



Literaturangaben zu:

Glück, Christian W. : „*Sprachbeeinträchtigte Kinder und Jugendliche in der Inklusionsforschung – ein Überblick –*“, Vortrag im Rahmen der Werkstatt Inklusion, 30. Bundeskongress der dgs in Bremen, 21.09.2012

(Aus Zeitgründen konnten nicht alle Angaben im Vortrag Verwendung finden.)

Ahrbeck, B. (2010). *Der Umgang mit Behinderung: Besonderheit und Vielfalt, Gleichheit und Differenz*. Stuttgart: Kohlhammer.

ASHA (1991) model for collaborative service delivery for students with language-learning disorders in the public schools. Committee on Language Learning Disorders American Speech-Language-Hearing Association. In: *ASHA Suppl* (5), S. 44–50.

Benecken, J. & Spindler, C. (2004). Zur psychosozialen Situation stotternder Schulkinder in Allgemeinschulen. *Die Sprachheilarbeit*, 49, 61-70.

Boyle, J. M., McCartney, E., O'Hare, A. & Forbes, J. (2009). Direct versus indirect and individual versus group modes of language therapy for children with primary language impairment: principal outcomes from a randomized controlled trial and economic evaluation. *Int J Lang Commun Disord*, 44 (6), 826-846.

Boyle, J., McCartney, E., Forbes, J. & O'Hare, A. (2007). A randomised controlled trial and economic evaluation of direct versus indirect and individual versus group modes of speech and language therapy for children with primary language impairment. *Health Technol Assess*, 11 (25).

Brandel, J. & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42 (4), 461-490.

Cirrin, Frank M.; Schooling, Tracy L.; Nelson, Nickola W.; Diehl, Sylvia F.; Flynn, Perry F.; Staskowski, Maureen et al. (2010): Evidence-based systematic review: effects of different service delivery models on communication outcomes for elementary school-age children. In: *Lang Speech Hear Serv Sch* 41 (3), S. 233–264.

Conti-Ramsden, Gina; Botting, Nicola; Knox, Emma; Simkin, Zoë (2002): Different school placements following language unit attendance: Which factors affect language outcome? In: *International Journal of Language & Communication Disorders* 37 (2), S. 185–195.

Conti-Ramsden, G., Durkin, K., Simkin, Z. & Knox, E. (2009). Specific language impairment and school outcomes. I: Identifying and explaining variability at the end of compulsory education. *Int J Lang Commun Disord*, 44 (1), 15-35.

Dockrell, Julie E.; Lindsay, Geoff; Palikara, Olympia (2011): Explaining the academic achievement at school leaving for pupils with a history of language impairment: Previous academic achievement and literacy skills. In: *Child Language Teaching and Therapy* 27 (2), S. 223–237.

Dodge, Ellen Pritchard (2004): Communication Skills: The Foundation for Meaningful Group Intervention in School-Based Programs. In: *Topics in Language Disorders* 24 (2), S. 141–150.

Du Plessis, Sandra (2008): Multilingual preschool learners: A collaborative approach to communication intervention. In: *Dissertation Abstracts International: Section B: The Sciences and Engineering* 68 (8-B).

Gallagher, A. L. & Chiat, S. (2009). Evaluation of speech and language therapy interventions for preschool children with specific language impairment: a comparison of outcomes following specialist intensive, nursery based and no intervention. *International Journal of Language & Communication Disorders*, 44 (5), 616-638.

Gebhardt, Markus; Schwab, Susanne; Reicher, Hannelore; Ellmeier, Barbara; Gmeiner, Sonja; Rossmann, Peter; Gasteiger-Klicpera, Barbara (###): Einstellungen von LehrerInnen zur schulischen Integration von Kindern mit einem sonderpädagogischen Förderbedarf in Österreich. In: *Empirische Sonderpädagogik* (4), S. 275–290. Online verfügbar

unter http://www.psychologie-aktuell.com/fileadmin/download/esp/4-2011_20120104/gebhardt.pdf, zuletzt geprüft am 13.05.2012.

Ginnold, A. (2008). *Der Übergang Schule - Beruf von Jugendlichen mit Lernbehinderung*, Bad Heilbrunn: Klinkhardt.

Glogowska, M., Roulstone, S., Enderby, P. & Peters, T. J. Randomised controlled trial of community based speech and language therapy in preschool children. *British Medical Journal*, 2000 (321), 923.

Hadley, Pamela A.; Simmerman, Alice; Long, Michele; Luna, Michael (2000): Facilitating language development for inner-city children: Experimental evaluation of a collaborative, classroom-based intervention. In: *Language, Speech, and Hearing Services in Schools* 31 (3), S. 280–295.

Hall-Kenyon, Kendra M.; Black, Sharon (2010): Learning from expository texts: Classroom-based strategies for promoting comprehension and content knowledge in the elementary grades. In: *Topics in Language Disorders* 30 (4), S. 339–349.

