

References

- Aarts, N. (2001). Audiology overseas: A Saudi experience. *Hearsay: Journal of the Ohio Speech-Language-Hearing Association*, 14, 28-39.
- Abbott, P., & Sapsford, R. (2006). Life satisfaction in post-Soviet Russia and Ukraine. *Journal of Happiness Studies*, 7, 251-287.
- Abboud, S.K., & Kim, J. (2007). *How do Asian students get to the top of the class?* Retrieved 4/5/07 from <http://www.greatschools.net/cgi-bin/showarticle/ca/933?cpn=20070404pa1>.
- Abedi, J. (2004). No Child Left Behind Act and English language learners: Assessment and accountability issues. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 286-301). Clevedon, England: Multilingual Matters Ltd.
- Abu Baker, K. (2003). Marital problems among Arab families: Between cultural and family therapy interventions. *Arab Studies Quarterly*, 24, 53-62.
- Academic Communication Associates (2007). *Bilingual picture symbol communication resource*. Oceanside, CA: Author.
- Acevedo, M.A. (1991). *Spanish consonant acquisition among two groups of Head Start children*. Paper presented at annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Afsaruddin, A. (2006). The "Islamic state": genealogy, facts, and myths. *Journal of Church and State*, 48, 153-174.
- Ahmad, N.M. (2004). *Arab-American culture and health care*. Available at <http://www.case.edu/med/epidbio/mphp439/Arab-Americans.htm>.
- Alant, E., Bornman, J., & Lloyd, L.L. (2006). Issues in AAC research: How much do we really understand? *Disability and Rehabilitation*, 28, 143-150.
- Al-Hazza, T., & Lucking, B. (2005). The minority of suspicion: Arab Americans. *Multicultural Review*, 14, 32-38.
- Ali, S.R., Liu, W.L., & Humedian, M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology: Research and Practice*, 35, 635-642.
- Al-Jafar, A., & Buzzelli, C.A. (2004). The art of storytelling for cross cultural understanding. *International Journal of Early Childhood*, 36, 35-48.
- Allison, S. R., & Begay Vining, C. (1999). Native American culture and language: Considerations in service delivery. *Bilingual Review*, 24, 193-205.
- Alvarez McHatton, P., & Correa, V. (2005). Stigma and discrimination: Perspectives from Mexican and Puerto Rican mothers of children with special needs. *Topics in Early Childhood Special Education*, 25, 131-139.
- American Community Survey (2007). *Asian/Pacific American Heritage Month: May, 2007*. U.S. Census Bureau, American CS Office. Retrieved 6/21/07 from <http://www.prnewswire.com>.
- American Speech-Language Hearing Association (2001). Focused initiative: Culturally/Linguistically diverse populations. *Asha Supplement* #21, 9.
- American Speech-Language-Hearing Association (2003). *Highlights and trends: ASHA counts for 2003*. Retrieved June 6, 2004 from www.asha.org/about/membership-certification/member-counts.htm.
- American Speech-Language-Hearing Association (2005). *Introduction to evidence-based practice: What it is (and what it isn't)*. Retrieved 7/28/05 from www.asha.org/members/ebp/default.
- American Speech-Language-Hearing Association (2006). *Highlights and trends: ASHA member counts. Constituents—How many are there? How have numbers changed?* Retrieved May 25, 2006, from www.asha.org/about/membership-certification/member-counts.htm.
- American Speech-Language-Hearing Association (2007). Responsiveness to intervention (RTI). Retrieved 6/28/07 from <http://www.asha.org/members/slp/schools/prof-consult/RtoI.htm>.
- Anderson, I., Crengle, S., Kamaka, M., Chen, T., Palafox, N., & Jackson-Pulver, L. (2006). Indigenous health in Australia, New Zealand and the Pacific. *Lancet*, 367, 1775-1785.
- Anderson, R.T. (1998). The development of grammatical case distinctions in the use of personal pronouns by Spanish-speaking preschoolers. *Journal of Speech-Language-Hearing Research*, 41(2), 394-406.
- Anderson, R.T. (1999). Impact of first language loss on grammar in a bilingual child. *Communication Disorders Quarterly*, 21(1), 4-16.
- Anderson, R. (2002). Practical assessment strategies with Hispanic students. In A.E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 143-184). Boston, MA: Allyn & Bacon.
- Anderson, R. (2004). Children: Patterns of loss and implications for clinical practice. Influences, contexts, and processes. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 187-211). Baltimore, MD: Paul H. Brookes Publishing Co.
- Andrade, N. N., Hishinuma, E. S., McDermott, J. F., Jr., Johnson, R. C., Goebert, D. A., Makini, G. K., Jr., et al. (2006). The National Center on Indigenous Hawaiian Behavioral Health study of prevalence of psychiatric disorders in Native Hawaiian adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 26-36.

- Andreev, A.L. (2003). Society and education: A sociocultural profile of Russia. *Russian Education and Society*, 45, 5-22.
- Annett, M.M. (2001). More federal funds could reduce caseloads. *The ASHA Leader*, 6(7), 1.
- Arida, H. (2006). Teaching the Middle East: The perspectives method. *Teaching History: A Journal of Methods*, 31, 74-84.
- Arizona Department of Health Services (2005). *Differences in the health status among ethnic groups: Arizona 2003*. Phoenix: Author.
- Aron, D.E. (2006). Eye on religion: Buddhism and medicine. *Southern Medical Journal*, 99, 1450-1451.
- Aronson, J. (2007). *FAS and FAE issues in Russia*. Retrieved 3/5/07 from <http://www.russianadoption.org/fas.htm>.
- Asher, J.J. (2007). *TPR: After 40 years, still a very good idea*. Retrieved March 28, 2007, from <http://www.tpr-world.com/JapanArticle.pdf>.
- Asia Foundation (2007). Pacific Island overview. Retrieved 6/21/07 from <http://www.asiafoundation.org/Locations/pacificisland.html>.
- Asian and Pacific Islander American Health Forum (2006). Samoans in the United States. Available at <http://www.apiahf.org/resources/index.htm>.
- Assistive Technology Engineering Lab (2005). *Picture Master Language Software*. Oceanside, CA: Academic Communication Associates.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20, 50-57.
- Australian Centre for International and Tropical Health (2003). Community Health Profile: Samoa and Tonga. Retrieved 3/5/07 from http://www.health.qld.gov.au/multicultural/cultdiv/samoa_tonga.asp.
- Autism Incidence Encyclopedia (2007). Available at [http://en.allexperts.com/e/a/au/autism_\(incidence\).htm](http://en.allexperts.com/e/a/au/autism_(incidence).htm).
- Autism Society of America (2007). *Facts and statistics: Based on prevalence statistics from the Centers for Disease Control and Prevention*. Retrieved 2/21/07 from <http://www.autism-society.org>.
- Ayoob, M. (2004). Political Islam: Image and reality. *World Policy Journal*, 21, 1-14.
- Bagli, A. (2002). Multicultural aspects of deafness. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 361-414). Woburn, MA: Butterworth-Heinemann.
- Baker, C. (2000). *A parents' and teachers' guide to bilingualism*. London: Anness Publishing.
- Balderas, J.B. (2001, August 12). American Indians' enemy: Diabetes, lifestyle, diets blamed as 50% of Native Americans over 45 are affected. *The Washington Post*, p. A2.
- Banks, J.A. (2002). *An introduction to multicultural education* (3rd ed.). Boston: Allyn & Bacon.
- Barker, A.M. (1999). *Consuming Russia*. London: Duke University Press.
- Barnett, W.S., & Camili, G. (2002). Compensatory preschool education, cognitive development, and "race." In J.M. Fish (Ed.), *Race and intelligence: Separating science from myth* (pp. 369-406). Mahwah, NJ: Lawrence Erlbaum.
- Barone, D.M. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York: The Guilford Press.
- Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for special education. *Journal of Learning Disabilities*, 39, 142-156.
- Barrow, D. (2004). Networked collaboration transforms curricula: The case of Arab culture and civilization. *Liberal Education*, 90, 48-55.
- Battle, D.E. (Ed.) (2002a). *Communication disorders in multicultural populations* (3rd ed.). Woburn, MA: Butterworth-Heinemann.
- Battle, D.E. (2002b). Middle Eastern and Arab American cultures. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 113-134). Woburn, MA: Butterworth-Heinemann.
- Beane, M. (2006). *An adventure in American cultures and values: International student guide to the United States of America*. Retrieved 12/27/06 from http://www.internationalstudentguidetotheusa.com/articles/american_culture/culture.htm.
- Beardsmore, H.B. (1993). European models of bilingual education: Practice, theory and development. *Journal of Multilingual and Multicultural Development*, 14 (1,2), 103-120.
- Beaumont, C. (1992). Service delivery issues. In H. Langdon and L. Cheng (Eds.), *Hispanic children and adults with communication disorders*. Gaithersburg, MD: Aspen Publishers, Inc.
- Bebout, L., & Arthur, B. (1992). Cross-cultural attitudes about speech disorders. *Journal of Speech and Hearing Research*, 35(2), 45-52.
- Bedore, L.M., & Leonard, L.B. (2000). The effects of inflectional variation on fast mapping of verbs in English and Spanish. *Journal of Speech-Language-Hearing Research*, 43(1), 21-33.
- Bedore, L.M., Peña, E.D., García, M., & Cortez, C. (2005). Conceptual versus monolingual scoring: When does it make a difference? *Language, Speech, and Hearing Services in Schools*, 36, 188-200.
- Begay Vining, C. (1999, November). Navajo perspectives on developmental disabilities. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Bell, N. (1991). *Visualizing and verbalizing for language comprehension and thinking*: Paso Robles, CA: Academy of Reading Publications.
- Bellafante, G. (2004, December). An immigrant group in a rush to marry young. *The New York Times*, Section A, Column 1, Metropolitan Desk, p. 1.
- Bengston, D., & Baldwin, C. (1993). *The international student: Female circumcision issues*. *Journal of Multicultural Counseling and Development*, 21 (3), 168-173.
- Bennett, C.I. (2003). *Comprehensive multicultural education: Theory and practice* (4th ed.). Boston: Allyn & Bacon.
- Berglund, E., Eriksson, M., & Johansson, I. (2001). Parental reports of spoken language skills in children with Down syndrome. *Journal of Speech, Language, and Hearing Research*, 44, 179-191.
- Berke, J. (2007). Sign language—Spanish sign language. Your Guide to Deafness. Available at www.deafness.about.com.
- Bernstein, D.K., & Tiegernan-Farber, E. (2002). *Language and communication disorders in children* (5th ed.). Boston, MA: Allyn & Bacon.

- Bialystok, E., Luk, G., & Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific Studies of Reading, 9*, 43.
- Bialystok, E., McBride-Chang, C., & Luk, G. (2005). Bilingualism, language proficiency, and learning to read in two writing systems. *Journal of Educational Psychology, 97*, 580-590.
- Bianchi, S.M., & Casper, L.M. (2005). Explanations of family change: A family demographic perspective. In V.L. Bengsten, A.C. Acock, K.R. Allen, P. Dilworth-Anderson, & D.M. Klein (Eds.), *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage.
- Bilici, M. (2005). American jihad: Representations of Islam in the United States after 9/11. *American Journal of Social Sciences, 22*, 50-69.
- Binger, C., & Light, J. (2006). Demographics of preschoolers who require AAC. *Language, Speech, and Hearing Services in Schools, 37*, 200-208.
- Black, R.W. (2005). Access and affiliation: The literacy and composition practices of English-language learners in an online fanfiction community. *Journal of Adolescent and Adult Literacy, 49*, 118-128.
- Blair, S.L., & Qian, Z. (1998). Family and Asian students' educational performance. *Journal of Family Issues, 19*, 355-374.
- Bland-Stewart, L.M. (2005). Difference or deficit in speakers of African American English: What every clinician should know...and do. *The ASHA Leader, 10*, 6-31.
- Bliss, L.S. (2002). *Discourse impairments: Assessment and intervention applications*. Boston, MA: Allyn & Bacon.
- Bliss, L.S., McCabe, K., & Mahecha, N. (2001). Analyses of narratives from Spanish-speaking bilingual children. *Contemporary Issues in Communication Sciences and Disorders, 28*, 733-739.
- Bloom, L., & Lahey, M. (1978). *Language development and language disorders*. New York: John Wiley & Sons.
- Boswell, S. (2004). An overview of No Child Left Behind. *The ASHA Leader, 9*, 8-9.
- Bowen, D. E. (2005). Honoring the elders: Interviews with two Lakota men. *Journal of Sociology and Social Welfare, 32*, 125-134.
- Bozorgmehr, M. (2001). Information available from www.iranian.com/Opinion/2001/May/Iranians.
- Brice, A.E. (2000a). Code switching and code mixing in the ESL classroom: A study of pragmatic and syntactic features. *Advances in speech language pathology. Journal of the Speech Pathology Association of Australia, 20(1)*, 19-28.
- Brice, A.E. (2000b). Which language for bilingual speakers? Factors to consider. Special Interest Division 14, *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 6(1)*. Rockville Pike, MD: American Speech-Language-Hearing Association.
- Brice, A.E. (2002). *The Hispanic child: Speech, language, culture and education*. Boston, MA: Allyn & Bacon.
- Brice, A.E., & Anderson, R. (1999). Code mixing in a young bilingual child. *Communication Disorders Quarterly, 21(1)*, 17-22.
- Brice, A.E., & Brice, R.G. (2007). School language and classroom programs for children with language impairments: Collaborating with parents and school personnel. In C. Roseberry-McKibbin, *Language disorders in children: A multicultural and case perspective* (pp. 441-464). Boston: Allyn & Bacon.
- Brice, A.E., & Miller, K.J. (2000). Case studies in inclusion: What works, what doesn't. *Communication Disorders Quarterly, 21(4)*, 237-241.
- Brice, A.E., Miller, K.J., & Brice, R.G. (2006). Language in the English as a second language and general education classrooms: A tutorial. *Communication Disorders Quarterly, 27*, 240-247.
- Brice, A.E., & Montgomery, J. (1996). Adolescent pragmatic skills: A comparison of Latino students in English as a second language and speech and language programs. *Language, Speech, and Hearing Services in Schools, 27(1)*, 68-81.
- Brice, A.E., & Roseberry-McKibbin, C. (1999a). *A case example of a bilingual evaluation: A tutorial. Florida Journal of Communication Disorders, 19*, 25-31.
- Brice, A.E., & Roseberry-McKibbin, C. (1999b). Turning frustration into success for English language learners. *Educational Leadership, 56(7)*, 53-55.
- Bridges, S.J., & Midgette, T.E. (2000). Augmentative/alternative communication and assistive technology. In T. Coleman (Ed.), *Clinical management of communication disorders in culturally diverse children* (pp. 295-333). Needham Heights, MA: Allyn & Bacon.
- Brito, L., Pérez, X., Bliss, L., & McCabe, A. (1999, November). The narratives of school-aged Spanish speaking children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- Britto, P., Brooks-Gunn, J., & Griffin, T. M. (2006). Maternal reading and teaching patterns: Associations with school readiness in low-income African American families. *Reading Research Quarterly, 41*, 68-89.
- Burnett, B. (2000). *Close-up. The ASHA Leader, 5(10)*, 26.
- Burt, H., & Dulay, H. (1978). Some guidelines for the assessment of oral language proficiency and dominance. *TESOL Quarterly, 12*, 177-192.
- Cadge, W. (2005). *Heartwood: The first generation of Theravada Buddhism in America*. Chicago: University of Chicago.
- Caesar, L. G., & Kohler, P. D. (2007). The state of school-based bilingual assessment: Actual practice versus recommended guidelines. *Language, Speech, and Hearing Services in Schools, 38*, 190-200.
- Cahnmann, M., & Varghese, M. M. (2005). Critical advocacy and bilingual education in the United States. *Linguistics and Education, 16*, 59-73.
- California Department of Education (1999). *Language census summary statistics, 1998-1999*. Sacramento, CA: California Department of Education.
- California Education Code (1991). *California Education Code, 1991 Compact Edition*. St. Paul, MN: West Publishing Company.
- Callicott, K. J. (2003). Culturally sensitive collaboration within person-centered planning. *Focus on Autism and Other Developmental Disabilities, 18*, 60-68.
- Campbell, D. (2001). Multicultural competency. *ADVANCE for Speech-Language Pathologists and Audiologists, 11(9)*, 7-8.
- Campbell, L.R. (1993). Maintaining the integrity of home linguistic varieties: Black English Vernacular. *American Journal of Speech-Language Pathology, 2*, 85.

