Asymmetric Hearing Loss 2014
Proceedings from the Cochlear Science and Research Seminar
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Guest Editors
Bernard Fraysse, Toulouse
Mathieu Marx, Toulouse
Providing up-to-date reports of training models for speech-language pathologists and audiologists implemented in different parts of the world

New Horizons in Speech Language Pathology

Current academic and clinical training models for speech-language pathologists and audiologists as well as articles on training needs are presented in this issue. Also discussed are current and evolving curricula as well as philosophies of training. Furthermore, the integration of speech-language pathology education with considerations of literacy and language learning disorders and the possibility of a new type of speech-language pathologist trained to understand the public health implications of communication disorders are reviewed. The information provided on training opportunities and concepts in Eastern European countries is unique and new, as are the proposals for including extensive literacy training in speech-language pathology programs and for a new type of speech-language pathologist whose training includes public health issues.

Faculty members engaged in educating speech-language pathologists will find important new results to consider in potential future developments of training models in the field of communication disorders. For professionals interested in global variations of communication sciences and disorders, and the possibility of moving toward some universal standards for accredited practitioners, this special issue is valuable reading.

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Focusing on evidence-based practice and research related to language acquisition and its impairments

Brain, Cognition and Language Connection: Current Issues in Child Language

Editors
Yvette D. Hyter
Gail Gillon
Carol Westby

This theme issue focuses on relationships between the brain, cognition, and language, and the implications that these relationships have for providing assessment and intervention services to individuals with language-based impairments. The Child Language Committee of the IALP compiled this issue with the goal of stimulating evidenced-based practice and research related to language acquisition and its impairments exhibited by a range of populations across numerous contexts.

Scholars from various parts of the world contributed articles that address the neurodevelopmental and cognitive underpinnings of language with respect to typically developing children and adolescents, for late talkers, and for individuals who have language impairments resulting from diverse etiologies, such as autism and Down's syndrome. All of the articles show the need for those providing assessment and intervention services to pay attention to the underlying skills of individual children and adolescents with language impairments.

This publication is valuable reading for speech-language pathologists, general and special educators as well as psychologists and psychiatrists who work with individuals diagnosed with language and/or cognitive impairments.

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