References

- Agaliotis, I., & Goudiras, D. (2004). A profile of interpersonal conflict resolution of children with learning disabilities. *Learning Disabilities*: A Contemporary Journal, 2, 15-29.
- American Speech-Language-Hearing Association. (2004). Preferred practice patterns for the profession of speech-language pathology.
- American Speech-Language-Hearing Association. (2006). Guidelines for speech-language pathologists in diagnosis, assessment, and treatment of autism spectrum disorders across the life span.

 Available from www.asha.org/policy
- Azar, B. (2000). What is in a face? Monitor on Psychology, 31(1), 91-92.
- Baron-Cohen, S. (1995). Mind blindness: An essay on autism and theory of mind. Cambridge, MA: MIT Press/Bradford Books.
- Baron-Cohen, S., Allen, J., & Gillberg, C. (1992). Can autism be detected at 18 months? The needle, the haystack, and the CHAT. *British Journal of Psychiatry*, 161, 839-843.
- Baron-Cohen, S., Cox, A., Baird, G., Swettenham, J., Nightingale, N., Morgan, K., Drew, A., & Carman, T. (1996). Psychological markers of autism at 18 months of age in a large population. *British Journal* of Psychiatry, 168, 158-163.
- Bauminger, N. (2002). The facilitation of social-emotional understanding and social interaction in high-functioning children with autism: Intervention outcomes. *Journal of Autism and Developmental Disorders*, 32(4), 283-298.
- Bavelas, J.V., & Chovil, N. (2000). Visible acts of meaning: An integrated message model of language in face-to-face dialogue. *Journal of Personality and Social Psychology*, 19, 163-194.
- Bishop, D.V.M., & Adams, C. (1989). Conversational characteristics of children with semantic-pragmatic disorder. *British Journal of Disorders of Communication*, 24, 241-263.
- Bishop, D.V.M., & Adams, C. (1992). Comprehension problems in children with specific language impairment: Literal and inferential meaning. *Journal of Speech and Hearing Research*, 35, 119-129.
- Black, K.A. (2000). Gender differences in adolescents' behavior during conflict resolution tasks with best friends. Adolescence, 35(139), 499-512.
- Blakemore, S. (2008). The social brain in adolescence. *Neuroscience*, 9, 267-277.
- Bliss, L.S. (1992). A comparison of tactful messages by children with and without language impairment. *Language, Speech, and Hearing Services in Schools, 23*, 343-347.
- Bowers, L., Huisingh, R., & LoGiudice, C. (2010). Social Language Development Test Adolescent. East Moline, IL: LinguiSystems, Inc.
- Bowers, L., Huisingh, R., & LoGiudice, C. (2008) Social Language Development Test Elementary. East Moline, IL: LinguiSystems, Inc.
- Bremer, C.D., & Smith, J. (2004). Teaching social skills. Addressing Trends and Developments in Secondary Education and Transition, 3(5). Available online at www.ncset.org/publications/viewdesc. asp?id=1749
- Bretherton, I., & Beeghly, M. (1982). Talking about internal states: The acquisition of an explicit theory of mind. *Developmental Psychology*, 18, 906-921.
- Bretherton, I., McNew, S., & Beeghly-Smith, M. (1981). Early person knowledge as expressed in gestural and verbal communication: When do infants acquire a "theory of mind"? In M.E. Lamb & L.R. Sherrod (Eds.), Infant social cognition: Empirical and theoretical considerations (pp. 333-373). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Brinton, B., Fujiki, M., & McKee, L. (1998). Negotiation skills of children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 41, 927-940.

- Brinton, B., Robinson, L.A., Fujiki, M. (2004). Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." *Language, Speech, and Hearing Services in Schools, 35*, 283-290.
- Brown, D.S. (2000). Social skills: Finding friends and persuading people. In Learning a living: A guide to planning your career and finding a job for people with learning disabilities, attention deficit disorder and dyslexia (Chapter 5). Bethesda, MD: Woodbine House.
- Bryan, T.H. (1977). Learning disabled children's comprehension of nonverbal communication. *Journal of Nonverbal Communication*, 10, 36-41.
- Burgess, S., & Turkstra, L.S. (2006). Social skills intervention for adolescents with autism spectrum disorders: A review of the experimental evidence. *EBP Briefs*, 1(4), 1-21.
- Calkins, L. (2001). The art of teaching reading. New York: Addison-Wesley Publications.
