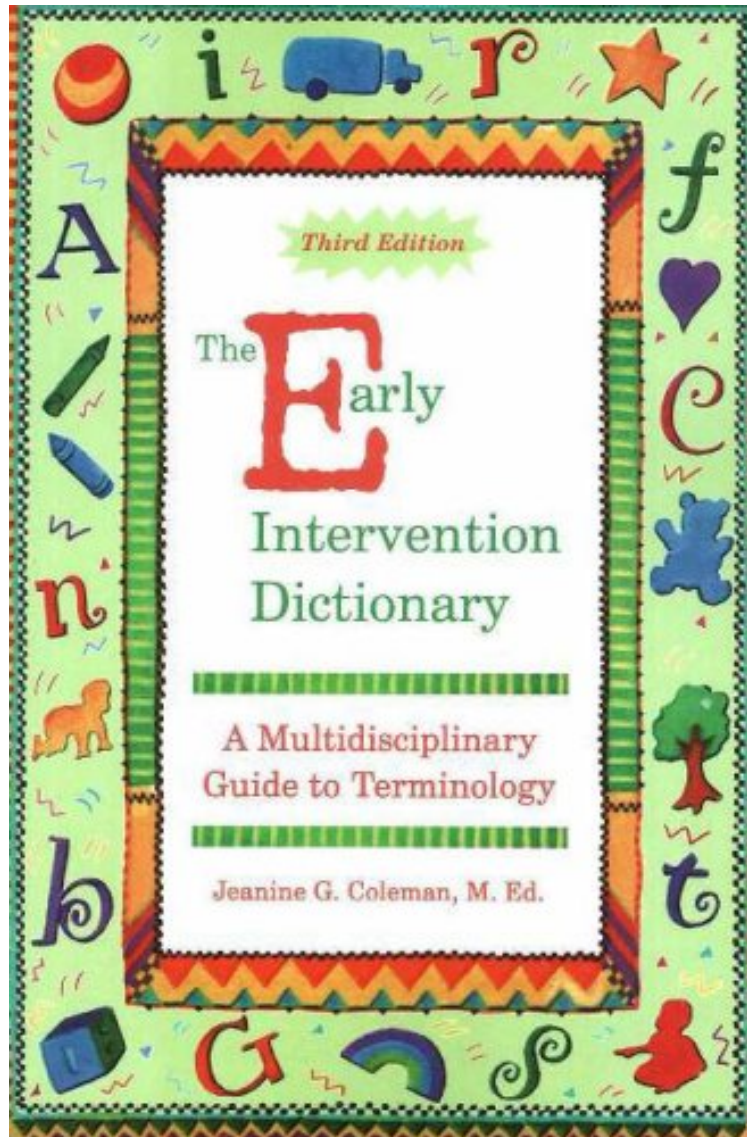


(Ebook free) The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology

The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology

Jeanine G. Coleman

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Jeanine G. Coleman : The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology before purchasing it in order to gage whether or not it would be worth my time, and all praised The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology:

0 of 0 people found the following review helpful. Five StarsBy cathyIt's a very good book to have when working with

a special needs population. 0 of 0 people found the following review helpful. WONDERFUL RESOURCE By Theresa Grimes I am new to the Early Intervention world and there are so many medical diagnosis and medical conditions out there I am very thankful that this book was available to me. It is simple to find what you are looking for and gives you the definition in layman's terms. It also gives definitions for acronyms used in the medical field. I would recommend it to anyone in the Early Intervention field! 0 of 0 people found the following review helpful. Worthwhile By JSAs a psychologist specializing in the assessment of young children I have found this book valuable, and recommend it to others.

(2007 Independent Publisher Award, Bronze Medalist in Reference) Newly expanded and updated, *The Early Intervention Dictionary* defines more than 4,000 medical, therapeutic, and educational terms commonly used by the many different professionals involved in the early intervention field. It is an excellent reference to help families and professionals successfully collaborate and understand each other's terminology. It is also useful to anyone looking for clear definitions of words related to the care and development of young children in general. The new edition includes more than 400 new entries, plus hundreds of existing terms have been updated, reflecting changes in the field, and new research, educational approaches, and treatments. Many more transition-related terms have also been added to help parents prepare for the preschool years ahead. Expanded subject areas include: Autism Spectrum Disorders Mental Illness and Neurological Issues Sensory Integration Dysfunction Transitioning from Early Intervention to Special Education. Other disciplines covered include: Audiology Counseling Child Development Education of the Hearing Visually Impaired Early Childhood General Special Education Genetics Pediatric Medicine Physical Occupational Therapy Psychology Speech Language Therapy Social Work. Anyone who provides or receives early intervention services can benefit from this handy reference.