- Campbell, L.R. (1996). Issues in service delivery to African American children. In Kamhi, A.G., Pollock, K.E., & Harris, J.L. (Eds.), *Communication development and disorders in African American children* (pp. 73-94). Baltimore: Paul H. Brookes Publishing Co.
- Campbell, T., Dollaghan, C., Needleman, H., & Janosky, J. (1997). Reducing bias in language assessment: Processing-dependent measures. *Journal of Speech, Language, and Hearing Research, 40*, 519-525.
- Cantor, A.G., Goldman, L., Courtney, J.G., & Kattan, D. (2003). *Differences in sources of lead exposure for Hispanic and non-Hispanic childhood lead poisoning cases in California*. Paper presented at the 131st annual meeting of the APHA, November 17, 2003.
- Cárdenas-Hagan, E., Carlson, C. D., & Pollard-Durodola, S. D. (2007). The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language of instruction. *Language, Speech, and Hearing Services in Schools, 38*, 249-259.
- Carreon, G.P., Drake, C., & Barton, A.C. (2005). The importance of presence: Immigrant parents' school engagement experiences. *American Education Research Journal, 42*, 465-500.
- Carrier, K. A. (2005). Key issues for teaching language learners in academic classrooms. *Middle School Journal, 37*, 4-9.
- Carta, J.J., & Atwater, J.B. (2003, September). The impact of an early intervention program on parent-child interactions and children's developmental trajectories. In J. Carta (Chair), *Panel on parent-child interactions*. Panel presented at the meeting of the International Society of Early Intervention, Rome, Italy.
- Carter, J. A., Lees, J. A., Murira, G. M., Gona, J., Neville, B. G.R., & Newton, C. R. J. C. (2005). Issues in the development of cross-cultural assessments of speech and language for children. *International Journal of Language & Communication Disorders, 40*, 385-401.
- Case, R.E., Ndura, E., & Righettoni, M. (2005). Balancing linguistic and social needs: Evaluating texts using a critical language awareness approach. *Journal of Adolescent and Adult Literacy, 48*, 374-391.
- Cashman, H.R. (2006). Who wins in research on bilingualism in an anti-bilingual state? *Journal of Multilingual and Multicultural Development, 27*, 42-60.
- Centeno, J.G. (2007). From theory to realistic praxis: Service-Learning as a teaching method to enhance speech-language services with minority populations. In A.J. Wurr & J. Hellenbrandt (Eds.), *Learning the language of global citizenship: Service-learning in applied linguistics* (pp. 190-218). Boston: Anker Publishing Company, Inc.
- Center for International Rehabilitation (2004). Russia. Retrieved June 30, 2004 from www.cirnnetwork.org/idrm/reports/russia.cfm.
- Chadwick, D. (2000). The Samoan way. *National Geographic, 198*, 72.
- Chamberlain, A., & Roseberry-McKibbin, C. (2008, April). *American Indians and mainstream SLPs: The merging of two worlds*. Paper presented at the annual meeting of the California Speech, Language, and Hearing Association, Monterey, CA.
- Chamberlain, S.P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40*, 195-211.
- Champion, T., & Mainess, K. (2003). Typical and disordered narration in African American children. In A. McCabe & L.S. Bliss, *Patterns of narrative discourse: A multicultural lifespan approach* (pp. 55-70). Boston: Allyn & Bacon.
- Champion, T.B., Hyter, Y.D., McCabe, A., & Bland-Stewart, L.M. (2003). "A matter of vocabulary": Performances of low-income African American Head Start children on the Peabody Picture Vocabulary Test-III. *Communication Disorders Quarterly, 24*, 121-128.
- Chen, C. (2006). From filial piety to religious piety: Evangelical Christianity reconstructing Taiwanese immigrant families in the United States. *IMR, 40*, 573-602.
- Chen, E., Martin, A.D., & Matthews, K.A. (2006). Understanding health disparities: The role of race and socioeconomic status in children's health. *American Journal of Public Health, 96*, 702-708.
- Chan, S., & Lee, E. (2004). Families with Asian roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide to working with young children and their families* (3rd ed.) (pp. 219-298). Baltimore: Paul H. Brookes Publishing Co.
- Chen, Y. (2001). Chinese values, health and nursing. *Journal of Advanced Nursing, 36*, 270-273.
- Cheng, L.L. (1987). *Assessment and remediation of Asian language populations*. Rockville Pike, MD: Aspen.
- Cheng, L.L. (1991). *Assessing Asian language performance* (2nd ed.). Oceanside, CA: Academic Communication Associates.
- Cheng, L.L. (1999). Struggling to be heard: The unmet needs of Asian Pacific Americans. *Asha, 41*(6), 10-13.
- Cheng, L.L. (2002). *Asian and Pacific American cultures*. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 71-111). Boston: Butterworth Heinemann.
- Cheng, L.L. (2007). Codes and contexts: Exploring linguistic, cultural, and social intelligence. *The ASHA Leader, 12*, 8-33.
- Cheng, L.L. (2002). *Asian and Pacific American cultures*. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 71-112). Woburn, MA: Butterworth-Heinemann.
- Cheng, L.L., Nakasato, J., & Wallace, G.J. (1995). The Pacific Islander population and the challenges they face. In L.L. Cheng (Ed.), *Integrating language and learning for inclusion: An Asian-Pacific focus* (pp. 63-106). San Diego: Singular Publishing Group, Inc.
- Chiat, S., & Roy, P. (2007). The preschool repetition test: An evaluation of performance in typically developing and clinically referred children. *Journal of Speech, Language, and Hearing Research, 50*, 429-443.
- Child Trends Data Bank (2003). *School communication in parents' native language*. Retrieved 8/7/06 from <http://www.childtrendsdata-bank.org/indicators/104CommunicateNativeLang.cfm>.
- Cho, S.J., Singer, G.H.S., & Brenner, M.B. (2003). A comparison of adaptation to childhood disability in Korean immigrants and Korean mothers. *Focus on Autism and other Developmental Disabilities, 18*, 9-19.
- Choi, C., & McPherson, B. (2005). Noise levels in Hong Kong primary schools: Implications for classroom listening. *International Journal of Disability, Development and Education, 52*, 345-360.

- Chung, C. (2006). Between principle and situation: Contrasting styles in the Japanese and Korean traditions of moral culture. *Philosophy East & West*, 56, 253-280.
- Clark, E., & Zhou, Z. (2005). Autism in China: From acupuncture to applied behavioral analysis. *Psychology in the Schools*, 42, 285-295.
- Clark, R. L., & Mendoza, R. H. (2002). Assessing cultural lifestyles of urban American Indians. *American Indian Culture and Research Journal*, 26, 1-13.
- Clark, S., & Kelley, S.D.M. (1992). Traditional Native American values: *Conflict or concordance in rehabilitation?* *Journal of Rehabilitation*, 58 (2), 23-27.
- Cognitive Concepts (2003). *Earobics: Sound foundations for reading and spelling*. Evanston, IL: Author.
- Coleman, L. J., & Southern, W. T. (2006). Bringing the potential of underserved children to the threshold of talent development. *Gifted Child Today*, 39, 35-45.
- Coleman, T.J., & McCabe-Smith, L. (2000). Key terms and concepts. In T.J. Coleman, *Clinical management of communication disorders in culturally diverse children* (pp. 3-12). Needham Heights, MA: Allyn & Bacon.
- Coles-White, D. (2004). Negative concord in child African American English: Implications for specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47, 212-222.
- Collins, M.F. (2005). ESL preschoolers' English vocabulary acquisition from storybook reading. *Reading Research Quarterly*, 40, 406-408.
- Connor, C.M., & Craig, H.K. (2006). African American preschoolers' language, emergent literacy skills, and use of African American English: A complex relation. *Journal of Speech, Language, and Hearing Research*, 49, 771-792.
- Coltrane, B. (2003). Working with young English language learners: Some considerations. *ERIC Digest*; retrieved 7/17/03 from <http://www.cal.org/ericcl/digest/0301coltrane.html>.
- Conti-Ramsden, G. (2003). Processing and linguistic markers in young children with specific language impairment (SLI). *Journal of Speech, Language, and Hearing Research*, 46, 1029-1037.
- Cox, P. (2006). Samoan Americans. Retrieved 3/5/07 from <http://www.everyculture.com/multi/Pa-Sp/Samoan-Americans.html>.
- Craig, H.K., Thompson, C.A., Washington, J.A., & Potter, S.L. (2003). Phonological features of child African American English. *Journal of Speech-Language-Hearing Research*, 46, 623-635.
- Craig, H.K., & Washington, J.A. (2000). An assessment battery for identifying language impairments in African American children. *Journal of Speech-Language-Hearing Research*, 43(2), 366-379.
- Craig, H.K., & Washington, J.A. (2004a). Grade-related changes in the production of African American English. *Journal of Speech, Language, and Hearing Research*, 47, 450-463.
- Craig, H.K., Washington, J.A., & Thompson-Porter, C. (1998). Average C-unit lengths in the discourse of African American children from low-income, urban homes. *Journal of Speech-Language-Hearing Research*, 41(2), 433-444.
- Craig, H.K., & Washington, J.A. (2004b). Language variation and literacy learning. In C.A. Stone, E.R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 228-243). New York: The Guilford Press.
- Crawford, J. (2003). Hard sell: Why is bilingual education so unpopular with the American public? In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 145-164). Clevedon, England: Multilingual Matters Ltd.
- Crowley, C.J. (2003). Diagnosing communication disorders in culturally and linguistically diverse students. *ERIC Digest E650*, October, 2003.
- Cruzado-Guerrero, J.R., & Carta, J.J. (2006). Assessing vocabulary and the bilingual environment in young Latino children. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, ASHA SID 14 Newsletter*, 13, 9-13.
- Culatta, B., Reese, M., & Setzer, L. A. (2006). Early literacy instruction in a dual language (Spanish-English) kindergarten. *Communication Disorders Quarterly*, 27, 67-42.
- Cullen, T. (2006). HIV/AIDS in Papua New Guinea: A reality check. *Pacific Journalism Review*, 12, 153-164.
- Cummins, J. (1990, January). *Empowerment and critical pedagogy in bilingual teacher training programs*. San Francisco: California Association of Bilingual Education.
- Cummins, J. (1991a). Empowering culturally and linguistically diverse students with learning problems. *ERIC Digest, EDO-EC-91-5*, 9-10.
- Cummins, J. (1991b). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), *Language processing in bilingual children* (pp. 70-89). New York: Cambridge University Press.
- Cummins, J. (1992a). Bilingual education and English immersion: The Ramírez report in theoretical perspective. *Bilingual Research Journal*, 16 (1,2), 91-104.
- Cummins, J. (1992b). Empowerment through biliteracy. In J.R. Tinajero & A.F. Ada (Eds.), *The power of two languages: Literacy and biliteracy for Spanish-speaking students*. New York: MacMillan/McGraw Hill.
- Cummins, J. (1992c). The role of primary language development in promoting educational success for language minority students. In C. Leyba (Ed.), *Schooling and language minority students: A theoretical framework*. Calif. State University, Los Angeles, CA.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the cross-fire*. Clevedon, England: Multilingual Matters.
- Cummins, J., Chow, P., & Schecter, S.R. (2006). Community as curriculum. *Language Arts*, 83, 297-307.
- Curenton, S.M., & Justice, L.M. (2004). African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. *Language, Speech, and Hearing Services in Schools*, 35, 240-253.
- Curtin, E. M. (2006). Lessons on effective teaching from middle school ESL students. *Middle School Journal*, 37, 38-45.
- Dabars, Z. (1995). *The Russian way*. Chicago: Passport Books.

- Daley, K.A., Pirie, P.L., Rhodes, K.L., Hunter, L.I., & Davey, C.S. (2007). Early otitis media among Minnesota American Indians: The Little Ears study. *American Journal of Public Health, 97*, 317-322.
- Daneshpour, M. (1998). Muslim families and family therapy. *Journal of Marital and Family Therapy, 24*, 355-390.
- Dapice, A.N. (2006). The medicine wheel. *Journal of Transcultural Nursing, 17*, 251-260.
- Darling, C.A. (2005). Changes and challenges: *Families in a diverse culture. Journal of Family and Consumer Sciences, 97*, 8-13.
- de Jesus, M.L. (2005). *Pinay power*. New York: Routledge Taylor and Francis Group.
- de Rivera, C., Girolametto, L., Greenberg, J., & Weitzman, E. (2005). Children's responses to educators' questions in day care play groups. *American Journal of Speech-Language Pathology, 14*, 14-26.
- Deering, P.D. (2005). It takes an 'ohana to educate young adolescents in a multilingual, multicultural society. *Middle School Journal, 37*, 15-21.
- Delgado, E.A., & Canabal, M.E. (2004). Work and family balance among Latinos in the U.S.: Barriers and facilitators. *Journal of Family and Consumer Sciences, 96*, 26-31.
- Demine, A.K. (2000). Public health in eastern Europe. *The Lancet Perspectives, 356*, 49.
- Demmert, W.G. (2005). The influences of culture on learning and assessment among Native American students. *Learning Disabilities Research and Practice, 20*, 16-23.
- Dickinson, D., & Tabors, P.O. (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore, MD: Brookes Publishing Co.
- Diken, I. H., & Rutherford, R. B. (2005). First step to success early intervention program: A study of effectiveness with Native American children. *Education and Treatment of Children, 28*, 444-465.
- Dillon, B.C., & Murphy, C. (2008). *Interviewing in action in a multicultural world* (3rd ed.). Belmont, CA: Thomson Higher Education.
- Dilworth-Bart, J.E., & Moore, C. F. (2006). Mercy mercy me: Social injustice and the prevention of environmental pollutant exposures among ethnic minority and poor children. *Child Development, 77*, 247-265.
- Dingle Swanson, J. (2006). Breaking through assumptions about low-income, minority gifted students. *Gifted Child Quarterly, 50*, 11-25.
- Doan, D. (2005). Moral education or political education in the Vietnamese educational system? *Journal of Moral Education, 34*, 451-463.
- Dodge, E.P. (2000). Communication and collaboration. In Dodge, E.P. (Ed.), *The survival guide for school-based speech-language pathologists* (pp. 57-97). San Diego, CA: Singular Publishing /Thomson Learning.
- Dollaghan, C.A., & Campbell, T.F. (1998). Nonword repetition and child language impairment. *Journal of Speech, Language, and Hearing Research, 41*, 1136-1146.
- Domyancic, L. (2000). Service delivery to Russian immigrants: An ethnographic survey. Unpublished master's thesis, California State University, Sacramento.
- Drabick, D. A. G., Beauchaine, T. P., Gadow, K. D., Carlson, G. A., & Bromet, E. J. (2006). Risk factors for conduct problems and depressive symptoms in a cohort of Ukrainian children. *Journal of Clinical Child and Adolescent Psychology, 35*, 244-252.
- Dragga, S. (1999). Ethical intercultural technical communication: Looking through the lens of Confucian ethics. *Technical Communication Quarterly, 8*, 365-381.
- Draper Rodríguez, C., & Higgins, K. (2005). Preschool children with developmental delays and limited English proficiency. *Intervention in School and Clinic, 40*, 236-242.
- Duran, E. (2006). *Teaching English learners in inclusive classrooms* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Dyches, T.T., Wilder, L.K., Sudweeks, R.R., Obiakor, F.E., & Algozzine, B. (2004). Multicultural issues in autism. *Journal of Autism and Developmental Disabilities, 34*, 211-222.
- Dyer, L. (2006). *Language development and internationally adopted children*. Retrieved 12/27/06 from <http://www.adoptvietnam.org/adoption/health-language.htm>.
- Education Week Research Center (2007). English-language learners. Edweek.org. Retrieved 6/27/07 from <http://www2.edweek.org/rc/issues/engilsh-language-learners/?levelId=1000&>.
- Education World (2007). Celebrating Asian and Pacific-Island heritage. Retrieved 6/21/07 from http://www.education-world.com/a_lesson/lesson/lesson340.shtml.
- Ehren, B.J., Montgomery, J., Rudebusch, J., & Whitmire, K. (2006). *Responsiveness to intervention: New roles for speech-language pathologists*. American Speech-Language-Hearing Association; retrieved 12/29/06 from <http://www.asha.org/members/slp/schools/prof-consult/NewRolesSLP.htm>.
- Englebret, E., Bear Eagle, D., & CHiXapKaid, D.M. P. (2007). American Indian stories enrich intervention. *The ASHA Leader, 12*, 26-27.
- ERIC Clearinghouse on Urban Education (2006). *Facilitating transition to the mainstream: Sheltered English vocabulary development*. Retrieved 10/24/06 from <http://www.nclae.gwu.edu/pubs/classics/pig/06sheltered.htm>.
- Eriks-Brophy, a., & Ayukawa, H. (2000). The benefits of sound-field amplification in classrooms of Inuit students of Nunavik: A pilot project. *Language, Speech, and Hearing Services in Schools, 31*, 234-33.
- Eschevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. *The Journal of Educational Research, 99*, 195-211.
- Estes, K.G., Evans, J.L., & Else-Quest, N.M. (2007). Differences in the nonword repetition performance of children with and without specific language impairment: A meta-analysis. *Journal of Speech, Language, and Hearing Research, 50*, 177-195.

- Evans, E., Spear, S.E., Huang, Y.C., & Hser, Y.I. (2006). Outcomes of drug and alcohol treatment among American Indians in California. *American Journal of Public Health, 96*, 889-396.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, and Giroux.
- Falk-Ross, E.C. (2002). *Classroom-based language and literacy intervention: A programs and case studies approach*. Boston, MA: Allyn & Bacon.
- Faumuina, M. (2001). Being Samoan, through a child's eyes. *Christian Science Monitor, 93*, 16.
- Fan, R. (2002). Reconstructionist Confucianism and health care: An Asian moral account of health care resource allocation. *Journal of Medicine and Philosophy, 27*, 675-682.
- Fan, R., & Li, B. (2004). Truth telling in medicine: The Confucian view. *Journal of Medicine and Philosophy, 29*, 179-193.
- Fang, X., & Ping-an, H. (1992). Articulation disorders among speakers of Mandarin Chinese. *American Journal of Speech Language Pathology, 1* (4), 15-16.
- Fazio, B.B. (1998). Serial memory in children with specific language impairment: Examining specific content areas for assessment and intervention. In R.B. Gillam (Ed.), *Memory and language impairment in children and adults: New perspectives* (pp. 64-82). Gaithersburg, MD: Aspen Publishers, Inc.
- Fensbo, C. (2004). Mental and behavioural outcome of inter-ethnic adoptees: A review of the literature. *European Child and Adolescent Psychiatry, 13*, 55-63.
- Fenson, L., Dale, P., Reznick, J., Bates, E., Thal, D.J., & Pethick, S.J. (1993). *McArthur Communicative Developmental Inventories: User's guide and technical manual*. San Diego, CA: Singular.
- Feuerstein, R., Rand, Y., Jensen, M.R., Kaniel, S., & Turzel, D. (1987). Prerequisites for assessment of learning potential: The LPAD model. In C.S. Lidz (Ed.), *Dynamic assessment: An interactional approach to evaluating learning potential* (pp. 35-51). New York: The Guilford Press.
- Fey, M., Windsor, J., & Warren, S.F. (1995). *Language intervention: Preschool through elementary years*. (Vol. 5 in Communication and Language Intervention Series). Baltimore, MD: Paul H. Brookes Publishing Co.
- Fiestas, C.E., & Peña, E.D. (2004). Narrative discourse in bilingual children: Language and task effects. *Language, Speech, and Hearing Services in Schools, 35*, 155-168.
- Figueroa, R.A., & Newsome, P. (2006). The diagnosis of learning disability in English learners. *Journal of Learning Disabilities, 39*, 206-214.
- Fisher, D., Frey, N., & Williams, D. (2002). Seven literacy strategies that work. *Educational Leadership, 60*, 70-73.
- Fleming, W.C. (2006). Myths and stereotypes about Native Americans. *Phi Delta Kappan, 88*, 213-234.
- Fontes, L.A. (2005). *Child abuse and culture: Working with diverse families*. New York: Guilford.
- Forum on Child and Family Statistics (2006). *America's children in brief: Key National Indicators of well-being, 2006*. Retrieved 8/28/06 from <http://www.childstats.gov/americaschildren/eco.asp>.
- Freeman, D.E., & Freeman, Y.W. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Portsmouth, NH: Heinemann.
- Freeman, R. (2004). Reviewing the research on language education programs. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 3-18). Clevedon, England: Multilingual Matters Ltd.
- Friedlander, R. (1993). BHSM comes to the Flathead Indian Reservation. *Asha, 35*(5), 28-29.
- Frisbie, W.P., Cho, Y., & Hummer, R.A. (2006). Immigration and the health of Asian and Pacific Islander adults in the United States. *American Journal of Epidemiology, 153*, 372-380.
- Fukuyama, S., Inaoka, T., Matsumura, Y., Yamauchi, T., Natsuhara, K., Kimura, R., & Ohtsuka, R. (2005). Anthropometry of 5-19 year old Tongan children with special interest in the high prevalence of obesity among adolescent girls. *Annals of Human Biology, 32*, 714-723.
- Fung, F., & Roseberry-McKibbin, C. (1999). Service delivery considerations in working with clients from Cantonese-speaking backgrounds. *American Journal of Speech-Language Pathology, 8*(4), 309-318.
- Galanti, G. (2004). *Cultural diversity in health care*. Retrieved 12/27/06 from <http://www.ggalanti.com/concepts.html>.
- Gallaudet Research Institute (December, 2005). *Regional and National Summary Report of Data from the 2004-2005 Annual Survey of Deaf and Hard of Hearing Children and Youth*. Washington, DC: GRI, Gallaudet University.
- Gandara, P. (2004). Building bridges to college. *Educational Leadership, 62*, 56-60.
- Gandhi, R.S. (2003). Family and feminism: Women, their position, rights and obligations in cross-cultural perspective. *Journal of Comparative Family Studies, 34*, 605-611.
- García, B., Mendez Pérez, A., & Ortiz, A.A. (2000). Mexican American mothers' beliefs about disabilities: Implications for early childhood intervention. *Remedial and Special Education, 21*, 90-102.
- García, S.B., & Ortiz, A.A. (2006). New directions in research: Cultural considerations with respect to international models. *Reading Research Quarterly, Jan/Feb/March 2006 issue*.
- Garrett, M.T., Garrett, J.T., Torres-Rivera, M.W., & Roberts-Wilbur, J. (2005). Laughing it up: Native American humor as spiritual tradition. *Journal of Multicultural Counseling and Development, 33*, 194-204.
- Garrett, M., & Pichette, E.F. (2000). Red as an apple: Native American acculturation and counseling with or without reservation. *Journal of Counseling & Development, 78*, 3-13.
- Geaves, R. (2005). *Aspects of Islam*. Washington, DC: Georgetown University Press.

