

# Communication and Language Acquisition

**Discoveries from Atypical Development**



**Lauren B. Adamson & Mary Ann Ronski**

# Communication And Language Acquisition Discoveries From Atypical Development

**G Thomas**



## **Communication And Language Acquisition Discoveries From Atypical Development:**

*Communication and Language Acquisition* Lauren Adamson, Mary Ann Ronski, 1997      **Developmental Theory and Language Disorders** Paul Fletcher, Jon F. Miller, 2005-01-01 The chapters in this volume arise from presentations at a unique conference on typical and atypical language development held in Madison USA in 2002 This joint meeting of the International Association for the Study of Child Language and the Symposium for Research in Child Language Disorders brought together for the first time in such large numbers researchers from these two distinct but related fields The week long schedule of the conference allowed for an in depth interrogation of their theoretical positions methodologies and findings In the contributions to this volume we have put together a carefully selected set of papers which from various perspectives explore the linkage between developmental theory and language impairment and at the same time illustrate the effects of distinct conditions hearing loss autism Down syndrome Williams syndrome and specific language impairment on the communication abilities of affected individuals An introductory chapter and a detailed summary which picks up recurring themes in the chapters complete the volume      **Speech and Language Intervention in Down Syndrome** Jean Rondal, Susan Buckley, 2003-06-02 This text provides speech and language therapists and language researchers with a state of the art review covering all aspects of speech and language development in individuals with Down syndrome Written by leading experts in the field it includes chapters on the principles which should guide intervention prelinguistic development pragmatics and communication literacy and language augmentative communication intervention with adolescents and adults maintenance of skills for older adults and a perspective on pertinent issues Each chapter summarizes research and provides guidelines for effective interventions This book should be a valuable guide to those working in the field who wish to be able to provide evidence based interventions for individuals with Down syndrome and to contribute to their quality of life by improving their communication skills      Young Children's Cognitive Development Wolfgang Schneider, Ruth Schumann-Hengsteler, Beate Sodian, 2014-04-04 A critical part of early childhood development is the development of theory of mind ToM which is the ability to take the perspective of another person The main purpose of this book is to discuss and integrate findings from prominent research areas in developmental psychology that are typically studied in isolation but are clearly related Two examples are whether executive functions represent a precursor of ToM or whether ToM understanding predicts the development of executive functions and to what extent children s level of verbal ability and their working memory are important predictors of performance on both executive functioning and ToM tasks The chapters in this book give a detailed account of the major outcomes of this research First the state of the art concerning current understanding of the relevant constructs working memory ToM executive functioning and their developmental changes is presented followed by chapters that deal with interactions among the core concepts Its main focus is on theoretically important relationships among determinants of young children s cognitive development considered to be hot issues in contemporary developmental

psychology Based on presentations made at an international workshop this book is divided into two parts In the first part five teams of researchers present theoretical analyses and overviews of empirical evidence regarding the core constructs of memory executive functions and ToM The next part deals with the interplay among the core concepts outlined in Part I with developmental trends in the interaction

**The Oxford Handbook of Intellectual Disability and Development** Jacob A. Burack, Robert M. Hodapp, Grace Iarocci, Edward Zigler, 2011-08-29 Though the tremendous amount of recently emerged developmentally oriented research has produced much progress in understanding the personality social and emotional characteristics of persons with intellectual disabilities ID there is still much we don't know and the vast task of precisely charting functioning in all these areas while also identifying the associated fine tuned complex and intertwined questions that crop up along the way seems daunting and insurmountable The goal of The Oxford Handbook of Intellectual Disability and Development is to update the field with new precise research and sophisticated theory regarding individuals with ID provided by seasoned developmental theorists who have made original conceptual contributions to the field This volume is divided into five general sections ID and its connection to genetics relationships cognitive development socio emotional development and development of language with each focused on a domain of functioning or aspect of life that is inherent to an integrated transactional perspective of development While developmental approaches to understanding persons with intellectual disability will continue to emerge this comprehensive volume is a must read for specialists and developmental psychologists who must have the conceptual foundations for examining the developmental trajectories across persons with any of the many different ID etiologies

**Helping Children with Autism to Learn** Stuart Powell, 2013-04-03 This book considers how individuals with Autism can be enabled to learn through specific approaches to teaching that draw together understandings of how such individuals think and learn and the implications for those who aim to teach them A new and coherent perspective on the education of individuals with Autism is offered a pedagogy for Autism Both teachers and parents will benefit from the insights this book offers into reasons behind Autistic ways of behaving and guidance about ways of responding