- Carpendale, J., & Lewis, C. (2006) How children develop social understanding. Malden, MA: Blackwell Publishing.
- Carroll, L. (2007, July 18). Psst! Gossip may be good for you. MSNBC. com, Mental Health. Retrieved July 25, 2007, from www.msnbc.msn. com/id/19748142/wid/11915773?GT1=10212
- Cohen, N.J., Menna, R., Vallance, D.D., Barwick, M.A., Im, N., & Horodezky, N.B. (1998). Language, social cognitive processing, and behavioral characteristics of psychiatrically disturbed children with previously identified and unsuspected language impairments. Journal of Child Psychology and Psychiatry, 39, 853-864.
- Committee on Educational Interventions for Children with Autism, National Research Council. (2001). C. Lord & J. McGee (Eds.), Educating children with autism. Washington, DC: National Academy Press.
- Cooper, D., & Anderson-Inman, L. (1988). Language and socialization. In M. Nippold (Ed.), Later language development: Ages nine through nineteen (pp. 225-245). Boston: Little, Brown and Co.
- Craig, H. (1993). Social skills of children with specific language impairment: Peer relationships. *Language, Speech, and Hearing Services in Schools, 24,* 206-215.
- Craig, H.K., & Gallagher, T.M. (1986). Interactive play: The frequency of related verbal responses. *Journal of Speech, Language, and Hearing Research*, 29, 375-383.
- Crais, E.R., & Chapman, R.S. (1987). Story recall and inferencing skills in language/learning-disabled and nondisabled children. *Journal of Speech and Hearing Disorders*, 52, 50-55.
- Crooke, P.J., Hendrix, R.E., & Rachman, J.Y. (2007). Teaching social thinking to children with ASD: An effectiveness study. Presentation at the ASHA Convention, November.
- Davis, P.N. (2006). Social skills intervention for children diagnosed with autism spectrum disorders. Seminar presented at the ASHA Convention, November.
- Denham, S.A. (1986). Social cognition, prosocial behavior, and emotion in preshoolers: Contextual validation. *Child Development*, 57, 194-201.
- DePaulo, B.M., & Bell, K.L. (1996). Truth and investment: Lies are told to those who care. *Journal of Personality and Social Psychology*, 71, 703-716.
- DePaulo, B.M., & Kashy, D.A. (1998). Everyday lies in close and casual relationships. *Journal of Personality and Social Psychology*, 74, 63-79.
- Dimitrovsky, L., Spector, H., Levy-Shiff, R., & Vakil, E. (1998). Interpretation of facial expressions of affect in children with learning disabilities with verbal or nonverbal deficits. *Journal of Learning Disabilities*, 31, 286-312.
- Dunn, J., Brown, J., Slomkowski, C., Tesla, C., & Youngblade, L. (1991). Young children's understanding of other people's feelings and beliefs: Individual differences and their antecedents. *Child Development*, 62, 1352-1366.

- Filippova, E., & Astington, J.W. (2005). Further development in social reasoning revealed in discourse irony understanding. Child Development, 79(1), 126-138.
- Flin, R., & Dziurawiec, S. (1989). Developmental factors in fact processing. In A.W. Young & H.D. Ellis (Eds.), *Handbook of* research on face processing (pp. 335-378). New York: Elsevier.
- Ford, J.A., & Milosky, L.M. (2003) Inferring emotional reactions in social situations: Differences in children with language impairment. Journal of Speech, Language, and Hearing Research, 46, 21-30.
- Fujiki, M., Brinton, B., Hart, C.H., & Fitzgerald, A. (1999). Peer acceptance and friendship in children with specific language impairment. Topics in Language Disorders, 19, 34-38.
- Fujiki, M., Brinton, B., Morgan, M., & Hart, C. (1999). Withdrawn and social behavior of children with language impairment. Language, Speech, and Hearing Services in Schools, 39, 183-195.
- Fujiki, M., Brinton, B., Robinson, L.A., & Watson, V. (1997). The ability of children with specific language impairment to participate in a group decision task. *Journal of Childhood Communication Development*, 18, 1-10.
- Gallagher, T.M. (1993). Language skill and the development of social competence in school-age children. Language, Speech, and Hearing Services in Schools, 24, 199-205.
- Gertner, B.L., Rice, M.L., & Hadley, P.A. (1994). Influence of communicative competence on peer preference in a preschool classroom. *Journal of Speech and Hearing Research*, 37, 913-923.