- Genesee, F., Paradis, J., & Crago, M.B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learners*. Baltimore, MD: Brookes Publishing Co.
- Gersten, R., & Geva, E. (2003). Teaching reading to early language learners. *Educational Leadership*, 60, 44-49.
- Ghali, J.K., Cooper, R.S., Kowatly, I., & Liao, Y. (1993). Delay between onset of chest pain and arrival to the coronary care unit among minority and disadvantaged patients. *Journal of the National Medical Association*, 85 (3), 180-184.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Gildersleeve-Neumann, C. (2007, May). *Valid assessment and treatment of clients from diverse backgrounds: A workshop for SLPs*. Workshop presented in Sacramento, CA.
- Gillam, R.B., Cowan, N., & Day, L. (1995). Sequential memory in children with and without language impairment. *Journal of Speech and Hearing Research*, 38, 393-402.
- Gillam, R.B., & van Kleeck, A. (1998). Phonological awareness training and short-term working memory: Clinical implications. In R.B. Gillam (Ed.), *Memory and language impairment in children and adults: New perspectives* (pp. 83-96). Gaithersburg, MD: Aspen Publishers, Inc.
- Gillon, G.T. (2004). *Phonological awareness: From research to practice*. New York: Guilford Publications, Inc.
- Gindis, B. (2000). Language-related issues for international adoptees and adoptive families. In T. Tepper, L. Hannon, & D. Sandstrom (Eds.), *International adoption: Challenges and opportunities* (pp. 98-108). Meadow Lands, PA: Center for Cognitive-Developmental Assessment and Remediation.
- Gindis, B. (2004). Language development in internationally adopted children. *China Connection*, 10, 34-37.
- Gindis, B. (2005). Cognitive, language, and educational issues of children adopted from overseas orphanages. *Journal of Cognitive Education and Psychology*, 4, 291-311.
- Glennen, S. (2006, April). *Language development and disorders in internationally adopted infants and toddlers*. Seminar presented at the annual meeting of the California Speech-Language-Hearing Association, San Francisco, CA.
- Glennen, S. (2007). Predicting language outcomes for internationally adopted children. *Journal of Speech, Language, and Hearing Research*, 50, 529-548.
- Glennen, S., & Bright, B.J. (2005). Five years later in school-age internationally adopted children. *Seminars in Speech and Language*, 26, 86-201.
- Glennen, S., & Masters, M.G. (1999, November). Language development and delay in children adopted internationally. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- Goehner, D. (2005). *Russian/American cultural contrasts*. Retrieved 12/27/07 from <http://www.goehner.com/russinfo.htm>.
- Goldstein, B.A. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular Publishing Group/Thomson Learning.
- Goldstein, B.A. (2004). Bilingual language development and disorders: Introduction and overview. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 3-20). Baltimore, MD: Paul H. Brookes Publishing Co.
- Goldstein, B.A., Fabiano, L., & Washington, P.S. (2005). Phonological skills in predominantly English-speaking, predominantly Spanish-speaking, and Spanish-English bilingual children. *Language, Speech, and Hearing Services in Schools*, 36, 201-218.
- Goldstein, B.A., & Iglesias, A. (1996). Phonological patterns in normally developing Spanish-speaking 3- and 4-year olds. *Language, Speech, and Hearing Services in Schools*, 27(1), 82-90.
- Goldsworthy, C. (2003). *Developmental reading disabilities: A language-based treatment approach* (2nd ed.). San Diego, CA: Singular Publishing/Thomson Learning.
- Gollnick, D.M., & Chinn, P.C. (2002). *Multicultural education in a pluralistic society* (6th ed.). Columbus, OH: Merrill.
- Gonzales, D. (2007). *Evaluating bilingual students for eligibility as speech/language impaired: A handbook for evidence-based decision-making*. Houston, TX: Region 4 Education Service Center.
- Gonzales, M.D., Ezell, H.K., & Randolph, E. (1999, November). *Home literacy environments of migrant Mexican-American families*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- GoPaul-McNichol, S., & Armour-Thomas, E. (2002). *Assessment and culture: Psychological tests with minority populations*. San Diego: Academic Press.
- Graham, L.O. (2000). *Our kind of people: Inside America's Black upper middle class*. New York: HarperCollins Publishers.
- Gray, T., & Fleischman, S. (2005). Successful strategies for English language learners. *Educational Leadership*, 62, 84-85.
- Green, T. (2005). Using technology to help English Language Learner students develop language skills: A home and school connection. *Multicultural Education*, 13, 56-59.
- Green, T.D. (2005). Promising prevention and early intervention strategies to reduce overrepresentation of African American students in special education. *Preventing School Failure*, 49, 33-41.
- Grether, S.M. (2006). Augmentative and alternative communication (AAC) and literacy: Strategies for building skills. HEARSAY Focuses on Literacy, *Journal of the Ohio Speech-Language-Hearing Association*, 18, 21-25.
- Griffin, A., & de la Vega, N. (2003). Overwhelmed and underequipped: Latino immigrants whose children have autism struggle to find care and support. *LD online*, available at <http://www.ldonline.org/xarbb/printtopic/9764?theme=print> (WETA, 2006).

- Grimm, D. (2006, March). *Curriculum-relevant therapy: From design to delivery*. Paper presented at the annual meeting of the California Speech-Language-Hearing Association, San Francisco, CA.
- Gronroos, N. (2003). Cultural considerations in discussing mental retardation. Retrieved 7/14/03 from http://www.naspcenter.org/teachers/culture_conferencing.html.
- Guiberson, M.M., Barrett, K.C., Jancosek, E.G., & Yoshinaga Itano, C. (2006). Language maintenance and loss in preschool-age children of Mexican immigrants: Longitudinal study. *Communication Disorders Quarterly*, 28, 4-17.
- Gutiérrez-Clellen, V.F. (1998). Syntactic skills of Spanish-speaking children with low school achievement. *Language, Speech, and Hearing Services in Schools*, 29(4), 207-315.
- Gutiérrez-Clellen, V.F. (1999a). Language choice in intervention with bilingual children. *American Journal of Speech-Language Pathology*, 8(4), 291-302.
- Gutiérrez-Clellen, V.F. (1999b). Mediating literacy skills in Spanish-speaking children with special needs. *Language, Speech, and Hearing Services in Schools*, 30(3), 285-292.
- Gutiérrez-Clellen, V.F., Calderon, J., & Ellis Weismer, S. (2004). Verbal working memory in bilingual children. *Journal of Speech, Language, and Hearing Research*, 47, 863-877.
- Gutiérrez-Clellen, V.F., & DeCurtis, L. (1999). Word definition skills in Spanish-speaking children with language impairment. *Communication Disorders Quarterly*, 21(1), 23-31.
- Gutiérrez-Clellen, V.F., & Quinn, R. (1993). Assessing narratives of children from diverse cultural/linguistic groups. *Language, Speech, and Hearing Services in Schools*, 24 (1), 2-9.
- Gutiérrez-Clellen, V.F., Restrepo, M.A., Bedore, L., Peña, E., & Anderson, R. (2000). Language sample analysis in Spanish-speaking children: Methodological considerations. *Language, Speech, and Hearing Services in Schools*, 31(1), 88-98.
- Gutiérrez-Clellen, V.F., Restrepo, M.A., & Simon-Cerejido, G. (2006). Evaluating the discriminant accuracy of a grammatical measure with Spanish-speaking children. *Journal of Speech, Language, and Hearing Research*, 49, 1209-1223.
- Hadley, P.A., Simmerman, A., Long, M., & Luna, M. (2000). Facilitating language development for inner city children: Experimental evaluation of a collaborative, classroom-based intervention. *Language, Speech, and Hearing Services in Schools*, 31(3), 280-295.
- Hai, T., & Chuong, T. (1999). Vietnam and activities of community-based rehabilitation. *Disability and Rehabilitation*, 21, 474-478.
- Hakuta, K., Butler, Y.G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Santa Barbara, CA: University of California Linguistic Minority Research Institute.
- Hale, J. E. (2004). How schools shortchange African American children. *Educational Leadership*, 62(3), 34-38.
- Haleem, A. (Ed.) (2004). *The Qur'an*. Oxford: New York.
- Hall, R.E., & Livingston, J.N. (2006). Mental health practice with Arab families: The implications of spirituality vis-a-vis Islam. *The American Journal of Family Therapy*, 34, 139-150.
- Hallahan, D.P., Lloyd, J.W., Kauffman, J.M., Weiss, M.P., & Martínez, E.A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd.). Boston: Allyn & Bacon.
- Hammer, C.S. (1994). Working with families of Chamorro and Carolinian cultures. *American Journal of Speech-Language Pathology*, 3, 5-12.
- Hammer, C.S., Lawrence, F.R., & Miccio, A.W. (2007). Bilingual children's language abilities and early reading outcomes in Head Start and kindergarten. *Language, Speech, and Hearing Services in Schools*, 38, 237-248.
- Hammer, C.S., & Miccio, A.W. (2001). Bilingual preschoolers. *The ASHA Leader*, 6(21), 6.
- Hammer, C.S., Miccio, A.W., & Rodríguez, B. (2004). Bilingual language acquisition and the child socialization process. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 21-50). Baltimore, MD: Paul H. Brookes Publishing Co.
- Hammer, C.S., Miccio, A.W., & Wagstaff, D. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: an initial investigation. *Language, Speech, and Hearing Services in Schools*, 34, 20-30.
- Hammer, C.S., Rodríguez, B. L., Lawrence, F. R., & Miccio, A. W. (2007). Puerto Rican mothers' beliefs and home literacy practices. *Language, Speech, and Hearing Services in Schools*, 38, 216-224.
- Hammer, C.S., & Weiss, A.L. (1999). Guiding language development: How African American mothers and their infants structure play interactions. *Journal of Speech-Language-Hearing Research*, 42(5), 1219-1233.
- Hammer, C.S., & Weiss, A.L. (2000). African American mothers' views of their infants' language development and language-learning environment. *American Journal of Speech-Language Pathology*, 9(2), 126-140.
- Han, M. (2005). Relationship among perceived parental trauma, parental attachment, and sense of coherence in Southeast Asian American college students. *Journal of Family Social Work*, 9, 25-46.
- Hanna, F.J., & Green, A. (2004). Asian shades of spirituality: Implications for multicultural school counseling. *Professional School Counseling*, 7.
- Hanson, M.J. (2004a). Ethnic, cultural, and language diversity in service settings. In E.W. Lynch & M.J. Hanson, *Developing cross-cultural competence: A guide for working with young children and their families* (pp. 3-18). Baltimore: Paul H. Brookes Publishing Co.
- Hanson, M.J. (2004b). Families with Anglo-European roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (3rd ed.) (pp. 81-108). Baltimore: Paul H. Brookes Publishing Co.
- Hardman, M.L., Drew, C.J., & Egan, M.W. (2006). *Human exceptionality: School, community, and family* (8th ed.). Boston: Allyn & Bacon.
- Harris, G. (1998). American Indian cultures: A lesson in diversity. In D. Battle (Ed.), *Communication disorders in multicultural populations* (2nd ed.) (pp. 117-156). Stoneham, MA: Butterworth-Heinemann.

- Harris, K.L., & Moran, M.J. (2006). Phonological features exhibited by children speaking African American English at three grade levels. *Communication Disorders Quarterly*, 27, 195-205.
- Hayden, T. (2004). A modern life. *U.S. News and World Report*, Wednesday, 9/26/04.
- Health and Environment Alliance (2006). *Environment and health policy*. Available at <http://www.env.health.org/m/173>.
- Hearne, D. (2000). *Teaching second language learners with learning disabilities: Strategies for effective practice*. Oceanside, CA: Academic Communication Associates.
- Heath, S.B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press.
- Heath, S.B. (1986). *Sociocultural contexts of language development*. In Leyba, C.F. (Ed.), *Beyond language: Social and cultural factors in schooling language minority students* (pp. 143-186). Los Angeles: Evaluation, Dissemination, and Assessment Center, Calif. State Univ., Los Angeles.
- Hedayat, K.M., & Pirzadeh, R. (2001). Issues in Islamic biomedical ethics: A primer for the pediatrician. *Pediatrics*, 108, 965-971.
- Hegde, M.N. (2006). *Treatment protocols for language disorders in children: Volume II, social communication*. San Diego: Plural Publishing.
- Hegde, M.N., & Maul, C.A. (2006). *Language disorders in children: An evidence-based approach to assessment and treatment*. Boston: Allyn & Bacon.
- Heilman, J., Ellis Weismer, S., Evans, J., & Hollar, C. (2005). Utility of the MacArthur-Bates Communicative Development Inventory in identifying language abilities of late-talking and typically developing toddlers. *American Journal of Speech-Language Pathology*, 14, 40-51.
- Heine, S., & Prebish, C.S. (2003). *Buddhism in the modern world: Adaptations of an ancient tradition*. Oxford: Oxford University Press.
- Helfman, U. (1999). Survey portrays new immigrants as political force: 52% of Russians identify as Jews. *Forward*, 1-2.
- Hernández-Chavez, E., Burt, M., & Dulay, H. (1978). Language dominance and proficiency testing: some general considerations. *NABE Journal*, 3, 41-60.
- Herr, R. (2003). Is Confucianism compatible with care ethics? A critique. *Philosophy East & West*, 53, 471-489.
- Hightower, J.M., O'Hare, A., & Hernández, G.T. (2006). Blood mercury reporting in NHANES: Identifying Asian, Pacific Islander, Native American, and multiracial groups. *Environmental Health Perspective*, 114, 173.
- Hinshaw, L. (2005). The Albuquerque area Indian Health Board. *The ASHA Leader*, 10, 11-13.
- Hodge, D.R. (2005). Social work and the House of Islam: Orienting practitioners to the belief and values of Muslims in the United States. *Social Work*, 50, 162-173.
- Hoffman, L.M., & Gillam, R. (2004). Verbal and spatial information processing constraints in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47, 114-125.
- Hoksbergen, R., ter Laak, J., Kijk, K., van Dijkum, C., & Stoutsjesdijk, F. (2005). *Journal of Autism and Developmental Disorders*, 35, 615-623.
- Holden, G. (2004). *Karma kids: Answering everyday parenting questions with Buddhist wisdom*. Berkeley: Ulysses Press.
- Holliday, P.A. C. (2001). Demand may exceed supply in future job market. *The ASHA Leader*, 6(8), 18.
- Holt, J. K., & Cecil Smith, M. (2005). Literacy practices among different ethnic groups: The role of socioeconomic and cultural factors. *Reading Research Instruction*, 44, 1-21.
- Hoover, J. J., & Patton, J. R. (2005). Differentiating curriculum and instruction for English-language learners with special needs. *Intervention in School and Clinic*, 40, 231-235.
- Hornberger, N.H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 177-194). Clevedon, England: Multilingual Matters Ltd.
- Hornblower, M. (1998). No habla Espanol. *TIME* (January 26), 44.
- Horton-Ikard, R., & Weismer, S.E. (2007). A preliminary examination of vocabulary and word learning in African American toddlers from middle and low socioeconomic status homes. *Language, Speech, and Hearing Services in Schools*, 16, 381-392.
- Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, 70, 185-199.
- Hsin-Chen Hsin, D., & Macer, D. (2006). Comparisons of life images and end-of-life attitudes between the elderly in Taiwan and New Zealand. *Journal of Nursing Research*, 14, 198-207.
- Huang, Z.J., Yu, V., & Ledsky, A. (2006). Health status and health service access and use among children in U.S. immigrant families. *American Journal of Public Health*, 96, 634-640.
- Hubenthal, W. (2004). Older Russian immigrants' experiences in learning English: Motivation, methods, and barriers. *Adult Basic Education*, 14, 104-126.
- Huer, M.B., Parette, H.P., & Saenz, T.I. (2001). Conversations with Mexican Americans regarding children with disabilities and augmentative and alternative communication devices. *Communication Disorders Quarterly*, 22, 197-206.
- Huer, M.B., & Saenz, T.I. (2003). Challenges and strategies for conducting survey and focus group research with culturally diverse groups. *American Journal of Speech-Language Pathology*, 12, 209-220.
- Huer, M.B., Saenz, T.I., & Doan, J.H.D. (2001). Understanding the Vietnamese American community: Implications for training education personnel providing services to children with disabilities. *Communication Disorders Quarterly*, 23(1), 27-39.
- Huer, M.B., & Soto, G. (2006, November). *Cultural issues in the practice of augmentative and alternative communication*. Paper presented at the annual meeting of the American Speech, Language, and Hearing Association, Miami, FL.