Heimlich, Ulrich (2003): *Integrative Pädagogik. Eine Einführung*. Stuttgart: Kohlhammer.

Huber, Christian (2006): *Soziale Integration in der Schule?! Eine empirische Untersuchung zur sozialen Integration von Schülern mit sonderpädagogischem Förderbedarf im gemeinsamen Unterricht*. Marburg: Tectum-Verl.

Klemm, K. (2009). *Sonderweg Förderschulen: Hoher Einsatz, wenig Perspektiven*. Gütersloh: Bertelsmann Stiftung.

Knox, Emma; Conti-Ramsden, Gina (2003): Bullying risks of 11-year-old children with specific language impairment (SLI): Does school placement matter? In: *International Journal of Language & Communication Disorders* 38 (1), S. 1–12.

Kopp, Bärbel (2009): Inklusive Überzeugung und Selbstwirksamkeit im Umgang mit Heterogenität – Wie denken Studierende des Lehramts für Grundschulen? In: *Empirische Sonderpädagogik* (1), S. 5–25. Online verfügbar unter <http://www.psychologie-aktuell.com/fileadmin/download/esp/1-2009/kopp.pdf>.

Kunz, A., Luder, R. & Moretti, M. (2010). Die Messung von Einstellungen zur Integration (EZI). *Empirische Sonderpädagogik* (3), 83-94.

Law, James; Plunkett, Charlene C.; Stringer, Helen (2012): Communication interventions and their impact on behaviour in the young child: A systematic review. In: *Child Language Teaching and Therapy* 28 (1), S. 7–23.

Laws, Glynis; Bates, Geraldine; Feuerstein, Maïke; Mason-Apps, Emily; White, Catherine (2012): Peer acceptance of children with language and communication impairments in a mainstream primary school: Associations with type of language difficulty, problem behaviours and a change in placement organization. In: *Child Language Teaching and Therapy* 28 (1), S. 73–86.

Marshall, Julie; Stojanovic, Vesna; Ralph, Sue (2002): 'I never even gave it a second thought': PGCE students' attitudes towards the inclusion of children with speech and language impairments. In: *International Journal of Language & Communication Disorders* 37 (4), S. 475–489.

Mastropieri, Margo A.; Sweda, Jennifer; Scruggs, Thomas E. (2000): Putting mnemonic strategies to work in an inclusive classroom. In: *Learning Disabilities Research & Practice* 15 (2), S. 69–74.

McCartney, E., Boyle, J., Ellis, S., Bannatyne, S. & Turnbull, M. (2011). Indirect language therapy for children with persistent language impairment in mainstream primary schools: outcomes from a cohort intervention. *International Journal of Language & Communication Disorders*, 46 (1), 74-82.

Mecrow, Carol; Beckwith, Jennie; Klee, Thomas (2010): An exploratory trial of the effectiveness of an enhanced consultative approach to delivering speech and language intervention in schools. In: *International Journal of Language & Communication Disorders* 45 (3), S. 354–367.

Miller, Carol (2002): Learning from each other: Practitioners in school-based support for children with language and communication needs. In: *Support for Learning* 17 (4), S. 187–192.

Motsch, Hans-Joachim; Riehemann, Stephanie (2008): Effects of 'context-optimization' on the acquisition of grammatical case in children with specific language impairment: An experimental evaluation in the classroom. In: *International Journal of Language & Communication Disorders* 43 (6), S. 683–698.

- Nippold, Marilyn A. (2011): Language intervention in the classroom: What it looks like. In: *Language, Speech, and Hearing Services in Schools* 42 (4), S. 393–394.
- O'Toole, C.; Kirkpatrick, V. (2007): Building collaboration between professionals in health and education through interdisciplinary training. In: *Child Language Teaching and Therapy* 23 (3), S. 325–352.
- Petersen, Douglas B. (2011): A systematic review of narrative-based language intervention with children who have language impairment. In: *Communication Disorders Quarterly* 32 (4), S. 207–220.
- Ritter, Michaela J.; Saxon, Terrill F. (2011): Classroom-based phonological sensitivity intervention (PSI) using a narrative platform: An experimental study of first graders at risk for a reading disability. In: *Communication Disorders Quarterly* 33 (1), S. 3–12.
- Sadler, Jane (2005): Knowledge, attitudes and beliefs of the mainstream teachers of children with a preschool diagnosis of speech/language impairment. In: *Child Language Teaching and Therapy* 21 (2), S. 147–163.
- Steele, Sara C.; Mills, Monique T. (2011): Vocabulary intervention for school-age children with language impairment: A review of evidence and good practice. In: *Child Language Teaching and Therapy* 27 (3), S. 354–370.
- Stoneham, Gillie (2001): Friendship skills in children with specific language impairment. In: *International Journal of Language & Communication Disorders* 36 (Suppl), S. 276–281.