- Greene, R. (2001). The teenagers' guide to school outside the box. Minneapolis, MN: Free Spirit Publishing.
- Gresham, F.M., Sugai, G., & Horner, R.H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, *67*, 331-344.
- Hadley, P.A., & Rice, M.L. (1991). Conversational responsiveness in speech and language-impaired preschoolers. *Journal of Speech and Hearing Research*, 34, 1308-1317.
- Hadwin, J., & Perner, J. (1991). Pleased and surprised: Children's cognitive theory of emotion. British Journal of Developmental Psychology, 9, 215-234.
- Henry, F.M., Reed, V.A., & McAllister, L.L. (1995). Adolescents' perceptions of the relative importance of selected communication skills in their positive peer relationships. *Language, Speech, and Hearing Services in Schools*, 26, 263-272.
- Iverson, J.M., & Goldin-Meadow, S. (2005). Gesture paves the way for language development. *Psychological Science*, 16, 367-371.
- Jackson, S., Enright, R., & Murdock, J. (1987). Social perception problems in learning disabled youth: Developmental lag versus perceptual deficit. *Journal of Learning Disabilities*, 20, 361-364.
- Janos, P.M., Marwood, K.A., & Robinson, N.M. (1985). Psychosocial development in intellectually gifted children. In F.D. Horowitz & M. O'Brien (Eds.), The gifted and talented: Developmental perspectives (pp. 149-195). Washington, D.C.: American Psychological Association.
- Janusz, J., Kirkwood, M., Yeates, K., & Taylor, H. (2002). Social problem-solving skills in children with traumatic brain injury: Long-term outcomes and prediction of social competence. *Child Neuropsychology*, 8, 179-194.
- Johnson, P.F., & LoGiudice, C. (2007). Spotlight on reasoning & problem solving: Causes & effects. East Moline, IL: LinguiSystems, Inc.
- Johnson, P.F., & LoGiudice, C. (2007). Spotlight on reasoning & problem solving: Solving problems. East Moline, IL: LinguiSystems, Inc.
- Kanefsky, L. (2008). *No-glamour inferences*. East Moline, IL: LinguiSystems, Inc.
- Kuebli, J., Butler, S., & Fivush, R. (1995). Mother-child talk about past emotions: Relations of maternal language and child gender over time. Cognitions and Emotion, 9, 265-283.

- Laing, S.P., & Kamhi, A.G. (2002). The use of think-aloud protocols to compare inferencing abilities in average and below-average readers. *Journal of Learning Disabilities*, 35, 437-448.
- Lapadat, J.D. (1991). Pragmatic language skills of students with language and/or learning disabilities: A quantitative synthesis. *Journal of Learning Disabilities*, 24, 147-158.
- Lavoie, R. (1994). Last one picked . . . first one picked on: Learning disabilities and social skills with Rick Lavoie (DVD). Arlington, VA: Public Broadcasting Service.
- Leadbeater, B.J., Hellner, I., Allen, J.P., & Aber, J.L. (1989). The assessment of interpersonal negotiation strategies in multi-problem youth. *Developmental Psychology*, 25, 465-472.
- Leadbeater, B., Ohan, J., & Hoglund, W. (2006). How children's justifications of the "best thing to do" in peer conflicts relate to their emotional and behavioral problems in early elementary school. Merrill-Palmer Quarterly, 52, 807-821.
- LoGiudice, C., & Johnson, P.F. (2008). Spotlight on social skills adolescent. East Moline, IL: LinguiSystems, Inc.
- LoGiudice, C., & Johnson, P.F. (2009). Spotlight on social skills elementary. East Moline, IL: LinguiSystems, Inc.
- LoGiudice, C., & McConnell, N. (2004). Room 28: A social skills program. East Moline, IL: LinguiSystems, Inc.
- LoGiudice, C., & Warner, M. (2003). The nonverbal language kit. East Moline, IL: LinguiSystems, Inc.
- McClellan, D., & Katz, L. (1993). Young children's social development: A checklist. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education [ED356100].
- McKinley, N.L., & Lord-Larson, V. (1985). Neglected language-disordered adolescent: A delivery model. *Language, Speech, and Hearing Services in Schools, 34*, 117-127.
- McMackin, M.C., & Lawrence, S. (2001). Investigating inferences: Constructing meaning from expository texts. *Reading Horizons*, 42, 117-137.