- Hume, S.E., & Hardwick, S.W. (2005). African, Russian, and Ukrainian refugee resettlement in Portland, Oregon. *Geographical Review*, 95, 189-209.
- Hunter, D., & Sawyer, C. (2006). Blending Native American spirituality with individual psychology in work with children. *The Journal of Individual Psychology*, 62, 234-250.
- Hunter, R.C., & Bartee, R. (2003). The achievement gap: Issues of competition, class, and race. *Education and Urban Society*, 35, 151-160.
- Hwa-Froelich, D.A., Hodson, B., & Edwards, H. (2002). Characteristics of Vietnamese phonology. *American Journal of Speech-Language Pathology*, 11, 264-273.
- Hwa-Froelich, D.A., Pettinelli, J.D., & Jones, S. (2006). Interdisciplinary collaboration with internationally adopted children. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, ASHA SID 14 Newsletter, 13, 8-16.
- Hwa-Froelich, D.A., & Matsuo, H. (2005). Vietnamese children and language-based processing tasks. *Language, Speech, and Hearing Services in Schools*, 36, 230-243.
- Hwa-Froelich, D.A., & Vigil, D. C. (2004). Three aspects of cultural influence on communication: A literature review. *Communication Disorders Quarterly*, 25, 107-118.
- Hwa-Froelich, D.A., & Westby, C.E. (2003). Frameworks of education: Perspectives of Southeast Asian parents and Head Start staff. *Language, Speech, and Hearing Services in Schools*, 34, 299-319.
- Hyde, M., Ohna, S.E., & Hjulstad, O. (2006). Education of the deaf in Australia and Norway: A comparative study of the interpretations and applications of inclusion. *American Annals of the Deaf*, 150, 415-424.
- Iglesias, A. (2002). Latino culture. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 179-202). Woburn, MA: Butterworth-Heinemann.
- Indian Health Service (IHS). (2000). *Trends in Indian health*. Rockville, MD: Author.
- Individuals with Disabilities Education Act (IDEA; 1997). *Federal Register*, Volume 62, No. 204. Part V, Department of Education, 34 CFR parts 300, 303.
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004). Public Law 108-446, 108th Congress.
- Inglebret, E., Bear Eagle, D., & CHI XapKaid, D.M. (2007). American Indian stories enrich intervention. *The ASHA Leader*, 12, 1-27.
- Ingram, L. (2005). Understanding American worldview: Part II. Extracted from *Life in the USA*, copyright Elliot Essman 2005. Retrieved 12/27/06 from <http://www.lifeintheusa.com/culture/worldview2.htm>.
- Isaac, K.M. (2001). What about linguistic diversity? A different look at multicultural health care. *Communication Disorders Quarterly*, 22(2), 110-113.
- Isaacs, G.J. (1996). Persistence of non-standard dialect in school-age children. *Journal of Speech and Hearing Research*, 39(2), 434-441.
- Ispa, J.M., Thornburg, K.R., & Fine, M.A. (2006). *Keepin' on: The everyday struggles of young families in poverty*. Baltimore: Paul H. Brookes Publishing Company.
- Ja Hyun, K. (2001). Sociocultural change and traditional values: Confucian values among Koreans and Korean Americans. *International Journal of Public Relations*, 25.
- Jachman, A. (2006). Reading and the migrant student. Retrieved 8/15/06 from <http://www.sedl.org>.
- Jackson, S.C., & Roberts, J.E. (2001). Complex syntax production of African American preschoolers. *Journal of Speech, Language, and Hearing Research*, 44, 1083-1096.
- Jackson-Maldonado, D. (2004). Verbal morphology and vocabulary in monolinguals and emergent bilinguals. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 131-161). Baltimore, MD: Paul H. Brookes Publishing Co.
- Jackson-Maldonado, D., Bates, E., & Thal, D. (1992). *Fundación MacArthur: Inventario del desarrollo de habilidades comunicativas*. San Diego, CA: San Diego State University.
- Jacobs, E.L., & Coufal, K.L. (2001). A computerized screening instrument of language learnability. *Communication Disorders Quarterly*, 22, 67-76.
- Jacobson, P.R., & Schwartz, R.G. (2005). English past tense use in bilingual children with language impairment. *American Journal of Speech-Language Pathology*, 14, 313-323.
- James, C. (2007). *Climbing off dead horses: Changing to a life of balance*. Retrieved 6/25/07 from www.cheewa.com.
- James, R. (1999). Human rights conference. The Professional, Spring, 1999. *The Elk Grove Education Association Publication* (p. 1).
- Jia, G. (2003). The acquisition of the English plural morpheme by native Mandarin Chinese-speaking children. *Journal of Speech, Language, and Hearing Research*, 46, 1297-1323.
- Jia, G., & Aaronson, D. (2003). A longitudinal study of Chinese children and adolescents learning English in the United States. *Applied Psycholinguistics*, 24, 131-161.
- Jiménez, B. (1987). Acquisition of Spanish consonants in children aged 3-5 years, 7 months. *Language, Speech, and Hearing Services in the Schools*, 18, 357-363.
- Joe, J.R., & Malach, R.S. (2004). Families with American Indian roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide to working with young children and their families* (3rd ed.) (pp. 109-140). Baltimore: Paul H. Brookes Publishing Co.
- Johnson, C.E., & Viramontez Anguiano, R. P. (2004). Latino parents in the rural Southeast: A study of family and school partnerships. *Journal of Family and Consumer Sciences*, 96, 29-46.
- Johnson, V.E. (2005). Comprehension of third person singular /s/ in AAE-speaking children. *Language, Speech, and Hearing Services in Schools*, 36, 116-124.

- Johnston, R.C. (2001). Who is 'Asian'? Cultural differences defy simple categories. Available from *Education Week* at <http://www.edweek.org>.
- Johnston, L., & Wong, A.M. (2002). Cultural differences in beliefs and practices concerning talk to children. *Journal of Speech, Language, and Hearing Research*, 45, 916-926.
- Johnstone, R. (2002). Characteristics of immersion programmes. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 19-32). Clevedon, England: Multilingual Matters Ltd.
- Jones, T. S. (2005). 20 ways to incorporate diversity into your classroom. *Intervention in School and Clinic*, 41, 9-12.
- Jordan Institute for Families (2002). *Children's services practice notes: Latinos in North Carolina*. Retrieved 12/28/06 from http://ssw.unc.edu/fcrp/Cspn/vol17_no3/Latinos%20in%20NC.htm.
- Juffer, E., & Van Ijzendoorn, M.H. (2005). Behavior problems and mental health referrals of international adoptees: A meta-analysis. *Journal of the American Medical Association*, 293, 2501-2515.
- Jünker, D.A., & Stockman, I.J. (2002). Expressive vocabulary of German-English bilingual toddlers. *American Journal of Speech-Language Pathology*, 11, 381-394.
- Juntunen, C.L., Barraclough, D.J., Broneck, C.L., Seibel, G.A., Winrow, S.A., & Morin, P.M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology*, 48, 274-285.
- Justice, L.M., & Ezell, H.K. (2000). Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, 9(3), 257-268.
- Justice, L.M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools*, 36, 17-32.
- Kaderavek, J., & Boucher, D.M. (2006). Temperament profiles in children: Implications for academic performance and literacy learning. *Hearsay: Journal of the Ohio Speech-Language-Hearing Association*, 18, 14-20.
- Kaderavek, J., & Justice, L.M. (2002). Shared storybook reading as an intervention context: Practices and potential pitfalls. *American Journal of Speech-Language Pathology*, 11, 395-406.
- Kaland, M., Moller-Nielsen, A., Smith, L., Mortensen, E.L., Callesen, K., & Gottlieb, D. (2005). The Strange Stories Test: A replication study of children and adolescents with Asperger syndrome. *European Child and Adolescent Psychiatry*, 14, 73-82.
- Kamalipour, Y.R. (2001). Information available from www.iranian.com/Opinion/2001/May/Iranians.
- Kamhi, A.G. (2006). Combining research and reason to make treatment decisions. *Language, Speech, and Hearing Services in Schools*, 37, 255-256.
- Kan, P.F., & Kohnert, K. (2005). Preschoolers learning Hmong and English: Lexical-semantic skills in L1 and L2. *Journal of Speech, Language, and Hearing Research*, 48, 372-383.
- Karamustafa, A. (2003). Islam: A civilizational project in progress. In O. Safi (Ed.), *Progressive Muslims: On justice, gender and pluralism* (pp. 98-110). Oxford: One World Press.
- Katz-Stone, A. (2000). Russia to the suburbs. *Baltimore Jewish Times*, 58-62.
- Kaufman, A., & Kaufman, N. (1983). *Kaufman Assessment Battery for Children: Interpretive Manual*. Circle Pines, MN: American Guidance Service.
- Kay-Raining Bird, E., Cleave, P., Trudeau, N., Thordardottir, E., Sutton, A., & Thorpe, A. (2005). The language abilities of bilingual children with Down Syndrome. *American Journal of Speech-Language Pathology*, 4, 187-199.
- Kay-Raining Bird, E., & Vetter, R.S. (1994). Storytelling in Chippewa-Cree children. *Journal of Speech and Hearing Research*, 37(6), 1354-1368.
- Kayser, H. (1998). *Assessment and intervention resource for Hispanic children*. San Diego: Singular Publishing Group.
- Kayser, H. (1995). Assessment of speech and language impairments in bilingual children. In H. Kayser (Ed.), *Bilingual speech-language pathology: An Hispanic focus* (pp. 243-264). San Diego: Singular Publishing Group.
- Kayser, H.R. (2002). Bilingual language development and language disorders. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 205-232). Woburn, MA: Butterworth-Heinemann.
- Kayser, H.R. (2006). Parent programs in literacy: Differences for Latinos. *The ASHA Leader*, 11, 8-9, 22-28.
- Kaza, S. (2005). Paying attention to food. *Tikkun*, 20, 55.
- Kelley, E. (2001). *Everything they didn't teach you: Guide to a successful school year for the caseload-challenged*. Youngtown, AZ: ECL Publications.
- Kent, M., & Lalasz, R. (2006). *In the news: Speaking English in the United States*. Retrieved 3/5/07 from <http://www.prb.org/Articles/2006/InTheNewsSpeaking>.
- Kent-Walsh, J., & Rosa-Lugo, L. (2006). Communication partner interventions for children who use AAC: Storybook reading across culture and language. *The ASHA Leader*, 11, 28-29.
- Kessler, C. (1984). Language acquisition in bilingual children. In N. Miller (Ed.), *Bilingualism and language disability: Assessment and remediation* (pp. 26-54). San Diego, CA: College Hill Press.
- Khan, Z., Roseberry-McKibbin, C., O'Hanlon, L., Roberts, K., Weger, L., & Roy, M. (2005). *A survey of ethnic Pashtuns from Pakistan and Afghanistan*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Kiernan, B., & Swisher, L. (1990). The initial learning of novel English words: Two single-subject experiments with minority-language children. *Journal of Speech and Hearing Research*, 33, 707-716.
- King, S.H. (1993). The limited presence of African-American teachers. *Review of Educational Research*, 63, 115-149.

- King, K., & Fogle, L. (2006). Raising bilingual children: Common parental concerns and current research. *CAL Digest*, April, 2006.
- Kitano, M.K. (2003). Gifted potential and poverty: A call for extraordinary action. *Journal for the Association of the Gifted*, 26, 292-303.
- Klee, T., Stokes, S.F., Wong, A. M-Y, Fletcher, P., & Gavin, W.J. (2004). Utterance length and lexical diversity in Cantonese-speaking children with and without specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47, 1396-1410.
- Klingner, J.K., Artiles, A.J., & Barletta, L.M. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities*, 39, 108-128.
- Kliucharev, G.A., Kofanova, E.N. (2005). On the dynamics of the educational behavior of well-off and low-income Russians. *Russian Education and Society*, 47, 22-36.
- Kobeisy, A. (2004). *Counseling American Muslims: Understanding the faith and helping the people*. Westport, CT: Greenwood Publishing Group, Inc.
- Kohler, C.T., Bahr, R.H., Silliman, E.R., Bryant, J.B., Apel, K., & Wilkinson, L.C. (2007). African English dialect and performance on non-word spelling and phonemic awareness tasks. *American Journal of Speech-Language Pathology*, 16, 157-168.
- Kohnert, K. (2004). Processing skills in early sequential bilinguals. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 53-76). Baltimore: Paul H. Brookes Publishing Co.
- Kohnert, K. (2008). *Language disorders in bilingual children and adults*. San Diego: Plural Publishing.
- Kohnert, K.J., Bates, E., & Hernández, E. (1999). Balancing bilinguals: Lexical-semantic production and cognitive processing in children. *Journal of Speech-Language-Hearing Research*, 42(6), 1400-1413.
- Kohnert, K., & Derr, A. (2004). Language intervention with bilingual children. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 311-338). Baltimore, MD: Paul H. Brookes Publishing Co.
- Kohnert, K., Windsor, J., & Miller, R. (2004). Crossing borders: Recognition of Spanish words by English speaking children with and without language impairment. *Journal of Applied Psycholinguistics*, 25, 543-564.
- Kohnert, K., Yim, D., Nett, K., Kan, P.F., & Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home languages. *Language, Speech, and Hearing Services in Schools*, 36, 251-264.
- Kolchevska, N. (2005). Angels in the home and at work: Russian women in the Khrushchev years. *Women's Studies Quarterly*, 33, 114-137.
- Kopp, H. (2002). Dress and diversity: Muslim women and Islamic dress in an immigrant/minority context. *The Muslim World*, 92, 59-78.
- Korkunov, V.V., Nigayev, A. S., Reynolds, L. D., & Lerner, J. W. (1998). Special education in Russia: History, reality, and prospects. *Journal of Learning Disabilities*, 31, 186-192.
- Kornblatt, J.D. (1999) Christianity, antisemitism, nationalism: Russian orthodoxy in a reborn Orthodox Russia. In A.M. Barker (Ed.), *Consuming Russia* (pp. 414-436). London: Duke University Press.
- Koss, M.P., Yuan, N.P., Dightman, D., Prince, R.J., Polacca, M., Sanderson, B., & Goldman, D. (2003). Adverse childhood exposures and alcohol dependence among seven Native American tribes. *American Journal of Preventative Medicine*, 25, 238-244.
- Krakow, R., Mastriano, B., & Reese, L. (2005). *Early intervention and international adoption*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Krashen, S.D. (1992). Bilingual education and second language acquisition theory. In C. Leyba (Ed.), *Schooling and language minority students: A theoretical framework*. Calif. State University, Los Angeles, CA.
- Krashen, S.D. (1993). *Beyond the basics of language education*. Sacramento, CA: California Elementary Education Association.
- Kratcoski, A. (1998). Guidelines for using portfolios in assessment and evaluation. *Language, Speech, and Hearing Services in Schools*, 29(1), 3-10.
- Kritikos, E.P. (2003). Speech-language pathologists' beliefs about language assessment of bilingual/bicultural individuals. *American Journal of Speech-Language Pathology*, 12, 73-91.
- Kruassioukov, O. (1996). Russian attitudes: Fear, ignorance, misunderstanding, and silence. Disability International. Retrieved June 30, 2004, from www.dpa.org.sg/DPA/publication/dpipub/spspring96/dpi7.htm.
- Kummerer, S.E., & López-Reyna, N.A. (2006). The role of Mexican immigrant mothers' beliefs on parental involvement in speech-language therapy. *Communication Disorders Quarterly*, 27, 83-94.
- Kummerer, S.E., López-Reyna, N.A., & Hughes, M. (2007). Mexican immigrant mothers' perceptions of their children's communication disabilities, emergent literacy development, and speech-language therapy program. *American Journal of Speech Language Pathology*, 16, 271-282.
- Kuster, J.M. (2000). English as a second language: Web sites. *ASHA Leader*, 5(12), 6.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass/John Wiley & Sons, Inc.
- Lai, A., (2006). Eye on religion: Cultural signs and caring for Chinese patients. *Southern Medical Journal*, 99, 688-689.
- Lai, Y., & Ishiyama, F. (2004). Involvement of immigrant Chinese Canadian mothers of children with disabilities. *Exceptional Children*, 71, 97-108.
- Laing, S.P., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. *Language, Speech, and Hearing Services in Schools*, 34, 44-55.
- Lambert, W., & Tucker, G. (1972). *Bilingual education of children: The St. Lambert experiment*. Rowley, MA: Newbury House.
- Landt, S.M. (2006). Multicultural literature and young adolescents: A kaleidoscope of opportunity. *Journal of Adolescent and Adult Literacy*, 49, 690-697.

