recall

Learning disabled adults often have difficulty recalling information
which they have heard. Such difficulties many times prevent them from
progressing when a lecture/discussion format is used during instruction.
Adults with this type of problem will have to learn strategies to help them
store and retrieve information effectively. Specific suggestions follow:

16

1. During instruction try to pair lecture/discussion material with some type of visual display (i.e., pictures, graphs, films, charts).

2. Encourage the student to take an active part in all class discussions and activities. Active involvement will help increase the meaning-fulness of the material, and, therefore, assist later recall.

3. Encourage the student to relate new information to previously learned material.

4. When you introduce new concepts, give the student the opportunity to use those concepts in a variety of situations. This will help build associations which can be useful in later recall.

5. Heighten the students' awareness of memory difficulties and help them develop strategies to circumvent them (i.e., making notes to aid recall, associating information with other information, creating a visual image of the information).

6. Be aware that some mnemonic aids (i.e., catchy sayings, acronyms) are not helpful to the adult with memory problems because of difficulty remembering the aids themselves.

MATERIALS

There are almost no commercial materials available for oral language instruction of the learning disabled. Some of those listed for written language and reading instruction can be adapted but for the most part, teachers will need to adapt and innovate using the interests and motivations of each student. It should be noted, however, that many of the references which follow include descriptions of materials and techniques used in instructional or diagnostic situations. Some of these references would be a valuable source of ideas for teachers.

Fokes, J. (1976). Fokes sentence builder. Bingman, MA. Teaching Resources.

Gorham, D. (1954). Proverbs Test. Missoula, MT: Psychological Test Specialists.

Gorham, D. (1956). A proverbs test for clinical and experimental use. Psychol. Rep., 2, 1-12.

Pollack, S., & Gruenewald, L. (1978). A manual for assessing language in academic tasks. Madison, WI: Midwest IGE Services, School of Education, University of Wisconsin.

Wiig, E. H. (1982). Let's talk: Developing prosocial communication skills. Bell & Howell Company.

REFERENCES

Bates, E. (1976). Language and context: The acquisition of pragmatics. New York: Academic Press.

Berlin, L. T., Blank, M., & Rose, S. A. (1980). The language of instruction: The hidden complexities. Top Language Disord., 1, 47-58.

Blalock, J. (1981). Persistent problems and concerns of young adults with learning disabilities. In W. Cruickshank and Silver (Eds.), Bridges to tomorrow, Vol. 2, The best of ACLD. Syracuse, NY: Syracuse University Press.

Blalock, J. (1982, November). Persistent auditory language deficits in adults with learning disabilities. Journal of Learning Disabilities.

Bloom, L., & Lahey, M. (1978). Language development and language disorders. New York: Wiley & Sons.

Blue, C. M. (1981). Types of utterances to avoid when speaking to language-delayed children. Language, Speech, and Hearing Services in Schools, 12, 120-124.

Boatner, M. & Gates, J. A. (1966). A dictionary of idioms. West Hartford, CT: American School for the Deaf.

Bowerman, M. (1979). The acquisition of complex sentences. In P. Fletcher & M. Garman (Eds.), Language acquistion. Cambridge, MA: Cambridge University Press.

Bransford, J. D., Shelton, T. S., Stein, B. S., & Owings, R. A. (1980). Cognition and adaption: The importance of learning to learn. In J. Harvey (Ed.), Cognition, social behavior, and the environment. New Jersey: Lawrence Erlbaum Associates.

Carrow-Woolfolk, E., & Lynch, J. (1982). An integrative approach to language disorders in children. New York: Grune & Stratton, Inc.

Chapey, R. (1983). Language-based cognitive abilities in adult aphasia: Rationale for intervention. Journal of Communication Disorders, 16, 405-424.

Clark, F. L., Deshler, D. D., Schumaker, J. B., Alley, G. R., & Warner, M.M. (1984). Visual imagery and self-questioning strategies to improve comprehension of written material. Journal of Learning Disabilities, 17(3), 145-149.

Darley, F. L. (1979). Evaluation of appraisal techniques in speech and language pathology. Reading, MA: Addison-Wesley.

Dukes, P (1981). Developing social prerequisites to oral communication. Topics in Learning and Learning Disabilities, 1, 47-58.

Gallagher, T. M., & Prutting, C. A. (1983). Pragmatic assessment and intervention issues in language. San Diego: College-Hill Press.