- Mehrabian, A. (1971). Silent messages. Belmont, CA: Wadsworth.
- Mishna, F. (2003). Learning disabilities and bullying: Double jeopardy. Journal of Learning Disabilities, 36, 336-347.
- Mize, J., & Abell, E. (1996). Encouraging social skills in young children: Tips teachers can share with parents. *Dimensions of Early Childhood*, 24, 15-23.
- Moore-Brown, B., Sanger, D., Montgomery, J., & Nishida, B. (2002, April 30). Communication and violence: New roles for speech-language pathologists. The ASHA Leader, 7, 4–5, 14.
- Nakkula, M.J. (2001). Negotiation training and interpersonal development: An exploratory study of early adolescents in Argentina. *Adolescence*, *36*, 1-20.
- National Association of School Psychologists. (2002). Social skills: Promoting positive behavior, academic success, and school safety. Retrieved 12/30/05 from www.napsonline.org/resources/factsheets/socialskills_fs.aspx
- Nelson, K. (1996). Language in cognitive development. Cambridge: Cambridge University Press.
- Ninio, A., & Snow, C. (1999). The development of pragmatics: Learning to use language appropriately. Invited chapter, in T.K. Bhatia & W.C. Ritchie (Eds.), *Handbook of language acquisition*. New York: Academic Press.
- Nippold, M.A. (1993). Developmental markers in adolescent language: Syntax, semantics, and pragmatics. *Language, Speech, and Hearing Services in Schools, 24*, 21-28.
- Nippold, M.A., Mansfield, T.C., & Billow, J.L. (2007). Peer conflict explanations in children, adolescents, and adults: Examining the development of complex syntax. American Journal of Speech-Language Pathology, 16, 179-188.

- Oden, S. (1987). The development of social competence in children. ERIC Clearinghouse on Elementary and Early Childhood Education. Urbana. IL.
- Oliva, A., & La Greca, A. (1988). Children with learning disabilities: Social goals and strategies. *Journal of Learning Disabilities*, 21, 301-306.
- Packer, A.J. (1997). How rude! The teenagers' guide to good manners, proper behavior, and not grossing people out. Minneapolis, MN: Free Spirit Publishing.
- Paul, R. (2001). Language disorders from infancy through adolescence: Assessment and intervention (2nd ed.). St Louis, MO: Mosby-Yearbook.
- Pearl, R., Bryan, T., Fallon, P., & Herzog, A. (1991). Learning disabled students' detection of deception. *Learning Disabilities Research & Practice*, 6, 12-16.
- Peterson, C., & Slaughter, V. (2003). Opening windows into the mind: Mothers' preferences for mental state explanations and children's theory of mind. *Cognitive Development*, 18, 399-429.
- Pexman, P.M., & Glenwright, M. (2007). How do typically developing children grasp the meaning of verbal irony? *Journal of Neurolinguistics*, 20, 178-196.
- Place, K.S., & Becker, J.A. (1991). The influence of pragmatic competence on the likeability of grade-school children. *Discourse Processes*, 14, 227-241.
- Project for School Innovation. (2004). Making Inferences from text.

 Retrieved July 1, 2007, from Project for School Innovation Website: http://www.psinnovation.org/files/documents/LSGIntro.doc
- Raskind, M. (2005). Research trends: Social information processing and emotional understanding in children with LD. Great Schools. Retrieved November 24, 2008, from www.greatschools.net/cgi-bin/showarticle/2974
- Reed, V.A., McLeod, K., & McAllister, L. (1999). Importance of selected communication skills for talking with peers and teachers: Adolescents' opinions. Language, Speech, and Hearing Services in Schools, 30, 32-49.
- Rice, M.L., Sell, M.A., & Hadley, P.A. (1991). Social interactions of speech- and language-impaired children. *Journal of Speech and Hearing Research*, 34, 1299-1307.
- Rossetti, L. (2006). The Rossetti infant-toddler language scale. East Moline, IL: LinguiSystems, Inc.
- Rothenberg, S. (1998). Nonverbal learning disabilities and social functioning. Retrieved March 28, 2007, from www.nldontheweb.org/Rothenberg-1.htm
- Ruble, L., & Gallagher, T. (2004). Autism spectrum disorders: Primer for parents and educators. Special Needs. Bethesda, MD: National Association of School Psychologists.