- Landry, D.A. (2007). Alcoholism—from Russia to you and here in the USA. *Adoption Week*, available at <http://e-magazine.adoption.com/articles> (Adoption Media, LLC 1995-2007).
- Lane, H. (2005). Ethnicity, ethics, and the deaf world. *The Journal of Deaf Studies and Deaf Education*, 10, 291-310.
- Lang, J.S. (2000). Hearing impairment. In E.P. Dodge (Ed.), *The survival guide for school-based speech-language pathologists* (pp. 241-262). San Diego: Singular Publishing Group/Thomson Learning.
- Langdon, H.W. (2000). Diversity. In E.P. Dodge (Ed.), *The survival guide for school-based speech-language pathologists* (pp. 367-398). San Diego: Singular Publishing Group/Thomson Learning.
- Langdon, H.W. (2007). *Assessment and intervention for communication disorders in culturally and linguistically diverse populations*. New York: Thomson/Delmar.
- Langdon, H.W. and Cheng, L. (Eds.) (1992). *Hispanic children and adults with communication disorders: Assessment and intervention*. Gaithersburg, MD: Aspen Publishers, Inc.
- Langdon, H.W., & Cheng, L.L. (2002). *Collaborating with interpreters and translators: A guide for communication disorders professionals*. Eau Claire, WI: Thinking Publications.
- Langdon, H.W., & Saenz, T.I. (1996). *Language assessment and intervention with multicultural students: A guide for speech-language-hearing professionals*. Oceanside, CA: Academic Communication Associates.
- Lapin, N.I. (2004). How the citizens of Russia feel and what they are striving for. *Russian Social Sciences Review*, 45, 4-21.
- Laws, G., & Bishop, D.V.M. (2003). A comparison of language abilities in adolescents with Down Syndrome and children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 46, 1324-1339.
- Leap, W. (1993). *American Indian English*. Salt Lake City, UT: University of Utah Press.
- Lebedko, M. (2003). Axiosphere: The linguistic representation of value concepts in American and Russian cultures. *American Studies International*, 44, 38-58.
- Lee, J.S., & Bowen, N.K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43, 193-218.
- Leipzig, C. (2006). When Russians come to therapy. *The American Journal of Family Therapy*, 34, 219-242.
- LeMoine, N. (1993). Serving the language needs of African American students: Strategies for success. Presentation, at the Annual Conference of the California Speech-Language-Hearing Association, Palm Springs, CA.
- Leonard, L.B., Ellis Weismer, S., Miller, C.A., Francis, D.J., Tomblin, J.B., & Kail, R.V. (2007). Speed of processing, working memory, and language impairment in children. *Journal of Speech, Language, and Hearing Research*, 50, 408-428.
- Leung, B. (1993). Assessment considerations with culturally and linguistically diverse students. Paper presented at National Association for Multicultural Education, Los Angeles, CA.
- Li, S.C. (2003). Bicultural orchestration of developmental plasticity across levels: The interplay of biology and culture in shaping the mind and behavior across the life span. *Psychological Bulletin*, 129, 171-194.
- Liam, C.H.T., & Abdullah (2001). The education and practice of speech-language pathologists in Malaysia. *American Journal of Speech-Language Pathology*, 10(1), 3-9.
- Libby, A.M., Orton, H.D., Barth, R.P., Webb, M.B., Burns, B.J., Wood, P., & Spicer, P. (2006). Alcohol, drug, and mental health specialty treatment services and race/ethnicity: A national study of children and families involved with child welfare. *American Journal of Public Health*, 96, 628-630.
- Lillie-Blanton, M., & Robideaux, Y. (2005). Understanding and addressing the health care needs of American Indians and Alaska Natives. *American Journal of Public Health*, 95, 259-261.
- Lindeman, B. (2001). Reaching out to immigrant parents. *Educational Leadership*, 58(6), 62-67.
- Linz, S.J. (2003). Motivation and reward: A case study of Russian workers. *Problems of Post-Communism*, 50, 44-55.
- Lipka, O., Siegel, L.S., & Vukovic, R. (2005). The literacy skills of English language learners in Canada. *Learning Disabilities Research and Practice*, 20, 39-49.
- Liu, C. J., & Regehr, C. (2006). Cross-cultural application of self-in-relation theory: The case of Taiwanese young women. *International Social Work*, 49, 459-470.
- Lloyd-Jones, A., (2007, June). *Response to intervention* (RtI). Paper presented at the NCLB/IDEA Symposium, Sacramento, CA.
- Locke, D. (1998). *Increasing multicultural understanding: A comprehensive model* (Multicultural aspects of counseling, Series 1: 2nd ed.). Thousand Oaks, CA: Sage.
- Lohman, D.F. (2005). An aptitude perspective on talent: Implications for identification of academically gifted minority students. *Journal for the Education of the Gifted*, 28, 333-360.
- Long, S.H. (2006). Language and linguistically-culturally diverse children. In V.A. Reed, *An introduction to children with language disorders* (3rd ed.) (pp. 301-334). Boston: Allyn & Bacon.
- Love, A., & Kruger, A. (2005). Teacher beliefs and student achievement in urban schools serving African American students. *The Journal of Educational Research*, 99, 87-98.
- Lu, L. (2002). A preliminary study on the concept of health among the Chinese. *Counseling Psychology Quarterly*, 15, 179-189.
- Lubliner, S., & Smetana, L. (2005). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. *Journal of Literacy Research*, 37, 163-200.
- Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Thomson-Brooks/Cole.

- Lund, N.J., & Duchan, J.F. (1993). *Assessing children's language in naturalistic contexts* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Lynch, E.W. (2004). Conceptual framework: From culture shock to cultural learning. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (3rd ed.) (pp. 19-40). Baltimore, MD: Paul H. Brookes Publishing Co.
- Lytle, R.R., Johnson, K.E., & Jun Hui, Y. (2005). Deaf education in China: History, current issues, and emerging Deaf voices. *American Annals of the Deaf*, 150, 457-469.
- Madding, C.C. (1999, April). Mama e hijo: The Latino mother-infant dyad. Conference proceedings from the fourth annual communicative disorders multicultural conference, California State University, Fullerton. *The Multicultural Electronic Journal of Communication Disorders*, 2(1), 1-4.
- Madding, C.C. (2000). Maintaining focus on cultural competence in early intervention services to linguistically and culturally diverse families. *Infant-Toddler Intervention: The Transdisciplinary Journal*, 10(1), 9-18.
- Madding, C.C. (2002). Socialization practices of Latinos. In A.E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 68-84). Boston, MA: Allyn & Bacon.
- Maestas, A.G., & Erickson, J.G. (1992). Mexican immigrant mothers' beliefs about disabilities. *American Journal of Speech-Language Pathology*, 1 (4), 5-10.
- Magana, S., Seltzer, M.M., & Krauss, M.W. (2004). Cultural context of caregiving: Differences in depression between Puerto Rican and Non-Latina White mothers of adults with mental retardation. *American Association on Mental Retardation*, 42, 1-9.
- Magiati, I., Dockrell, J.E., & Logotheti, A. (2002). Young children's understanding of disabilities: The influence of development, context, and cognition. *Applied Developmental Psychology*, 23, 409-430.
- Mahecha, N.R. (1991, November). Perception of pre-switch cues by Spanish-English individuals. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Mahecha, N. (2003). Typical and disordered child narration in Spanish-speaking children. In A. McCabe & L.S. Bliss, *Patterns of narrative discourse: A multicultural, lifespan approach* (pp. 73-90). Boston: Allyn & Bacon.
- Mahmood, S.S. (2004). A word about ourselves. *Journal of Muslim Minority Affairs*, 24, 5-7.
- Malach, R.R., Segel, N., & Thomas, R. (1989). *Overcoming obstacles and improving outcomes: Early intervention service for Indian children with special needs*. Bernalillo, NM: Southwest Communication Resources.
- Mannes, M. (1993). Seeking the balance between child protection and family preservation in Indian child welfare. *Child Welfare*, 72 (2), 141-152.
- Manning, M.L., & Lee, G.L. (2001). Working with parents—cultural and linguistic considerations. *Kappa Delta Pi Record*, 37(4), 160-163.
- Marchman, V.A., & Martínez-Sussman, C. (2002). Concurrent validity of caregiver/parent report measures of language for children who are learning both English and Spanish. *Journal of Speech, Language, and Hearing Research*, 45, 983-997.
- Marshall, C.A., & Hawk Largo, H. (1999). Disability and rehabilitation: A context for understanding the American Indian experience. *Lancet*, 354: 758-760.
- Marton, K., & Schwartz, R.G. (2003). Working memory capacity and language processes in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 46, 1138-1153.
- Martorell, S., & Martorell, G. (2006). Bridging uncharted waters in Georgia: Down Syndrome Association of Atlanta outreach to Latino/a families. *American Journal of Psychology*, 37, 219-225.
- Martz, E. (2005). Rehabilitation in Russia. *Rehabilitation Counseling*, 48, 118-123.
- Mason, P.W., & Narad, C. (2004). International adoptions: Myths and realities. *Pediatric Nursing*, 30, 483-487.
- Mason, P., & Narad, C. (2005). International adoption: A health and developmental perspective. *Seminars in Speech and Language*, 26, 1-9.
- Mason, T.C. (2005). Cross-cultural instrument translation: Assessment, translation, and statistical applications. *American Annals of the Deaf*, 150, 67-72.
- Mathes, P.G., Pollard-Durodola, S.D., Cárdenas-Hagan, E., Linan-Thompson, S., & Vaughn, S. (2007). Teaching struggling readers who are native Spanish speakers: What do we know? *Language, Speech, and Hearing Services in Schools*, 38, 260-271.
- Matsuda, M., & O'Connor, L. (1990, November). Paper presented at the annual convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Matsuda, M., & O'Connor, L. (March, 1993). Creating an effective partnership: Training bilingual communication aides. Paper presented at the annual conference of the California Speech-Language-Hearing Association, Palm Springs, CA.
- Matsuo, H., Pryor, C., & Sessions, L. (2006). *Assessment protocol for internationally adopted children*. International Adoption Clinic, Saint Louis University, Saint Louis, MO.
- Mattes, L.J. (2008). *Guidebook of objectives and activities for language skills (GOALS)*. Oceanside, CA: Academic Communication Associates.
- Mattes, L.J., & García-Easterly, I. (2007). *Bilingual speech and language intervention resource*. Oceanside, CA: Academic Communication Associates.
- Mattes, L.J., & Omark, D. (1991). *Speech and language assessment for the bilingual handicapped*. (2nd ed.). Oceanside, CA: Academic Communication Associates.
- Mattes, L.J., & Saldaña-Illingworth, C. (2008). *Bilingual communication assessment resource. Tools for assessing speech, language, and learning*. Oceanside, CA: Academic Communication Associates.

- McAvoy, J., & Sidles, C. (1991). The effects of language preference and multilingual presentation on the free recall of Navajo children. *Journal of American Indian Education, 30* (3), 33-42.
- McCabe, A. (1997). Developmental and cross-cultural aspects of children's narration. In M. Bamberg (Ed.), *Narrative development: Six approaches* (pp. 137-174). Mahwah, NJ: Erlbaum.
- McCardle, P., Mele-McCarthy, J., Cutting, L., Leos, K., & D'Emilio, T. (2005). Learning disabilities in English language learners: Identifying the issues. *Learning Disabilities Research & Practice, 20*, 1-5.
- McCardle, P., Mele-McCarthy, J., & Leos, K. (2005). English language learners and learning disabilities: Research agenda and implications for practice. *Learning Disabilities Research & Practice, 20*, 68-78.
- McCarty, T. (2003). Revitalising indigenous languages in homogenising times. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 33-49). Clevedon, England: Multilingual Matters Ltd.
- McCollin, M., & O'Shea, D. (2005). Increasing reading achievement of students from culturally and linguistically diverse backgrounds. *Preventing School Failure, 50*, 41-44.
- McGregor, K.K. (2004). Developmental dependencies between lexical semantics and reading. In C.A. Stone, E.R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 302-307). New York: The Guilford Press.
- McGregor, K.K., Williams, D., Hearst, S., & Johnson, A.C. (1997). The use of contrastive analysis in distinguishing difference from disorder: A tutorial. *American Journal of Speech-Language Pathology, 6*(3), 45-56.
- McHatton, P.S., & Correa, V. (2005). Stigma and discrimination: Perspectives from Mexican and Puerto Rican mothers of children with special needs. *Topics in Early Childhood Special Education, 25*, 131-142.
- McKinnon, J. (2003). *The black population in the United States: March 2002*. U.S. Census Bureau, U.S. Department of Commerce, 520-541.
- McLaughlin, B. (1984). Second language acquisition in childhood. *Volume 1: Preschool children* (2nd ed.). New Jersey: Lawrence Erlbaum and Associates.
- McLaughlin, S. (2006). *Introduction to language development* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.
- McNeilly, L., & Coleman, T.J. (2000). Language disorders in culturally diverse populations: Intervention issues and strategies. In T. J. Coleman, *Clinical management of communication disorders in culturally diverse children* (pp. 157-196). Needham Heights, MA: Allyn & Bacon.
- Mendez Pérez, A. (2000). Mexican-American mothers' perceptions and beliefs about language acquisition in infants and toddlers with disabilities. *Bilingual Research Journal, 24*, 277-294.
- Merino, B., & Spencer, M. (1983). The comparability of English and Spanish versions of oral language proficiency instruments. *NABE Journal, 7*, 1-31.
- Merino, B. (1992). Acquisition of syntactic and phonological features in Spanish. In H.W. Langdon & L. Cheng, *Hispanic children and adults with communication disorders: Assessment and intervention*. Gaithersburg, MD: Aspen Publishers, Inc.
- Meschyan, G., & Hernández, A.E. (2004). Cognitive factors in second-language acquisition and literacy learning: A theoretical proposal and a call for research. In C.A. Stone, E.R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 73-81). New York: The Guilford Press.
- Miller, J.F., Heilmann, J., Nockerts, A., Iglesias, A., Fabiano, L., & Francis, D.J. (2006). Oral language and reading in bilingual children. *Learning Disabilities Research & Practice, 21*, 30-43.
- Minochin, S. (1999). Russian immigrants squeezing social services groups. *Forward, 5*-7.
- Mohammed, S.A. (2006). Moving beyond the "exotic:" Applying postcolonial theory in health research. *Advances in Nursing Sciences, 29*, 98-110.
- Mohtasham-Nouri, N. (1994). *Iranians in America*. San Francisco: Many Cultures Publishing.
- Mokuau, N., & Tauli'ili, P. (2004). Families with Native Hawaiian and Pacific Island roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (3rd ed.) (pp. 345-372). Baltimore, MD: Paul H. Brookes Publishing Co.
- Monreal, S., & Hernández, R. (2005). Reading levels of Spanish Deaf students. *American Annals of the Deaf, 150*, 379-381.
- Montgomery, J.K. (1998). Reading and the SLP: Using discourse, narratives and expository text. *CSHA Magazine, 27*(3), 8-9.
- Montgomery, J.K. (2006). *Responsiveness to intervention (RTI): New tools for SLPs*. Paper presented at the annual meeting of the California Speech-Language-Hearing Association, San Francisco, CA.
- Montgomery, J.K. (2007). *The bridge of vocabulary: Evidence-based activities for academic success*. Minneapolis: NCS Pearson, Inc.
- Montgomery, J.K., & Moore-Brown, B. (2006). *Response to intervention: An alternative to special education*. Audio CD and manual produced by the American Speech-Language-Hearing Association, Rockville Pike, Maryland.
- Montgomery, J.W. (1998). Sentence comprehension and working memory in children with specific language impairment. In R.B. Gillam (Ed.), *Memory and language impairment in children and adults: New perspectives* (pp. 28-46). Gaithersburg, MD: Aspen Publishers.
- Moore, C.L., Giesen, J.M., & Cavanaugh, B.S. (2005). Latino VR access rates by disability type and proportions in the general population with disabilities. *Journal of Applied Rehabilitation Counseling, 36*, 25-32.
- Moore, K.A. (2001). Time to take a closer look at Hispanic children and families. *Policy & Public Human Services, 59*, 8-9.
- Moore-Brown, B., & Montgomery, J.K. (2008). *Making a difference for America's children: Speech-language pathologists in public schools* (2nd ed.). Eau Claire, WI: Thinking Publications.
- Moskovkina, A. G., Pakhomova, E. V., & Abramova, A. V. (2001). Studying stereotypes of teachers' and parents' attitudes toward the mentally retarded child. *Russian Education and Society, 43*, 61-69.

- Munson, B., Kurtz, B.A., & Windsor, J. (2005). The influence of vocabulary size, phonotactic probability, and wordlikeness on nonword repetitions of children with and without specific language impairment. *Journal of Speech, Language, and Hearing Research*, 48, 1033-1047.
- Muñoz, M.L., Gillam, R., Peña, E.D., & Gulley-Faehnle, A. (2003). Measures of language development in fictional narratives of Latino children. *Language, Speech, and Hearing Services in Schools*, 34, 332-342.
- Murphy, B.C., & Dillon, C. (2008). *Interviewing in action in a multicultural world* (3rd ed.). Belmont, CA: Thomson Higher Education.
- Murphy, J. (2001). <http://nativeamculture.about.com/culture/nativeamculture/library/weekly/aa052301a.htm>.
- Nakamura, K., Iwabuchi, M., & Alm, N. (2006). A cross-cultural study on the interpretation of picture-based sentences. *International Journal of Computer Processing of Oriental Languages*, 19, 239-248.
- National Center for Children in Poverty (2006). *Basic facts about low-income children*. Retrieved 8/15/06 from <http://nccp.org/public06.html>.
- National Center for Education Statistics (1997). *The condition of education, 1997*. Washington, DC: U.S. Department of Education.
- National Center for Education Statistics (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers*. Washington, DC: U.S. Department of Education.
- National Center for Education Statistics (2001). *Digest of education statistics*. Washington, DC: U.S. Department of Education.
- National Center for Education Statistics (2005). *Rates of computer and internet use by children in nursery school and students in kindergarten through twelfth grade: 2003*. Jessup, MD: U.S. Department of Education.
- National Center for Health Statistics (2004). Selected demographic and health characteristics of birth by race of mother, 2004. *National Vital Statistics Reports*, 53(9), Nov. 23, 2004. Retrieved 9/5/06 from <http://www.infoplease.com>.
- National Council on Disability (2003). *Understanding disabilities in American Indian and Alaska Native communities: ToolKit guide*. Washington, DC: Publisher.
- National Dissemination Center for Children with Disabilities (2004). *Deafness and hearing loss*. Retrieved 3/4/07 from <http://www.nichcy.org/pubs/factshe/fs3txt.htm>.
- National Literacy Trust (2006). *Ethnic minority issues and poverty*. Retrieved 11/2/06 from <http://www.literacytrust.org.uk/Database/EAL/poverty.html>.
- N.C. Division of Social Services and the Family and Children's Resource Program (2002). *Latinos in North Carolina, Children's Services Practice Notes*, 7(3). Retrieved 12/27/06 from http://ssw.unc.edu/fcrp/Cspn/vol17_no3/Latinos%20NC.htm.
- Neha, V.K. (2003). Home again: A Native American SLP's experiences teaching in a Navajo reservation school. *The ASHA Leader*, 14, 62-65.
- Nellum-Davis, P., Gentry, B., & Hubbard-Wiley, P. (2002). Clinical practice issues. In D. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 461-482). Stoneham, MA: Butterworth-Heinemann.
- Nelson, N.W. (2007) "Be-attitudes" for managing change in school-based practice. *The ASHA Leader*, 12, 20-21.
- Nelson, P., Kohnert, K., Sabur, S., & Shaw, D. (2005). Classroom noise and children learning through a second language: Double jeopardy? *Language, Speech, and Hearing Services in Schools*, 36, 219-229.
- Nguyen, A. T. (2007). Confucian ethics and "the age of biological control." *Philosophy East & West*, 57, 83-96.
- Nichols, A., & Keltner, B. (2005). Indian family adjustment to children with disabilities. *American Indian and Alaska Native Mental Health Research (online)*, 12, 22-49.
- Nippold, M.A., Duthie, J.K., & Larson, J. (2005). Literacy as leisure activity: Free-time preferences of older children and adolescents. *Language, Speech, and Hearing Services in Schools*, 36, 93-102.
- Nixon, S.M., McCardle, P., & Leos, K. (2007). Implications of research on English language learners for classroom and clinical practice. *Language, Speech, and Hearing Services in Schools*, 38, 272-277.
- NOAA Pacific Island Services Center (2006). *Pacific Islands context*. Retrieved 12/27/06 from <http://www.csc.noaa.gov/psc/picpeople.html>.
- No Child Left Behind Act (NCLB), 20 U.S.C. (2001 & Supp. 2002). Available at <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>.
- Nungesser, N.R., & Watkins, R.V. (2005). Preschool teachers; perceptions and reactions to challenging classroom behavior: Implications for speech-language pathologists. *Language, Speech, and Hearing Services in Schools*, 36, 139-151.
- Obama, B. (2006). *The audacity of hope: Thoughts on reclaiming the American dream*. New York: Crown.
- Office of Minority Health (2007). *American Indian and Alaska Native (AI/AN) Populations*. Retrieved 3/3/07 from <http://www.cc.gov/omh/Populations/AIAN/AIAN.htm>.
- Ogakaki, L., & Frensch, P.A. (1998). Parenting and children's school achievement: A multiethnic approach. *American Educational Research Journal*, 35(1), 123-144.
- Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21 (8), 5-14.
- Ogbu, J. (1995). Literacy and Black Americans: Comparative perspectives. In V.L. Gladsen & D.A. Wagner (Eds.), *Literacy among African-American youth: Issues in learning, teaching, and schooling* (pp. 83-100). Creskill, NJ: Hampton Press.
- Ogbu, J., & Matute-Bianchi, M. (1990). Understanding sociocultural factors: Knowledge, identity, and school adjustment. In Leyba, C.F. (Ed.), *Beyond language: Social and cultural factors in schooling language minority students* (pp. 73-142). Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- Oller, J.W., Oller, S.D., & Badon, L.C. (2006). *Milestones: Normal speech and language development across the life span*. San Diego: Plural Publishing Inc.
- Olsen, J.Z. (2003). *Handwriting without tears*. Cabin John, MD: Handwriting Without Tears, Inc.
- Omar Nydell, M. (2006). *Understanding Arabs: A guide for modern times (4th ed)*. Yarmouth, ME: Intercultural Press, Inc.

