

PREFACE

I was delighted when asked to edit a volume of *Seminars in Speech and Language* devoted to working with infants and toddlers within early intervention. In considering topics and authors for this volume, I used a variety of sources to inform my decision-making process. First, I drew from my own continuing education needs as an educator, researcher, and clinician and identified topic areas that I felt had received limited coverage in journal publications over the last several years. Second, I talked with a number of clinicians working in the area of early intervention and canvassed them regarding topics they viewed as needing attention in a clinically oriented journal such as *Seminars*. Issues related to learning more about the “how-tos” of working in intensive care nurseries, with infants and toddlers with assistive technology needs and with severe output disorders were topics that surfaced repeatedly. I then set about identifying a few master clinicians and scholars who not only were providing these types of services, but who also could write about their experiences in a clinically relevant manner. Thus, these three topic areas are presented for clinicians by clinicians and are full of practical ideas and strategies for working with young children and their families.

My final strategy to round out the volume was to contact a few researcher-clinician-scholars who are particularly known for their clinically applied work and ask what

content areas they might be willing to contribute to this volume. The article by Alexander, Wetherby, and Prizant provides an overview of repair strategies in young children, a key area in the move toward gaining communicative competence. The article by Prizant, Meyer, and Lobato pinpoints critical issues and treatment options in working with siblings of young children with communication disorders. Both of these articles provide a wealth of practical ideas useful in the assessment and intervention planning process with infants and toddlers.

As you will see by reading the five articles, my confidence in these authors was rewarded by their diligent attention to making their contributions relevant to clinical work. Without exception, the reviewers of the articles applauded the practical nature of the work and its readability. I hope you will find the articles useful for a myriad of purposes, including your own continuing education needs and those of your interdisciplinary colleagues, preservice or in-service course readings, and potentially for family members of young children with communication impairments. I thank all the authors and reviewers for the quality of the articles and have learned a good deal in the process of editing.

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Guest Editor