Garrand, K. R. (1979). The changing role of speech and hear,ng professionals in public education. ASBA, 21, 91-98.

Geffner, D. (1981). Assessment of language disorders: Linguistic and cognitive functions. Topics in Learning and Learning Disabilities, 1, 1-10.

Gerber, A., & Bryen, D. (1981). Language and learning disabilities. Baltimore: University Park Press.

Goodglass, H. (1981). The syndromes of aphasia: Similarities and differences in neurolinguistic features. Topics in Language Disorders, 1(4), 1-14.

Harris-Schmidt, G. H. (1983). Conc ptualization. In C. Wren (Ed.), Language learning disabilities. Rockville, MD: An Aspen Publication, pp. 217-242.

Harris-Schmidt, G. P., & Noell, E. A. (1983). Phonology. In C. Wren (Ed.), Language learning disabilities. Rockville, MD: An Aspen Publication, pp. 39-84.

Hook, P., & Johnson, D. (1978). Metalinguistic awareness and reading strategies. Bulletin of the Orton Society, 27, 62-78.

Hoskins, B. B. (1983). Semantics. In C. Wren (Ed.), Language learning disabilities. Rockville, MD: An Aspen Publication, pp. 95-112.

Hubbell, R. D. (1981). Children's language disorders: An integrated approach. Englewood Cliffs, NJ: Prentice-Hall.

Israel, L. (1984). Word knowledge and word retrieval: Phonological and semantic strategies. In G. P. Wallach, & K. G. Butler (Eds.), Language learning disabilities in school age children. Baltimore: Williams & Wilkins, 230-250.

Johnson, D. J. & Myklebust, H. R. (1967). Learning disabilities: Educational principles and practices. New York: Grune and Stratton.

Johnson, D. J., Blalock, J. W., & Nesbitt, J. A. (1978). Adolescents with learning disabilities: Perspectives from an educational clinic. Learning Disability Quarterly, 1(4), 24-36.

Johnson, D. (1980). Persistent auditory disorders in young dyslexic adults. Bulletin of the Orton Society, 30, 268-276.

Johnson, D. J. (1982). Programming for dyslexia: The need for interaction analyses. Annuals of Dyslexia, 32, 61-70.

Kraetsch, G. A. (1981). The effects of oral instructions and training on the expansion of written language. Learning Disability Quarterly, 4(1), 82-90.

Lee, A. D., & Shapero-Fine, J. (1984). When a language problem is primary: Secondary school strategies. In G. P. Wallach & K. G. Butler (Eds.), Language learning di abilities in school age children. Baltimore: Williams & Wilkins, 338-359.

Lubinski, Rosemary (1981). Language and aging: An environmental approach to intervention. Topics in Language Disorders, 1(4), 89-97.

MacDonald, J., & Blott, J. (1974). Environmental language intervention: The rationale for a diagnosic and training strategy through rules, context, and generalization. Journal of Speech and Hearing Disorders, 39, 395-415.

Menyuk, P., & Flood, J. (1981). Linguistic competence, reading, writing problems and remediation. Bulletin of the Orton Society, 31, 13-28.

Menyuk, P., & Looney, P. (1972). A problem of language disorder: Length versus structure. Journal of Speech and Hearing Research, 15, 264-279.

Menyuk, P., & Looney, P. (1972). Relationships between components of the grammar in language disorders. Journal of Speech and Hearing Research, 15, 395-406.

Muma, J. R. (1973). Language handbook: Concepts, assessment, intervention. Englewood Cliffs, NJ: Prentice-Hall.

Nelson, N. W. (1984). Beyond information processing: The language of teachers and textbooks. In G. P. Wallach & K. G. Butler (Eds.), Language learning disabilities in school age children. Baltimore: Williams & Wilkins, 154-178.

Palmero, D. S., & Jenkins, J. J. (1964). Word association norms: Grade school through college. Minneapolis: University of Minnesota Press.

Panagos, J., & Griffith, P. (1981). Okay, what do educators know about language intervention? Topics in Learning and Learning Disabilities, 1, 69-82.

Prather, E. M., Breecher, S. V., Stafford, M. I., et al. (1980). Screening Test of Adolescent Language. Seattle, WA: University of Washington Press.