- Ontario Consultants on Religious Tolerance (2004). *Religions of the world*. Retrieved 12/28/07 from http://www.religioustolerance.org/var_rel.htm.
- Ortiz, A.A. (2001). English language learners with special needs: Effective instructional strategies. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 281-285). Clevedon, England: Multilingual Matters Ltd.
- Ortiz, A.A., Wilkinson, C.Y., Robertson-Courtney, P., & Kushner, M.I. (2006). Considerations in implementing intervention assistance teams to support English language learners. *Remedial and Special Education, 27*, 53-63.
- Ortiz, R.W., & Ordoñez-Jasis, R. (2005). Leyendo juntos (reading together): New directions for Latino parents' early literary involvement. *The Reading Teacher, 59*, 110-121.
- Ortiz, R.W., & Ordoñez-Jasis, R. (2005). Leyendo juntos (reading together): New directions for Latino parents' early literary involvement. *The Reading Teacher, 59*, 110-121.
- Ott, B.B., Al-Khadhuri, J., & Al-Junaibi, S. (2003). Preventing ethical dilemmas: Understanding Islamic health care practices. *Pediatric Nursing, 29*, 227-230.
- Owens, R.E. (2004). *Language disorders: A functional approach to assessment and intervention* (4th ed.). Boston: Allyn & Bacon.
- Owens, R.E. (2005). *Language development: An introduction* (6th ed.). Boston, MA: Allyn & Bacon.
- Pacifica Mental Health (2006). *Pacific Island approach to mental health*. Retrieved 12/27/06 from <http://www.headspace.org.nz/pacifica-mental-health.htm>.
- Padilla, A.M. (1992). Reflections on testing: Emerging trends and new possibilities. In K.F. Geisinger (Ed.), *Psychological testing of Hispanics* (pp. 271-284). Washington, DC: American Psychological Press.
- Paglario, C. (2001). Addressing deaf culture in the classroom. *Kappa Delta Pi Record, 37*, 173-179.
- Pajewski, A., & Enriquez, L. (1996). *Teaching from a Hispanic perspective: A handbook for non-Hispanic adult educators*. Retrieved 12/2/02 from <http://literacynet.org/lp/hperspectives>.
- Palcich, W.J. (1992). Native American bilingualism: A hidden challenge for speech-language pathologists. *ADVANCE for Speech-Language Pathologists and Audiologists, 2* (22), 10-11.
- Pang-Ching, G., Robb, M., Heath, R., & Takumi, M. (1995). Middle ear disorders and hearing loss in Native Hawaiian preschoolers. *Language, Speech, and Hearing Services in Schools, 26*(1), 33-38.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools, 36*, 172-187.
- Paradis, J. (2007). Second language acquisition in childhood. In E. Hoff & M. Shatz (Eds.), *Handbook of language development* (pp. 387-406). Oxford: Blackwell.
- Paradis, J., Crago, M., Genesee, F., & Rice, M. (2003). French-English bilingual children with SLI: How do they compare with their monolingual peers? *Journal of Speech, Language, and Hearing Research, 46*, 113-127.
- Parasnis, I., & Fischer, S.D. (2005). Perceptions of diverse educators regarding ethnic-minority Deaf college students, role models, and diversity. *American Annals of the Deaf, 150*, 343-348.
- Parette, P., Chuang, S. L., & Huer, M.B. (2004). First-generation Chinese American families' attitudes regarding disabilities and educational interventions. *Focus on Autism and Other Developmental Disabilities, 19*, 114-123.
- Parette, H.P., Huer, M.B., & Peterson-Karlan, G.R. (2008). Meeting the needs of persons with developmental disabilities across cultures. In H.P. Parette & G.R. Peterson-Karlan (Eds.), *Research-based practices in developmental disabilities*. (2nd Edition) (pp. 143-167). Austin, TX: Pro-Ed.
- Parette, H.P., Huer, M.B., & Wyatt, T.A. (2003/4). Young African American children with disabilities and augmentative and alternative communication issues. In K.L. Freiburg (Ed.), *Annual editions: Educating exceptional children* (15th ed.) (pp. 76-81). Guilford, CT: Dushkin Publishing Group.
- Parkyn, L.K. (2005). Cultural authenticity in a few clicks. *Essential Teacher, 2*, 42-47.
- Pataray-Ching, J., Kitt-Hinrichs, B., & Nguyen, V. (2006). Inquiring into a second language and the culture of school. *Language Arts, 83*, 248-257.
- Patterson, J.L. (1999). What bilingual toddlers hear and say: Language input and word combinations. *Communication Disorders Quarterly, 21*(1), 32-38.
- Paterson, P.O., & Elliott, L.N. (2006). Struggling reader to struggling reader: High school students' response to a cross-age tutoring program. *Journal of Adolescent and Adult Literacy, 49*, 378-389.
- Patterson, J.L. (2000). Observed and reported expressive vocabulary and word combinations in bilingual toddlers. *Journal of Speech-Language-Hearing Research, 43*(1), 121-128.
- Patterson, J.L., & Pearson, B.Z. (2004). Influences, contexts, and processes. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 77-104). Baltimore, MD: Paul H. Brookes Publishing Co.
- Paul, P. (2001). *Language and deafness*. (3rd edition) San Diego: Singular/Thompson Learning.
- Paul, R. (2007). *Language disorders from infancy through adolescence* (3rd ed.). St. Louis, MO: Mosby, Inc.
- Payne, K. (1986). Cultural and linguistic groups in the United States. In O. Taylor (Ed.), *Nature of communication disorders in culturally and linguistically diverse populations*. San Diego: College-Hill Press.
- Payne, R.K. (2003). *A framework for understanding poverty*. Highland, TX: aha! Process, Inc.
- Peal, E., & Lambert, W. (1962). The relation of bilingualism to intelligence. *Psychological Monograph, 72*, 1-23.

- Pearce, R.R., & Lin, Z. (2005). Cultural capital and postsecondary educational attainment among White and Chinese Americans: An analysis of NELS 1988-2000. *Asian American Policy Review*, 14, 19-38.
- Pearson, C.M. (2001, October). Internationally adopted children: Issues and challenges. *The ASHA Leader*, 4-13.
- Peck, S., & Lerner, L. (2005). Parent and child activities in a community-based English tutoring program. *The CATESOL Journal*, 17, 120-124.
- Pelczarski, Y., & Kemp, S.P. (2006). Patterns of child maltreatment referrals among Asian and Pacific Islander families. *Child Welfare*, 85, 5-32.
- Pell, G. (2006). Islam and us. *First Things: A Monthly Journal of Religion and Public Life*, 33, 164-169.
- Peña, E.D. (2006). Dynamic assessment of school-age children's narrative ability: An experimental investigation of classification accuracy. *Journal of Speech, Language, and Hearing Research*, 49, 1037-1057.
- Peña, E.D., Bedore, L.M., & Rapazzo, D. (2003). Comparison of Spanish, English, and bilingual children's performance across semantic tasks. *Language, Speech, and Hearing Services in Schools*, 34, 5-16.
- Peña, E.D., Gillam, R.B., Malek, M., Ruiz-Felter, R., Resendiz, M., Fiestas, C., & Sabel, T. (2006). Dynamic assessment of school-age children's narrative ability: An experimental investigation of classification accuracy. *Journal of Speech, Language, and Hearing Research*, 49, 1037-1057.
- Peña, E.D., Iglesias, A., & Lidz, C.S. (2001). Reducing test bias through dynamic assessment of children's word learning ability. *American Journal of Speech-Language Pathology*, 10(2), 138-154.
- Peña, E.D., & Kester, E.S. (2004). Semantic development in Spanish-English bilinguals: Theory, assessment, and intervention. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 105-130). Baltimore, MD: Paul H. Brookes Publishing Co.
- Peña, E.D., & Quinn, R. (1997). Task familiarity: Effects on the test performance of Puerto Rican and African American children. *Language, Speech, and Hearing Services in Schools*, 28(4), 323-332.
- Peña-Brooks, A., & Hegde, M.N. (2007). *Assessment and treatment of articulation and phonological disorders in children* (2nd ed.). Austin, TX: Pro-Ed.
- Perozzi, J., & Sánchez, M.L.C. (1992). The effect of instruction in L1 on receptive acquisition of L2 for bilingual children with language delay. *Language, Speech, and Hearing Services in the Schools*, 23 (4), 358-352.
- Peter, L., & Hirata-Edds, T.E. (2006). Using assessment to inform instruction in Cherokee language revitalisation. *The International Journal of Bilingual Education and Bilingualism*, 9, 643-650.
- Pickett, L. (2003). *ItemWriter Language Software Series*. Oceanside, CA: Academic Communication Associates.
- Pierce, L.V. (2006). *Facilitating transition to the mainstream: Sheltered English vocabulary development*. Retrieved 10/24/06 from <http://www.ncela.gwu.edu/pubs/classics/pig/06sheltered.htm>.
- Pieretti, R.A., & Goldsworthy, C.L. (2001). Language-based reading disorders: A bottom-up perspective. *CSHA Magazine*, 31(1), 8-9.
- Politzer, R., & Ramírez, A. (1974). An error analysis of the spoken English of Mexican-American pupils in a bilingual school and a monolingual school. *Language Learning*, 23 (1), 39-51.
- Poon-McBrayer, K. F., & García, S. B. (2000). Profiles of Asian American students with LD at initial referral, assessment, and placement in special education. *Journal of Learning Disabilities*, 33, 61-71.
- Posnick-Goodwin, S. (2005). Low-income, minority families have the most to gain. *California Educator*, 10, 12-115.
- Posnick-Goodwin, S. (2006). Immersion requires patience. *California Educator*, 11, 11.
- Posnick-Goodwin, S. (2007). Response to intervention. *California Educator*, 12, 6-12.
- Poupart, L.M. (2003). The familiar face of genocide: internalized oppression among American Indians. *Hypatia*, 18, 86-102.
- Powell, R., & Davidson, N. (2005). The donut house: Real world literacy in an urban kindergarten classroom. *Language Arts*, 82, 248-256.
- Powers, K. (2005). Promoting school achievement among American Indian students throughout the school years. *Childhood Education*, 338.5.
- Prelock, P.A., Beatson, J., Bitner, B., Broder, C., & Ducker, A. (2003). Interdisciplinary assessment of young children with Autism Spectrum Disorder. *Language, Speech, and Hearing Services in Schools*, 34, 194-202.
- Price, J.R., Roberts, J.E., & Jackson, S.C. (2006). Structural development of the fictional narratives of African American preschoolers. *Language, Speech, and Hearing Services in Schools*, 37, 178-199.
- Pridmore, S., & Pasha, M.I. (2004). Psychiatry and Islam. *American Psychiatry*, 12, 380-385.
- Qi, C.H. (2006). Beyond assessment: Issues of assessing language and behavior of African American children from low income backgrounds. *ASHA Special Interest Division 14 Newsletter*, 13, 14-18.
- Qi, C.H., & Kaiser, A.P. (2004). Problem behaviors of low-income children with language delays: An observation study. *Journal of Speech, Language, and Hearing Research*, 47, 595-609.
- Ramírez, J.D., Yuen, S., & Ramey, D. (1991). *Executive summary final report: Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children*, Washington, DC: U.S. Department of Education.
- Rasheed, A.S., Liu, M.W., & Humedian, M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology: Research and Practice*, 35, 635-642.
- Rayle, A.D., Chee, C., & Sand, J.K. (2006). Honoring their way: Counseling American Indian women. *Journal of Multicultural Counseling and Development*, 34, 66-79.
- Reese, D. (2007). Proceed with caution: Using Native American folktales in the classroom. *Language Arts*, 84, 245-255.

- Reid, R., Casta, C.D., Norton, H.J., Anastopolous, A.D., & Temple, E.P. (2001). Using behavior rating scales for ADHD across ethnic groups: The IOWA Conners. *Journal of Emotional and Behavioral Disorders, 9*, 210-218.
- Reid, R., Riccio, C.A., Kessler, R.H., DuPaul, G.J., Power, T.J., Anastopolous, A.D., Rogers-Adkinson, D., & Noll, M. (2000). Gender and ethnic differences in ADHD assessed by behavior ratings. *Journal of Emotional and Behavioral Disorders, 8*, 38-48.
- Renfrew, C. (1991). *The Bus Story Language Test: A Test of Continuous Speech*. Oxford, England: Author.
- Rescorla, L. (1989). The Language Development Survey: A screening tool for delayed language in toddlers. *Journal of Speech and Hearing Disorders, 54*, 587-599.
- Rescorla, L., & Achenbach, T.M. (2002). Use of the Language Development Survey (LDS) in a national probability sample of children 18 to 35 months old. *Journal of Speech, Language, and Hearing Research, 44*, 733-743.
- Rescorla, L., & Alley, A. (2001). Validation of the Language Development Survey (LDS): A parent report tool for identifying language delay in toddlers. *Journal of Speech, Language, and Hearing Research, 44*, 434-445.
- Restrepo, M.A. (1998). Identifiers of predominantly Spanish-speaking children with language impairment. *Journal of Speech-Language-Hearing Research, 41*, 1398-1411.
- Restrepo, M.A., & Gutiérrez-Clellen, V.F. (2004). Grammatical impairments in Spanish-English bilingual children. In B.A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 213-234). Baltimore, MD: Paul H. Brookes Publishing Co.
- Restrepo, M.A., & Kruth, K. (2000). Grammatical characteristics of a Spanish-English child with specific language impairment. *Communication Disorders Quarterly, 21*(2), 66-76.
- Rice, M., Sell, M.A., & Hadley, P.A. (1991). Social interactions of speech- and language-impaired children. *Journal of Speech and Hearing Research, 3*(3), 1299-1307.
- Richmond, Y. (1995). *From da to yes: Understanding the East Europeans*. Yarmouth, ME: Intercultural Press, Inc.
- Richmond, Y. (2003). *From nyet to da: Understanding the Russians* (3rd ed.). London: Intercultural Press/Nicholas Brealey Publishing.
- Riquelme, L. (1994, July). Hispanic American cultures. Paper presented at the conference for Competent Assessment and Intervention with Hispanic and Asian/Pacific Islander Populations, Maui, Hawaii.
- Rimashevskaja, N. M. (2007). Children and young people are the future of Russia. *Russian Education and Society, 49*, 70-86.
- Ritzman, M.J., Sanger, D., & Coufal, K.L. (2006). A case study of a collaborative speech-language pathologist. *Communication Disorders Quarterly, 27*, 221-231.
- Rivera, H.H., & Tharp, R.G. (2006). A Native American community's involvement and empowerment to guide their children's development in the school setting. *Journal of Community Psychology, 34*, 435-451.
- Roberts, G. (2007, June). *Response to intervention: A national perspective*. Paper presented at the NCLB/IDEA Symposium, Sacramento, CA.
- Roberts, J.E., Medley, L.P., Swartzfager, J.L., & Neebe, E.C. (1997). Assessing the communication of African American one-year-olds using the Communication and Symbolic Behavior Scales. *American Journal of Speech-Language Pathology, 6*(2), 59-65.
- Roberts, J.E., Pollock, K.E., Krakow, R., Price, J., Fulmer, K.C., & Wang, P.P. (2005). Language development in preschool-age children adopted from China. *Journal of Speech, Language, and Hearing Research, 48*, 93-107.
- Robertson, B., & Liu, M. (2006, March). China: Can Confucianism quell dissent? *Newsweek International, March 20, 2006 issue*, p. 2.
- Robinson, F., Sandoval, N., Baldwin, J., & Sanderson, P.R. (2005). Breast cancer education for Native American women: Creating culturally relevant communications. *Clinical Journal of Oncology Nursing, 9*, 689-692.
- Robinson, T.L., & Crowe, T.A. (1998). Culture-based considerations in programming for stuttering intervention with African American clients and their families. *American Journal of Speech-Language Pathology, 29*(3), 172-179.
- Robinson-Zañartu, C. (1996). Serving Native American children and families: *Considering cultural variables. Language, Speech, and Hearing Services in Schools, 27*(4), 373-384.
- Rodríguez, B.L., & Olswang, L.B. (2003). Mexican-American and Anglo-American mothers' beliefs and values about child-rearing, education, and language impairment. *American Journal of Speech-Language Pathology, 12*, 452-462.
- Rogers-Adkinson, D. L., Ochoa, T. A., & Delgado, B. (2003). Developing crosscultural competence: Serving families of children with significant developmental needs. *Focus on Autism and Other Developmental Disabilities, 18*, 4-8.
- Rojas, R. (2006). School-based assessment of bilingual speakers in 2006: Clinical practice and federal law. *CSHA Magazine, 36*(2), 8-10.
- Romanovich, N.A. (2005). Democratic values and freedom "Russian style." *Russian Social Science Review, 45*, 42-48.
- Rosa-Lugo, L.I., & Fradd, S. (2000). Preparing professionals to serve English-language learners with communication disorders. *Communication Disorders Quarterly, 22*(1), 29-42.
- Roseberry, C.A., & Connell, P. J. (1991). The use of an invented language rule in the differentiation of normal and language-impaired Spanish-speaking children. *Journal of Speech and Hearing Research, 34*, 596-603.
- Roseberry-McKibbin, C.A. (1993). *Bilingual Classroom Communication Profile*. Oceanside, CA: Academic Communication Associates.
- Roseberry-McKibbin, C.A. (1994). Assessment and intervention for children with limited English proficiency and language disorders. *American Journal of Speech-Language Pathology, 3*(3), 77-88.
- Roseberry-McKibbin, C. (1995). Distinguishing language differences from language disorders in linguistically and culturally diverse students. *The Magazine of the National Association for Multicultural Education, 2*(4), 12-16.
- Roseberry-McKibbin, C. (1997). Understanding Filipino families: A foundation for effective service delivery. *American Journal of Speech-Language Pathology, 6*(3), 5-14.