- Santrock, J.W. (1988). *Child development* (8th ed.). New York: McGraw-Hill College.
- Schegloff, E.A. (1984). On some gestures' relation to talk. In J.M. Atkinson & E.J. Heritage (Eds.), Structures of social action: Studies in conversation analysis (pp. 266-296). Cambridge: Cambridge University Press.
- Schultz, L.H., & Selman, R.L. (1999). The meaning and measurement of social competence from a developmental perspective. Manuscript submitted for publication, Harvard University Graduate School of Education, Cambridge, MA.
- Schumaker, J., & Deshler, D. (1995). Social skills and learning disabilities. Newsbriefs, Learning Disabilities Association of America, March-April, pp. 8-11.
- Selman, R. (1981). The child as friendship philosopher. In S.R. Asher & J.M. Gottman (Eds.), The development of children's friendships. Cambridge, MA: Cambridge University Press, 1981.

- Selman, R., Beardslee, W., Schultz, L., Krupa, M., & Podorefsky, D. (1986). Assessing adolescent interpersonal negotiation strategies: Toward the integration of structural and functional models. *Developmental Psychology*, 22, 450-459.
- Selman, R., & Demorest, A. (1984). Observing troubled children's interpersonal negotiation strategies: Implications of and for a developmental model. *Child Development*, *55*, 288-304.
- Selman, R.L., & Schultz, L.H. (1990). Making a friend in youth: Developmental theory and pair therapy. Chicago: University of Chicago Press.
- Shamay-Tsoory, S.G., Tomer, R., & Aharon-Peretz, J. (2005). The neuroanatomical basis of understanding sarcasm and its relationship to social cognition. *Neuropsychology*, 19(3), 288-300.
- Shatz, M., Wellman, H.J., & Silber, S. (1983). The acquisition of mental verbs: A systematic investigation of the first reference to mental state. *Cognition*, 14, 301-321.
- Sillars, A.L. (1991). Behavior observation. In B.M. Montgomery & S. Duck (Eds.), *Studying interpersonal interaction*. New York: Guilford Press.
- Smith, G.A., Splaingard, M., Hayes, J.R., & Xiang, H. (2006). Comparison of a personalized parent voice smoke alarm with a conventional residential tone smoke alarm for awakening children. *Pediatrics*, 118, 1623-1632.
- Stevens, L.J., & Bliss, L.S. (1995). Conflict resolution abilities of children with specific language impairment and children with normal language. *Journal of Speech and Hearing Research*, 38, 699-611.
- Sweet Nichols, C. (1998). Encoding of nonverbal social cues by children with differing profiles of learning disabilities. *Dissertation Abstracts International*, *59*(5-B), 2489.
- Swigert, N.B. (2004). *The early intervention kit*. East Moline, IL: LinguiSystems, Inc.
- Timler, G., Olswang, L., & Coggins, T. (2005). "Do I know what I need to do?" Language, Speech, and Hearing Services in Schools, 36, 73-85.
- Tur-Kaspa, H., & Bryan, T. (1994). Social information-processing skills of students with learning disabilities. *Learning Disabilities Research & Practice*, 9, 12-23.
- Turkstra, L. (2007). Pragmatic communication disorders: New intervention approaches. *The ASHA Leader*, 12, 16-17.
- Turkstra, L., Ciccia, A., & Seaton, C. (2003). Interactive behaviors in adolescent conversation dyads. Language, Speech, and Hearing Services in Schools, 34, 117-127.
- Turkstra, L.S. (2005). Looking while listening and speaking: Eye-to-face gaze in adolescents with and without traumatic brain injury. *Journal of Speech, Language, and Hearing Research*, 48, 1429-1441.
- Vaughn, S., Elbaum, B., & Boardman, A.G. (2001). The social functioning of students with learning disabilities: Implications for inclusion. Exceptionality, 9, 47-65.
- Verdick, E. (2004). Words are not for hurting. Minneapolis, MN: Free Spirit Publishing.
- Wang, A.T., Lee, S.S., Sigman, M., & Dapretto, M. (2007). Reading affect in the face and voice. Archives of General Psychiatry, 64, 698-708
- Wiener, J.R., & Schneider, B.H. (2002). A multi-source exploration of the friendship patterns of children with and without learning disabilities. *Journal of Abnormal Child Psychology*, 30, 127-141.
- Zwiers, J. (Summer 2008). Developing the language of thinking. Educational Leadership, 65.