

FOREWORD

This is the second of two issues of *Seminars in Speech and Language* that address communicative interactions between young children and parents/caregivers. Its focus is on how parents and other significant adults in a child's life can contribute to the identification and management of those children having difficulty acquiring normal communication skills. Nan Bernstein Ratner of the University of Maryland is the guest editor of this issue. She has again selected a group of prominent clinicians and researchers to guide us through the rapidly expanding body of information being published on this topic.

Since the passage of Public Law 99-457 in 1986, an increasing number of early childhood development specialists, many of whom are speech-language pathologists, have become involved in early intervention programs for communication-impaired and at-risk infants and toddlers. These programs are aimed at eliminating or reducing the severity of disabilities likely to result if such children do not receive early management appropriate to their needs. During this same period, there has been a similar increase in early childhood research programs that has led to an impressive and growing accumulation of empirical information about early communicative behaviors of infants and toddlers as they interact with parents and other caregivers.

Dr. Ratner and the other contributors to this issue provide us with thoughtful discussions of this information and its application to those young children found to be at risk for language and learning disabilities. I found them to be scholarly, stimulating, and useful. I believe that you will, too.

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Editor-in-Chief