- Roseberry-McKibbin, C. (2000a). Mirror, mirror on the wall: Reflections of a third culture American. *Communication Disorders Quarterly*, 21(4), 242-245.
- Roseberry-McKibbin, C. (2000b). Multicultural matters: The culture of poverty. *Communication Disorders Quarterly*, 21(4), 242-245.
- Roseberry-McKibbin, C. (2001a). Serving children from the culture of poverty: Practical strategies for speech-language pathologists. *The ASHA Leader*, 6(20), 4-5, 16.
- Roseberry-McKibbin, C. (2001b). *The source for bilingual students with language disorders*. East Moline, IL: LinguiSystems, Inc.
- Roseberry-McKibbin, C. (2002). Principles and strategies in intervention. In A.E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 199-233). Boston, MA: Allyn & Bacon.
- Roseberry-McKibbin, C. (2003). *Assessment of bilingual learners: Language difference or language disorder?* Video published by the American Speech-Language-Hearing Association, Rockville, MD.
- Roseberry-McKibbin, C. (2007). *Language disorders in children: A multicultural and case perspective*. Boston: Allyn & Bacon.
- Roseberry-McKibbin, C. (2008). *Increasing the language and academic achievement of children in poverty*. San Diego: Plural Publishing, Inc.
- Roseberry-McKibbin, C., & Brice, A. (1999). The perception of vocal cues of emotion by Spanish-speaking limited English proficient children. *Journal of Children's Communication Development*, 20(2), 19-25.
- Roseberry-McKibbin, C.A., & Eicholtz, G.E. (1994). Serving limited English proficient children in schools: A national survey. *Language Speech and Hearing Services in Schools*, 25(3), 156-164.
- Roseberry-McKibbin, C., & Hegde, M.N. (2006). *An advanced review of speech-language pathology: Preparation for PRAXIS and comprehensive examination* (2nd ed.). Austin, TX: Pro-Ed.
- Roseberry-McKibbin, C., & O'Hanlon, L. (2005). Nonbiased assessment of English language learners: A tutorial. *Communication Disorders Quarterly*, 26, 178-185.
- Roseberry-McKibbin, C., Peña, A., Hall, M., & Smith-Stubblefield, S. (1996, November). Health care considerations in serving children from migrant Hispanic families. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Rosenberg, L. (2000). *Living in the light of death: On the art of being truly alive*. Boston: Shambhala Publications.
- Rossetti, L.M. (2001). *Communication intervention birth to three* (2nd ed.). Boston: Allyn & Bacon.
- Roth, F.P. (2004). Word recognition assessment frameworks. In C.A. Stone, E.R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 461-480). New York: The Guilford Press.
- Rowe, B.M., & Levine, D.P. (2006). *A concise introduction to linguistics*. Boston: Pearson Education, Inc.
- Roy, P., & Chiat, S. (2004). A prosodically controlled word and nonword repetition task for 2- to 4-year olds: Evidence from typically-developing children. *Journal of Speech-Language-Hearing Research*, 47, 223-234.
- Rubinstein-Ávila, E. (2006). Connecting with Latino learners. *Educational Leadership*, 63, 38-43.
- Rueda, R., Monzo, L., Blacher, J., Shapiro, J., & González, J. (2005). Cultural models and practices regarding transition: A view from Latina mothers of young adults with developmental disabilities. *Exceptional Children*, 71, 401-414.
- Rueda, R., & Windmueller, M.P. (2006). English language learners, LD, and overrepresentation: A multiple-level analysis. *Journal of Learning Disabilities*, 39, 99-107.
- Rybak, C.J., Eastin, C.L., & Robbins, I. (2004). Native American healing practices and counseling. *Journal of Humanistic Counseling, Education and Development*, 43, 25-32.
- Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231-247.
- Saenz, T.I. (1996). An overview of second language acquisition. In H.W. Langdon & T.I. Saenz (Eds.), *Language assessment and intervention with multicultural students: A guide for speech-language-hearing professionals* (pp. 51-60). Oceanside, CA: Academic Communication Associates.
- Salas-Provance, M.B., Erickson, J.G., & Reed, J. (2002). Disabilities as viewed by four generations of one Hispanic family. *American Journal of Speech-Language Pathology*, 11, 151-162.
- Salas-Provance, M.B., & Oprandy, R. (2006). Collaboration between teachers and speech-language pathologists: A university model to benefit Hispanic children in schools. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, ASHA Special Interest Division 14 Newsletter*, 13, 17-22.
- Saldaña-Illingworth, C. *Language activities for young Hispanic children*. Oceanside, CA: Academic Communication Associates.
- Salend, S.J., & Duhaney, M.G. (2005). Understanding and addressing the disproportionate representation of students of color in special education. *Intervention in School and Clinic*, 40, 213-221.
- Savin, D., Garry, M.T., Zuccaro, P., & Novins, D. (2006). Telepsychiatry for treating rural American Indian youth. *Journal of the American Academy of Adolescent Psychiatry*, 45, 484-488.
- Schiff-Myers, N. (1992). Considering arrested language development and language loss in the assessment of second language learners. *Language, Speech, and Hearing Services in the Schools*, 23, 28-33.
- Schmit, K. (2005). Nursing implications for treating "kanser" in Filipino patients. *Journal of Hospice and Palliative Nursing*, 7, 345-353.
- Schvaneveldt, P.L., Kerpelman, J.L., & Schvaneveldt, J.D. (2005). Generational and cultural changes in family life in the United Arab Emirates: A comparison of mothers and daughters. *Journal of Comparative Family Studies*, 36, 77-92.
- Scott, D.M. (1998). Multicultural aspects of hearing disorders and audiology. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (2nd ed.) (pp. 335-354). Newton, MA: Butterworth-Heinemann.

- Seals, L.M., Pollard-Durodola, S.D., Foorman, B.R., & Bradley, A.M. (2007). *Vocabulary power: Lessons for students who use African American English Vernacular*. Baltimore: Brookes Publishing Co.
- Selman, P. (2007). The diaper diaspora. *Foreign Policy*, 32, 1-6.
- Semel, E., Wiig, E.H., & Secord, W. (2005). *Clinical Evaluation of Language Fundamentals-4 (Spanish)*. San Antonio, TX: The Psychological Corporation.
- Senices, J. (2005). The complexity behind the Hispanic identity. *Journal of Applied Rehabilitative Counseling*, 36, 20-24.
- Seymour, H.N., Bland-Stewart, L., & Green, L.J. (1998). Difference versus deficit in child African American English. *Language, Speech, and Hearing Services in Schools*, 29(2), 96-108.
- Seymour, H.S., Roeper, T.W., & deVilliers, J. (2004). *Diagnostic Evaluation of Language Variation*. San Antonio, TX: Psychological Corporation.
- Shaikh, M. (2005). *What teachers need to know about Islam*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Sharifzadeh, V.S. (2004). Families with Middle Eastern roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (3rd ed.) (pp. 373-414). Baltimore, MD: Paul H. Brookes Publishing Company.
- Shekar, C., & Hegde, M.N. (1995). India: Its people, culture, and languages. In L.L. Cheng (Ed.), *Integrating language and learning for inclusion: An Asian-Pacific focus* (pp. 125-148). San Diego: Singular Publishing Group, Inc.
- Sheng, L., McGregor, K.K., & Marian, V. (2006). Lexical-semantic organization in bilingual children: Evidence from a repeated word task. *Journal of Speech, Language, and Hearing Research*, 49, 572-587.
- Shohamy, E. (1999). *Unity and diversity in language policy*. Paper presented at the AILA conference, Tokyo, August.
- Shukshin, A. (2004). Ailing Russian health-care system in urgent need of reform. *Bulletin of the World Health Organization*, 82, 391.
- Sileo, T. W., & Prater, M. A. (1998). Creating classroom environments that address the linguistic and cultural backgrounds of students with disabilities. *Remedial and Special Education*, 19, 323-337.
- Silliman, E.R., & Diehl, S.F. (2002). Assessing children with language learning disabilities. In D.K. Bernstein, & E. Tiegerman-Farber (Eds.), *Language and communication disorders in children* (5th ed.) (pp. 184-255). Boston, MA: Allyn & Bacon.
- Silliman, E.R., & Scott, C.M. (2006). Language impairment and reading disability: Connections and complexities—Introduction to the special issue. *Learning Disabilities Research and Practice*, 21, 1-7.
- Silva, L.M.T., & Cignolini, A. (2005). A medical Qigong methodology for early intervention in autism spectrum disorder: A case series. *The American Journal of Chinese Medicine*, 33, 315-327.
- Singh, S. (2001). Information available from: http://www.aapi.gov/info.aapi_factsheet.htm.
- Skiba, R. J., Poloni-Staudinger, L., Simmons, A. B., Feggins-Azziz, L. R., & Chung, C.-G. (2005). Unproven links: Can poverty explain ethnic disproportionality in special education? *The Journal of Special Education*, 39, 130-144.
- Skinner, D.G., Correa, V., Skinner, M., & Bailey, D. (2001). Role of religion in the lives of Latino families of young children with developmental delays. *American Journal on Mental Retardation*, 106, 297-313.
- Skutnabb-Kangas, T. (2000). Linguistic rights in human education? In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 137-144). Clevedon, England: Multilingual Matters Ltd.
- Sleeter, C. (1994). White racism. *National Association for Multicultural Education*, 1(4), 5-8.
- Smiley, D.E., & Threats, T. (2006). Audiologists and speech-language pathologists working together to serve children in rural communities who are deaf and hard of hearing. *Perspectives on Communication disorders and Sciences in Culturally and Linguistically Diverse Populations (Special Interest Division 14 Newsletter)*, 13, 22-28.
- Smith, T.T., Lee, E., & McDade, H.L. (2001). An investigation of T-units in African-American English-speaking and Standard American English-speaking fourth-grade children. *Communication Disorders Quarterly*, 22(3), 148-157.
- Smith-Stoner, M. (2003). How Buddhism influences pain control choices. *Nursing*, 33, 17.
- Snow, C.E., Porche, M.V., Tabors, P.O., & Harris, S.R. (2007). *Is literacy enough? Pathways to academic success for adolescents*. Baltimore: Brookes Publishing Co.
- Snyder, L.E., & Scherer, N. (2004). The development of symbolic play and language in toddlers with cleft palate. *American Journal of Speech-Language Pathology*, 13, 66-80.
- Soto, G., Huer, M.B., & Taylor, C. (1997). Multicultural issues. In L.I. Lloyd, D.H. Fuller, & H.H. Arvidson (Eds.), *Augmentative and alternative communication* (pp. 406-413). Boston: Allyn & Bacon.
- Southwood, S., & Russell, A.F. (2004). Comparison of conversation, freeplay, and story generation as methods of language sample elicitation. *Journal of Speech, Language, and Hearing Research*, 47, 366-376.
- Sparks, S. (2000). Classroom and curriculum accommodations for Native American students. *Intervention in School and Clinic*, 35, 259-263.
- Spencer, G., & Hollmann, F.W. (1998). In *Population profile of the United States, 1997*, pp. 8-9. U.S. Bureau of the Census, Current Population Reports, Series P23-194. Washington, DC: U.S. Government Printing Office.
- Sperling, V. (1999). *Organizing women in contemporary Russia: Engendering transition*. New York: Cambridge University Press.
- Starnes, B.A. (2006). What we don't know can hurt them: White teachers, Indian children. *Phi Delta Kappan*, 384-392.
- Stein, M.T. (2004). International adoption: A 4-year old child with unusual behaviors adopted at 6 months of age. *Pediatrics*, 114, 1425-1431.
- Stewart, D.A., & Kluwin, T.N. (2001). Diversity in deaf education. In S. Dragin (Ed.), *Teaching deaf and hard of hearing students: Content, strategies and curriculum* (pp. 272-288). Needham Heights, MA: Allyn & Bacon.

- Stewart, J.L. (1986). Hearing disorders among the indigenous peoples of North America and the Pacific Basin. In O. Taylor (Ed.), *Nature of communication disorders in culturally and linguistically diverse populations*. San Diego: College-Hill Press.
- Stockman, I.J. (1996). The promises and pitfalls of language sample analysis as an assessment tool for linguistic minority children. *Language, Speech, and Hearing Services in Schools, 27*(4), 355-366.
- Stockman, I.J. (2000). The new Peabody Picture Vocabulary Test-III: An illusion of unbiased assessment? *Language, Speech, and Hearing Services in Schools, 31*(4), 340-253.
- Stockman, I.J. (2006). Alveolar bias in the final consonant deletion patterns of African American children. *Language, Speech, and Hearing Services in Schools, 37*, 85-95.
- Stodolska, M., & Livengood, J.S. (2006). The influence of religion on the leisure behavior of immigrant Muslims in the United States. *Journal of Leisure Research, 38*, 293-320.
- Stokes, S.F., Wong, A.M.-Y., Fletcher, & Leonard, L.B. (2006). Nonword repetition and sentence repetition as clinical markers of specific language impairment: The case of Cantonese. *Journal of Speech, Language, and Hearing Research, 49*, 219-236.
- Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). New York: John Wiley & Sons.
- Suico, J.L. (2005). Pentecostalism and social change. *Asian Journal of Pentecostal Studies, 13*, 195-213.
- Susan, H.E., & Susan, H.W. (2005). African, Russian, and Ukrainian refugee resettlement in Portland, Oregon. *Geographical Review, 95*, 189-209.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in second language acquisition*. Boston: Newbury House.
- Swanson, T.J., Hodson, B.W., & Schommer-Aikins, M. (2005). An examination of phonological awareness treatment outcomes for seventh-grade poor readers from a bilingual community. *Language, Speech, and Hearing Services in Schools, 36*, 336-345.
- Szlemko, W.J., Wood, J.W., & Thurman, R.J. (2006). Native Americans and alcohol: Past, present, and future. *The Journal of General Psychology, 13*, 435-451.
- Tabors, P. O. (1997). *One child, two languages*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Taddonio, R. (2003). *International adoption and language development*. Retrieved 7/4/06 from <http://www.adopting.org/adoptions/adoptive-parenting-international-adoption-and-language-development.html>.
- Takanishi, R. (2006). Leveling the playing field: Supporting immigrant children from birth to eight. *The Future of Children: Children of Immigrant Families, 14*, 62-79.
- Talbert-Johnson, C. (2004). Structural inequities and the achievement gap in urban schools. *Education and Urban Society, 37*, 22-36.
- Tam, K. Y. B., & Heng, M. A. (2005). A case involving culturally and linguistically diverse parents in prereferral intervention. *Intervention in School and Clinic, 40*, 222-230.
- Tan, G.T. (2006). Diverse issues: Providing services to internationally adopted children. *CSHA Magazine, 36*(2), 11-12.
- Tannen, D. (1994). Talking from 9 to 5: Women and men in conversation. William Morrow.
- Tannenbaum, M. (2005). Viewing family relations through a linguistic lens: Symbolic aspects of language maintenance in immigrant families. *The Journal of Family Communication, 5*, 229-252.
- Teagle, H.F.B., & Moore, J.A. (2002). School-based services for children with cochlear implants. *Language, Speech, and Hearing Services in Schools, 33*, 162-171.
- Terrell, S.L., Arensburg, K., & Rosa, R. (1992). Parent-child comparative analysis: A criterion-referenced method for the nondiscriminatory assessment of a child who spoke a relatively uncommon dialect of English. *Language, Speech, and Hearing Services in the Schools, 23* (1), 34-42.
- Terrell, S.L., Battle, D.E., & Grantham, R.B. (1998). African-American cultures. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (2nd ed.) (pp. 31-72). Stoneham, MA: Butterworth-Heinemann.
- Terrell, B., & Hale, J. (1992). Serving a multicultural population: Different learning styles. *American Journal of Speech-Language Pathology, 1* (2), 5-8.
- Terrell, S.L., & Jackson, R.S. (2002). African Americans in the Americas. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 33-70). Woburn, MA: Butterworth-Heinemann.
- Terrell, S.L., & Terrell, F. (1996). The importance of psychological and sociocultural factors for providing clinical services to African American children. In A.G. Kamhi, S.E. Pollock, & J.L. Harris (Eds.), *Communication development and disorders in African American children* (pp. 55-72). Baltimore: Paul H. Brookes Publishing Co.
- Thal, D., Jackson-Maldonado, D., & Acosta, D. (2000). Validity of a parent-report measure of vocabulary and grammar for Spanish-speaking toddlers. *Journal of Speech-Language-Hearing Research, 43*(5), 1087-1100.
- Thibodeau, L. M., Johnson, C. (2005, Sept. 27). Serving children with hearing loss in public school settings. *The ASHA Leader, 6-7*, 36-38.
- Thomas, W.P., & Collier, V.P. (1998). Two languages are better than one. *Educational Leadership, 12/97-1/98*, 23-26.
- Thomas-Tate, S., Washington, J., Craig, H., & Packard, M. (2006). Performance of African American preschool and kindergarten students on the Expressive Vocabulary Test. *Language, Speech, and Hearing Services in Schools, 37*, 143-149.
- Thomas-Tate, S., Washington, J., & Edwards, J. (2004). Standardized assessment of phonological awareness skills in low-income African American first graders. *American Journal of Speech-Language Pathology, 13*, 182-190.
- Thompson, C.A., Craig, H.K., & Washington, J.A. (2004). Variable production of African American English across orality and literacy contexts. *Language, Speech, and Hearing Services in Schools, 35*, 269-282.