**Language and Literacy Acquisition in Children with Developmental and Learning Disabilities** Tomas Tjua, 1998

*Learners on the Autism Spectrum* Kari Dunn Buron, Pamela J. Wolfberg, 2008 This work has contributions from major experts in the field of autism spectrum disorders ASD It provides an overview of all major issues related to individuals with ASD including current research and teaching tips including interventions Includes glossary learner objectives chapter review questions and answers

Communicative Competence for Individuals who Use AAC Janice Catherine Light, David R. Beukelman, Joe Reichle, 2003 Relevant for children and adults at all stages of communication development this work should be of use to rehabilitation professionals who work with AAC users It covers linguistic competence operational competence social competence and strategic competence

**Transitions in Prelinguistic Communication** Amy M. Wetherby, Steven F. Warren, Joe Reichle, 1998 Speech and language professionals have been studying the significance of prelinguistic

communication since the 1970s This is the first book to compare and contrast the emergence of intentional and symbolic communication in young children

**Management of Communication Needs in People with Learning Disability** Sam Abudarham, Angela Hurd, 2002-04-29 This practically oriented book has been predominantly targeted at undergraduate speech and language therapy students speech and language therapists who have recently started work in this field and other professionals working with people with learning disabilities All the authors have had practical experience and or conducted research in this field The presentation of the chapters follow a need to know order starting with an exploration of a range of Service Delivery issues continuing with theoretical and practical issues related to Appraisal and Assessment of Communication Needs and quickly moving on to management issues starting with Management Models which is followed by a chapter on Early Intervention work on Pre symbolic and Pre linguistic development and transition from Word to Phrase For those requiring to extend their knowledge in more specialised areas a number of chapters deal with subjects such as the use of Augmentative and Alternative Communication and working with Parents and Members of Related Professions The last two chapters address topics which have more recently attracted attention these being the management of the communication needs of service users with Challenging Behaviour and those with Dual Diagnosis learning disability and mental illness combined Most chapters include case studies to illustrate a number of practice issues Whereas the main focus is on children with learning disability where appropriate discussion relevant to adults with learning disability is included

**Autism Spectrum Disorders** Amy M. Wetherby, Barry M. Prizant, 2000 A reference guide to autism spectrum disorders that provides an in depth overview of the communication language social and behavioral issues of autism spectrum disorders [Journal of Speech, Language, and Hearing Research](#), 2008 *Proceedings of the 20th Annual International Conference of the IEEE Engineering in Medicine and Biology Society* IEEE Engineering in Medicine and Biology Society. Conference, 1998

**A Bibliography of Writings on the Acquisition of First Language**, 2001 *The Impact of Aided Language Stimulation on Symbol Comprehension and Production in Learners with Moderate Cognitive Disabilities* Michael Duane Harris, 2002

**Exploring the Speech-language Connection** Rhea Paul, 1998 This volume investigates the various connections between the earliest human sounds and subsequent language development With special attention to tracheostomies Down syndrome deafness and speech motor impairments the authors examine the interaction between speech and language in typical development and the effect that that interaction has on language disorders [Kidwatching in Josie's World](#) Neva Ann Medcalf, 2008 Over twenty years of work and research with homeless children comes together in a scholarly work that puts a real face on the issue of homelessness especially for children Most people do not realize that children are among the thousands that are homeless and are the fastest growing segment of the homeless population The public tends to think about the bum on the corner with the cardboard sign or those sleeping under the bridges who accost them for a handout They do not realize that homelessness has an enormous and negative impact on growth development and learning for children This is

an issue that affects schools communities and society at large Through qualitative observations in a one room classroom in a homeless shelter and in classrooms of an elementary school located in a subsidized housing project the development and use of language among homeless children classroom interactions between students and teachers and information regarding the effects of homelessness on children are closely examined This book re educates teachers educators and the general public in order to spur a new more accurate mindset about the reality and consequences of homelessness The work s larger purpose is to bring about compassionate implementation of the solutions necessary to eradicate this problem     The Complete Directory for People with Disabilities Sedgwick Press,2006     *Perspectives on Theory and Practice in Augmentative and Alternative Communication* Stephen von Tetzchner,2003

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