Riegel, K. F. (1965). The Michigan restricted association norms. Ann Arbor: University of Michigan, Dept. of Psychology, Report No. 3.

Spekman, N. J. (1983). Discourse and pragmatics. In C. Wren (Ed.), Language learning disabilities. Rockville, MD: An Aspen Publication, pp. 157-216.

Tyack, D. L. (1981). Teaching complex sentences. Language, Speech, and Hearing Services in Schools, 12, 49-56.

van Kleech (1984). Assessment and intervention: Does "Meta" matter? In G. P. Wallach & K. G. Butler (Eds.), Language learning disabilities in school-age children. Baltimore: Williams & Wilkins, pp. 179-198.

van Kleech, A. (1984). Metalinguistic skills: Cutting across spoken and written language and problem-solving abilities. In G. P. Wallach & K. G. Butler (Eds.), Language learning disabilities in school-age children. Baltimore: Williams & Wilkins, pp. 128-153.

Vetter, D. K. (1982). Language disorders and schooling. Topics in Language Disorders, 2, 13-19.

Wallach, G. P. (1984). Later language learning: Syntactic structures and strategies. In G. P. Wallach & K. G. Butler (Eds.), Language learning disabilities in school-age children. Baltimore: Williams & Wilkins, pp. 82-102.

Wallach, G. P., & Butler, K. G. (1984). Language learning disabilities in school-age children. Baltimore: Williams & Wilkins.

Wallach, G. P., & Liebergott, J. W. (1984). Who shall be called "learning disabled": Some new directions. In G. P. Wallach & K. G. Butler (Eds.), Learning disabilities in school-age children. Baltimore: Williams & Wilkins, pp. 1-14.

Waryas, C. I., & Ruder, K. (1974). On the limitations of language comprehension procedures and an alternative. Journal of Speech and Hearing Disorders, 39, 44-52.

Weber, J. L., Kushnir, W. V., & Weber, S. E. (1982). A comprehensive approach to assessment and treatment of severe developmental speech and language disorders. Journal of Learning Disabilities, 15(1), 8-14.

Wiegel-Crump, C., & Koenigsknecht, R. (1973). Tapping the lexical store of the adult aphasic: Analysis of the improvement made in verbal retrieval skill. Cortex, 411-418.

Wiig, E. H. (1984). Language disabilities in adolescents: A question of cognitive strategies. Topics in Language Disorders, 4(2), 41-58.

Wiig, E. H., Gilbert, M. F., & Christian, S. H. (1978). Developmental sequences in the perception and interpretation of lexical and syntactic ambiguities. Perceptual and Motor Skills, 46, 959-969.

Wiig, E. H., & Globus, D. (1971). Aphasic word identification as a function of logical relationships and association strength. Journal of Speech and Hearing Research, 14, 195-204.

Wiig, E. H., & Harris, S. P. (1974). Perception and interpretation of nonverbally expressed emotions by adolescents with learning disabilities. Perceptual Motor Skills, 38, 239-245.

22

Wiig, E. H., & Semel, E. M. (1974). Logico-grammatical sentence comprehension by learning disabled adolescents. Perceptual Motor Skills, 38, 1331-1334.

Wiig, E. H., & Semel, E. M. (1975). Productive language abilities in learning disabled adolescents. Journal of Learning Disabilities, 8, 578-586.

Wiig, E. H., & Semel, E. (1976). Language disabilities in children and adolescents. Columbus, OH: Charles E. Merrill Publishing Company.

Wiig, E. H., & Semel, E. (1980). Language assessment and intervention for the learning disabled. Columbus, OH: Charles E. Merrill Publishing Company.

Wiig, E. H., Semel, E. M., & Abele, E. (1981). Perception and interpretation of ambiguous sentences by learning disabled twelve-year-olds. Learning Disability Quarterly, 4(1), 3-12.

Wren, C. (1983). Language learning disabilities. Rockville, MD: An Aspen Publication.

Wren, C. (1983). Morphology and syntax. In C. Wren (Ed.), Language learning disabilities. Rockville, MD: An Aspen Publication, pp. 113-156.

Titles in this series:

Description and Definition of Learning Disabilities

Appraisal and Assessment of Learning Disabilities

Assessment and Remediation of Oral Language

Assessment and Remediation of Written Language

Assessment and Remediation of Reading

Assessment and Remediation of Mathematics

Occupational and Career Information