- Thordardottir, E. (2006, Aug. 15). Language intervention from a bilingual mindset. *ASHA Leader*, 11, 6-7, 20-21.
- Tiegerman-Farber, E. (2002). Interactive teaming: The changing role of the speech-language pathologist. In D.K. Bernstein., & E. Tiegerman-Farber (Ed.), *Language and communication disorders in children* (5th ed.) (pp. 96-125). Boston, MA: Allyn & Bacon.
- Topmiller, R. (2000). Vietnamese Buddhism in the 1990s. *Cross Currents, Spring/Summer 2000*, 232-239.
- Torres-Guzman, M.E. (2002). Dual language programs: Key features and results. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 50-63). Clevedon, England: Multilingual Matters Ltd.
- Trelease, J. (2006). *The read-aloud handbook*. Retrieved 8/15/06 from <http://www.trelease-on-reading.com>.
- Trembath, D., Balandin, S., & Rossi, C. (2005). Cross-cultural practices and autism. *Journal of Intellectual & Developmental Disability*, 30, 240-242.
- Trillingsgaard, A., Sorensen, E.U., Nemeč, G., & Jorgensen, M. (2005). What distinguishes autism spectrum disorders from other developmental disorders before the age of four years? *European Child & Adolescent Psychiatry*, 14, 65-72.
- Tsai, D. (2006). Confucianism, autonomy and patient care. *Southern Medical Journal*, 99, 685-687.
- Tsai, G., & Alanis, L. (2004). The Native American culture: A historical and reflective perspective. *NASP Communique*, 32, #8.
- Tur-Kaspa, H., & Dromi, E. (2001). Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. *Language, Speech, and Hearing Services in Schools*, 32, 79-89.
- Uccelli, P., & Pez, M. M. (2007). Narrative and vocabulary development of bilingual children from kindergarten to first grade: Developmental changes and associations among English and Spanish skills. *Language, Speech, and Hearing Services in Schools*, 38, 225-236.
- Uffen, E. (1998). Where the jobs are: Keeping an eye on the future. *Asha*, 40, 24-28.
- Ukrainetz, T.A. (Ed.) (2006). *Contextualized language intervention: Scaffolding PreK-12 literacy achievement*. Eau Claire, WI: Thinking Publications.
- Ukrainetz, T.A., Harpell, S., Walsh, C., & Coyle, C. (2000). A preliminary investigation of dynamic assessment with Native American kindergarteners. *Language, Speech, and Hearing Services in Schools*, 31, 142-154.
- Unger, J. B., Shakib, S., Boley Cruz, T., Hoffman, B. R., Howard Pitney, B., & Pohrbach, L. A. (2003). Smoking behavior among urban and rural Native American adolescents in California. *American Journal of Preventive Medicine*, 25, 251-254.
- United Nations Economic and Social Commission for Asia and the Pacific (2002). Focus on ability, celebrate diversity: Highlights of the Asian and Pacific Decade of Disabled Persons, 1993-2002. Special needs education survey project in Samoa. Retrieved 6/21/07 from <http://www.unescap.org/esid/psis/publicaitons/spps/13/chap9.htm>.
- University of Michigan Health System (2007). *Program for multicultural health*. Retrieved 3/3/07 from <http://www.med.umich.edu/multicultural/ccp%20/nativeamerican.htm>.
- Updegraff, K.A., McHale, S.M., Whiteman, S.D., Thayer, S.M., & Delgado, M.Y. (2005). Adolescent sibling relationships in Mexican American families: Exploring the role of familism. *Journal of Family Psychology*, 19, 512-522.
- Urban Institute (2006). *Young children of immigrants in two-parent families have triple poverty rate of children with U.S.-born parents*. Retrieved 8/15/06 from <http://www.urban.org/publications/900779.html>.
- U.S. Bureau of the Census (1986). *Statistical abstract of the United States, 1987* (107th ed.). Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of the Census (1987). *Statistical abstract of the United States, 1988* (108th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Bureau of the Census (1990). *Statistical abstract of the United States, 1990* (110th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Bureau of the Census (1992). *Statistical abstract of the United States, 1992* (112th ed.). Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of the Census (1999). *Statistical abstract of the United States, 1999* (119th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Bureau of the Census (2000). *Statistical abstract of the United States, 2000* (120th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Bureau of the Census (2005). *Statistical abstract of the United States, 2005* (125th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Bureau of the Census (2006). *Black History Month: February 2007*. Retrieved 2/7/07 from http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_ed.
- U.S. Bureau of the Census (2007). *Statistical abstract of the United States, 2007* (127th ed.). Washington, DC: U.S. Department of Commerce.
- U.S. Center for Immigration Studies (2001). Information available from <http://www.cis.org/articles/2001/back101.html>.
- U.S. Center for Immigration Studies (2003). Immigration in a time of recession: An examination of trends since 2000 (as summarized by Steven A. Camarota). Retrieved 7/4/04 from <http://www.cis.org/articles/2003/back1603.html>.
- U.S. Central Intelligence Agency (2004). *The world factbook: Russia*. Retrieved July 1, 2004, from www.cia.gov/cia/publications/factbook/geos/rs.html.
- U.S. Department of Agriculture (2007). *Rural income, poverty, and welfare: High-poverty counties*. Retrieved 2/28/07 from <http://www.ers.usda.gov/Briefing/IncomePovertyWelfare/HighPoverty/Analysis.htm>.

- U.S. Department of Health and Human Services (1985). Health status of minorities and low income groups (*DHHD Publication No. [HRSA] HRS-P-DV 85-1*). Washington, DC: U.S. Government Printing Office.
- U.S. Department of State (2004). *Background note: Russia*. Retrieved July 1, 2004 from www.state.gov/r/pa/ei/bgn/3183.htm.
- U.S. Department of State (2006). *Countries and numbers of U.S. adoptions in 2006*. Available at http://travel.state.gov/family/adoption/adoption_485.html.
- U.S. Environmental Protection Agency (2007). *Protect your child from lead poisoning*. Retrieved 2/24/07 from <http://search.netscape.com>.
- U.S. State Department (2007). *Immigrant Visas Issued to Orphans Coming to the U.S.* Available at http://travel.state.gov/orphan_numbers.html.
- Valdivia, R. (1999). The implications of culture on developmental delay. *ERIC Digest*; ERIC Clearinghouse on Disabilities and Gifted Education.
- vanBiervliet, A., & Parette, H.P. (2002). Development and evaluation of the families, cultures and augmentative and alternative communication (AAC) multimedia program. *Disability and Rehabilitation*, 24, 131-143.
- Van Broekhuizen, L.D. (2006). *Sheltered English: Techniques for ensuring comprehension*. Retrieved 10/24/06 from http://prel.org/products/paced/oct04/re_sheltered.htm.
- Van Hook, J., Brown, S.L., & Kwenda, M.N. (2003). One step forward, two steps back: The increase in immigrant child poverty from 1970 to 2000. Paper presented at the Population Association of America 2003 Annual Meeting, Minneapolis, MN. Retrieved 8/15/06 from <http://paa2003.princeton.edu/abstractViewer.asp?submissionId=63346>.
- van Keulen, J.E., Weddington, G.T., & DeBose, C.E. (1998). *Speech, language, learning and the African American child*. Needham Heights, MA: Allyn & Bacon.
- van Kleeck, A. (1994). Potential cultural bias in training parents as conversational partners with their children who have delays in language development. *American Journal of Speech-Language Pathology*, 3(1), 67-78.
- Vang, C. T. (2005). Hmong-American students still face multiple challenges in public schools. *Multicultural Education*, 13, 27-35.
- Vang, H., & Barrera, M.T. (2005). Hmong parents' perceptions on instructional strategies for educating their children with disabilities. *Hmong Studies Journal*, 5, 1-20.
- Vansteenkiste, M., Zhou, M., Lens, W., & Soenens, B. (2005). Experiences of autonomy and control among Chinese learners: Vitalizing or immobilizing? *Journal of Educational Psychology*, 97, 468-483.
- Vaughn, S., Linan-Thompson, S., Mathes, P.G., Cirino, P.T., Carlson, C.D., Pollard-Durodola, S.D., Cardenas-Hagan, E., & Francis, D.J. (2006). Effectiveness of Spanish intervention for first-grade English language learners at risk for reading difficulties. *Journal of Learning Disabilities*, 39, 56-73.
- Vaughn, S., Mathes, P.G., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. *Learning Disabilities Research and Practice*, 20, 58-67.
- Verhallen, M.J.A.J., Bus, A.G., & de Jong, M.T. (2006). The promise of multimedia stories for kindergarten children at risk. *Journal of Educational Psychology*, 98, 410-419.
- Visscher, C. (2006). Understanding the cultural/religious mélange in treating Chinese patients. *Southern Medical Journal*, 99, 683-684.
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA.: MIT Press.
- Wagner, R. K., Francis, D. J., & Morris, R. D. (2005). Identifying English language learners with learning disabilities: Key challenges and possible approaches. *Learning Disabilities Research & Practice*, 20, 6-15.
- Wallace, I.F., Roberts, J.E., & Lodder, D.E. (1998). Interactions of African American infants and their mothers: Relations with development at 1 year of age. *Journal of Speech-Language-Hearing Research*, 41(4), 900-912.
- Wallach, G.P., & Madding, C.C. (2001, November). *Language-based literacy intervention: From language disorders to language differences*. Short course presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans, Louisiana.
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9, 159-180.
- Wang, K., Hsieh, K., Heller, T., Davidson, P., & Janicki, M. (2007). Carer reports of health status among adults with intellectual/developmental disabilities in Taiwan living at home and in institutions. *Journal of Intellectual Disability Research*, 51, 173-183.
- Wang, M., Park, Y., & Lee, K.R. (2006). Korean-English biliteracy acquisition: Cross-language phonological and orthographic transfer. *Journal of Educational Psychology*, 98, 148-158.
- Warne, D. (2006). Research and educational approaches to reducing health disparities among American Indians and Alaska Natives. *Journal of Transcultural Nursing*, 17, 266-271.
- Washington, J.A. (2001). Early literacy skills in African American children: Research considerations. *Learning Disabilities Research and Practice*, 16, 213-219.
- Washington, J.A., & Craig, H.K. (1994). Dialectal forms during discourse of poor, urban, African American preschoolers. *Journal of Speech and Hearing Research*, 37(4), 816-823.
- Washington, J.A., & Craig, H.K. (2004). A language screening protocol for use with young African American children in urban settings. *American Journal of Speech-Language Pathology*, 13, 329-340.
- Washington, J.A., Craig, H.K., & Kushmaul, A.J. (1998). Variable use of African American English across two language sampling contexts. *Journal of Speech-Language-Hearing Research*, 41(5), 1115-1124.

- Wasik, B.A., Bond, M.A., & Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology, 98*, 63-74.
- Weaver, G. (2006). *The American cultural tapestry*. Retrieved 12/27/06 from <http://usinfo.state.gov/journals/itsv/0606/ijse/weaver.htm>
- Weiner, C. (2001). *Preparing for success: Meeting the language and learning needs of young children from poverty homes*. Youngtown, AZ: ECL Publications.
- Weiss, A.L. (2002). Planning language intervention for young children. In D.K. Bernstein., & E. Tiegerman-Farber (Eds.), *Language and communication disorders in children* (5th ed.) (pp. 256-314). Boston, MA: Allyn & Bacon.
- Westby, C.E. (1990). Ethnographic interviewing: Asking the right questions to the right people in the right ways. *Journal of Childhood Communication Disorders, 13* (1), 101-111.
- Westby, C.E. (1997). There's more to passing than knowing the answers. *Language, Speech, and Hearing Services in Schools, 28*(3), 274-287.
- Westby, C.E. (2007). Child maltreatment: A global issue. *Language, Speech, and Hearing Services in Schools, 38*, 140-148.
- Westby, C.E., Dezale, J., Fradd, S.F., & Lee, O. (1999). Learning to do science: Influences of culture and language. *Communication Disorders Quarterly, 21*(1), 50-63.
- Westby, C., & Vining, C.B. (2002). Living in harmony: Providing services to Native American children and families. In D.E. Battle (Ed.), *Communication disorders in multicultural populations* (3rd ed.) (pp. 135-178). Woburn, MA: Butterworth-Heinemann.
- Western, B., & Petit, B. (2005). Black-White wage inequality, employment rates, and incarceration. *American Journal of Sociology, 111*, 553-578.
- Wetherby, A., & Prizant, B. (1993). *Communication and Symbolic Behavior Scales*. Chicago: Riverside Publishing.
- White-Kaulaity, M. (2007). Reflections on Native American reading: A seed, a tool, and a weapon. *Journal of Adolescent & Adult Literacy, 50*, 560-566.
- Whitmore, K.F., & Crowell, C.G. (2006). Bilingual education students reflect on their language education: Reinventing a classroom 10 years later. *Journal of Adolescent and Adult Literacy, 49*, 270-285.
- Wigginton, E. (1992). Culture begins at home. *Educational Leadership, 49* (4), 60-64.
- Wiig, E.H., Langdon, H.W., & Flores, N. (2001). Nominación rápida y automática en niños hispano hablantes bilingües y monolingües. *Revista de Logopedia y Foniatria, 21*, 106-117.
- Wiig, E.H., Zureich, P., & Chan, H.W. (2000). A clinical rationale for assessing rapid naming abilities in children with language disorders. *Journal of Learning Disabilities, 33*, 359-374.
- Wilder, L.K., Dyches, T.T., Obiakor, F.E., & Algozzine, B. (2004). Multicultural perspectives on teaching students with autism. *Focus on Autism and Other Developmental Disabilities, 19*, 105-113.
- Wiley, T.G. (2002). Accessing language rights in education: A brief history of the U.S. Context. In O. García & C. Baker (Eds.), *Bilingual education: An introductory reader* (pp. 89-107). Clevedon, England: Multilingual Matters Ltd.
- Williams, K. (1997). *Expressive Vocabulary Test*. Circle Pines, MN: American Guidance Service.
- Willis, W. (2004). Families with African American roots. In E.W. Lynch and M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (3rd ed.) (pp. 141-178). Baltimore: Paul H. Brookes Publishing Co.
- Wilson, F. (1998). Delivering speech, language, and hearing services in the Arab world: Some cultural considerations. In D.E. Battle (Ed.). *Communication disorders in multicultural populations* (2nd ed.) (pp.197-202). Newton, MA: Butterworth-Heinemann.
- Wilson, F., Wilson, J.R., & Coleman, T.J. (2000). Culturally appropriate assessment: Issues and strategies. In T.J. Coleman, *Clinical management of communication disorders in culturally diverse children* (pp. 202-238) Needham Heights, MA: Allyn & Bacon.
- Windsor, J., & Kohnert, K. (2004). The search for common ground: Part I. Lexical performance by linguistically diverse learners. *Journal of Speech, Language, and Hearing Research, 47*, 877-890.
- Wiseman, A. W. (2000). Navajo transition to higher education: Knowledge systems, cultural values, and educational policies. *International Journal of Educational Research, 33*, 621-629.
- Wolf, M., Bowers, P., & Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities, 33*, 387-407.
- Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wong, A.M.-Y., Au, C.W.-S. & Stokes, S.F. (2004). Three measures of language production for Cantonese-speaking school-age children in a story-retelling task. *Journal of Speech, Language, and Hearing Research, 43*, 1322-1336.
- Wong, A. M., Leonard, L.B., Fletcher, P & Stokes, S.F. (2004). Questions without movement: A study of Cantonese-speaking children without specific language impairment. *Journal of Speech, Language, and Hearing Research, 47*, 1440-1453.
- Wong, F., & Halgin, R. (2006). The "model minority": Bane or blessing for Asian Americans? *Journal of Multicultural Counseling and Development, 34*, 38-49.
- Wong, V, Hui, L., Lee, W., Leung, L.S.J, Ho, P.P, Lau, W.C., Fung, C.W., & Chung, B. (2004). A modified screening tool for autism (Checklist for Autism in Toddlers [CHAT-23]) for Chinese children. *Pediatrics, 114*, 176.
- Wong Fillmore, L. (1976). The second time around: Cognitive and social strategies in second language acquisition. Unpublished doctoral dissertation, Stanford University.
- Wong Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice, 39*, 203-210.
- Woolfolk, A. (2004). *Educational psychology* (9th ed.). Boston: Allyn & Bacon.

- World Health Organization (2004). Health statistics. Available at <http://www.who.int/en/>.
- Wyatt, T. (1997). Developing a culturally sensitive preschool screening tool. *Asha*, 39(2), 50-51.
- Wyatt, T. (1998). Children's language development. In C.M. Seymour & E. H. Noyer, *Introduction to communication disorders: A multicultural approach* (pp. 59-86). Newton, MA: Butterworth-Heinemann.
- Yamey, G., & Greenwood, R. (2004). Religious views of the 'medical' rehabilitation model: a pilot qualitative study. *Disability and Rehabilitation*, 26, 455-462.
- Yan, R. (2003). Parental perceptions on maintaining heritage languages of CLD students. *Bilingual Review*, 27, 99-113.
- Yan, W., & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *The Journal of Educational Research*, 99, 116-127.
- Yeh, C.J., Chen, J., Kwong, A., Chiang, L., Wang, Y., & Pu-Folkes, F. (2002). Educators of Asian bilingual students: Pedagogical techniques, strategies and challenges. *Journal of Multilingual and Multicultural Development*, 23, 296-315.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with hearing loss. *Journal of Deaf Studies and Deaf Education*, 8, 11-30.
- Yunus, S.M. (2005). Childcare practices in three Asian countries. *International Journal of Early Childhood*, 37, 39-56.
- Zecker, L.B. (2004). Learning to read and write in two languages: The development of early biliteracy abilities. In C.A. Stone, E.R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 248-265). New York: The Guilford Press.
- Zelensky, E.K. (1999). Popular children's culture in post-perestroika Russia: Songs of innocence and experience revisited. In A.M. Barker (Ed.), *Consuming Russia* (pp. 138-160). London: Duke University Press.
- Zhao, G. (2007). The making of the modern subject: A cross-cultural analysis. *Educational Theory*, 57, 75-88.
- Zorkaia, N., & Diuk, N.M. (2005). The values and attitudes of Russia's young people. *Russian Education and Society*, 47, 6-33.
- Zuniga, M.E. (2004). Families with Latino roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide to working with young children and their families* (3rd ed.) (pp. 179-218). Baltimore: Paul H. Brookes Publishing Co.
- Zwiers, J. (2005). The third language of academic English. *Educational Leadership*, 62, 60-63.