From *Library Journal* Federal legislation is increasingly mandating that a full range of specialized services be made available to all infants and preschoolers with special needs. These early intervention programs generally involve a team of medical, educational, and psychological specialists who work with the youngsters and their families to maximize each child's potential. Because early intervention is a developing field involving a variety of disciplines, each with its own vocabulary and perspective, this dictionary--the first of its kind in comprehensiveness and scope--is particularly valuable. Entries are arranged alphabetically and include useful explanations for acronyms and abbreviations, generic and brand-name drugs, and medical and psychological tests and scales. This scholarly yet accessible source is highly recommended for parenting and education collections. - Linda Cullum, Lake Superior State Univ. Lib., Sault Ste. Marie, Mich. Copyright 1993 Reed Business Information, Inc. From *Booklist* Laws in every state now mandate early intervention for children who are developmentally delayed, physically disabled, or at risk. This reference tool defines terminology used by professionals who treat children with developmental or environmental problems from birth through age three. The perspectives of medicine, psychology, and education are represented in the entries. The intended audience includes professionals from such specialties as speech therapy and physical therapy as well as parents of children with special needs. Students should also find it a useful source. The compiler, a practitioner in early intervention, selected entries from current literature and from discussion with other experts. More than 2,000 words are defined in nontechnical language, and pronunciation is given when necessary. Cross-references and contrasting terms are also indicated. Precisely stated and up-to-date information is given in such entries as at-risk, intelligence, and autism. Augmentative communication and the confusing array of special-education laws are clarified. Other features include appendixes with growth, conversion, and Apgar charts; nutritional guidelines; and an immunization schedule. While most special-education books provide glossaries, this appears to be the first American dictionary on the subject. Phillip Williams' *Glossary of Special Education* (1988) is a more general treatment of the entire field of special education and has a British slant. This new dictionary is flawed. Such obvious terms as abdomen, abdominal, antibiotic, anesthesia, and jumping are defined while other terms that seem pertinent to early intervention practice are not found. Some examples of these omissions are apperception testing, arousal level, cross-laterality, dizygotic twins, lisp, lalling, fragilitas ossium, left-right progression, figure-ground distraction, and a number of such standard tests as the Arthur Performance Scale, Yale Developmental Examination, and Bender Visual Motor Gestalt Test. Some prefixes are given, such as labi-/labico meaning "lip," when it might have been helpful to apply them to a specific term such as labialism, a speech defect presenting a tendency to use W rather than R. These omissions notwithstanding, this novel tool should be acquired by professional, academic, and public library collections. Because of its uniqueness and the importance of its subject, the Board hopes that an improved version will be forthcoming. *The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology* is a great reference tool. Author Jeanine Coleman, MEd, has created a book that defines more than 4,000 medical, therapeutic and educational terms commonly used by the various professionals that are involved in the early intervention field. Newly expanded and updated, *The Early Intervention Dictionary*, which won a Bronze Medal in the Reference category in the 2007 Independent Publisher Book Awards, aims to help families and professionals successfully collaborate and understand each others' terminology. It's also useful for anyone looking for clear definitions of words related to the care and development of

young children. However, many of the terms in this dictionary apply to age groups that are no longer in need of early intervention services. The book clarifies many of the more frequently used terms and provides a starting point in the search for more in-depth information. It also provides readers with a better foundation for understanding the early intervention process. Many of the terms in the book are user-friendly it was as if the author asked herself, How could I explain this without using complicated words? She has done this! In addition to bringing together professionals of various disciplines, Coleman helps the committed early intervention practitioner acquire the information necessary to provide compassionate and effective early intervention services. This latest edition includes more than 400 new entries, plus hundreds of existing terms that have been updated to reflect changes in the field. Expanded subject areas include Autism Spectrum Disorders; Mental Illness and Neurological Issues; Sensory Integration Dysfunction; and Transitioning from Early Intervention to Special Education. In the Notes to the Reader section, the author points out a number of noteworthy features. For example, the book includes the known causes of certain medical and developmental conditions and the entries that describe behavior emergence and skill acquisition include the appropriate age at which these events are likely to occur. At the end of some listings is a note that refers the reader to additional information under different terms or other entries that contain information on related topics. The author also notes opposities or contrasts of terms and listsd additional formal and informal names of conditions, supplies, and agencies. --ADVANCE for Speech-Language Pathologists Audiologists, October 15, 2007