

References

- ASHA. (2016). *Speech-Language Impairments Rank First, Second Highest By Age*. The ASHA Leader. <https://leader.pubs.asha.org/doi/10.1044/leader.NIB4.21042016.13#:~:text=Speech%20or%20language%20impairments%20were,day%20in%20regular%20education%20classes.>
- ASHA. (2021). *Language In brief*. American Speech-Language-Hearing Association. <https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in-brief/>.
- CASEL. (2021). *SEL: What Are the Core Competence Areas and Where are they Promoted?* CASEL. <https://casel.org/sel-framework/>.
- CDC. (2021, February 22). *Language and speech disorders in children*. Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/childdevelopment/language-disorders.html>.
- COE. (2021, May). *Students With Disabilities*. COE - Students With Disabilities. <https://nces.ed.gov/programs/coe/indicator/cgg>.
- Cunningham, T., & McNaughtan, H. (2018, July 13). *Text-to-Speech (TTS)*. Reading Rockets. <https://www.readingrockets.org/article/text-speech-tts>.
- Farhath, T. (2013, November 7). *Top 10 Resources on Speech, Language and Hearing*. Reading Rockets. <https://www.readingrockets.org/article/top-10-resources-speech-language-and-hearing>.
- Gargiulo, R. M., & Bouck, E. C. (2018). *Special education in contemporary society: an introduction to exceptionality, 6th ed.* (pp. 253-284). SAGE Publications, Inc.
- IDEA. (2017, May 2). Sec. 300.8 (c) (1). *Individuals with Disabilities Education Act*. <https://sites.ed.gov/idea/regs/b/a/300.8/c/1>.
- Kern, L., et al. (2016). *Supporting students with emotional and behavioral problems: prevention and intervention strategies*. Baltimore.
- KidVentures. (2021). *KidVentures therapy services: Speech-language pathology* - KidVentures Therapy Services. <https://kidventurestherapy.com/services-specialties/speech-language-pathology/>.
- Lyons, R., & Roulstone, S. (2018). Well-being and resilience in children with speech and language disorders. *Journal of Speech, Language, and Hearing Research*, 61(2), 324–344. https://doi.org/10.1044/2017_jslhr-l-16-0391

- Parent Center. (2015, June 16). *Speech and language impairments*. Center for Parent Information and Resources. <https://www.parentcenterhub.org/speechlanguage/>.
- Rosenbaum, S. (2016, April 6). *Childhood Speech and Language Disorders in the General U.S. Population*. Speech and Language Disorders in Children: Implications for the Social Security Administration's Supplemental Security Income Program. <https://www.ncbi.nlm.nih.gov/books/NBK356270/>.
- SESS. (2005). *Information on specific speech and language disorder*. sess.ie. https://www.sess.ie/sites/default/files/Categories/ASD/16Specific_Speech_and_Language_Disorder.pdf.
- NCES. (2021). *The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics)*. National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. <https://nces.ed.gov/fastfacts/display.asp?id=59>.
- WDPI. (2021, March 8). *Special education eligibility worksheets and guides*. Wisconsin Department of Public Instruction. <https://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>.