
CONSTRAINTS ON LANGUAGE ACQUISITION

Studies of Atypical Children

edited by
Helen Tager - Flusberg



A **Psychology Press** Book



Constraints On Language Acquisition Studies Of Atypical Children

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Warren, Joe Reichle**



Constraints On Language Acquisition Studies Of Atypical Children:

Constraints on Language Acquisition Helen Tager-Flusberg, 2014-02-25 After decades of research most scholars generally agree that language acquisition is a complex and multifaceted process that involves the interaction of innate biologically based mechanisms devoted to language other non linguistic cognitive and social mechanisms linguistic input and information about the social and physical world Theoretical work in the field of language acquisition now needs to focus in greater depth and detail on some specific aspects of this general model which is the main goal of this book The chapters in this volume provide some new insights into one of the most remarkable accomplishments achieved by almost all children The particular questions that are raised by contributors include What kinds of constraints operate on the process of language development Which aspects of the acquisition process depend on language specific mechanisms Are there critical brain structures necessary for the acquisition of language What role do cognitive and social mechanisms play in language development How critical is perceptual input about the physical and social world What is the specific role played by linguistic input in the child's construction of a linguistic system Questions are addressed from the perspective of children who come to the task of acquiring language with many hurdles to overcome including deafness and blindness mental retardation autism and prenatal or perinatal brain damage involving the left hemisphere Each section contributes some insight on how an innate language specific biological substrate interacts with cognitive and social factors as well as external information to support the child's construction of a linguistic system Studies of atypical children offer a singular contribution to this enterprise by allowing us to see the specific influences of each component and in turn they shed new light on how all children are able to acquire language so effortlessly and during such a brief period of development

Constraints on Language Acquisition Helen Tager-Flusberg, 1994

Language Development and Social Interaction in Blind Children Miguel Perez Pereira, Gina Conti-Ramsden, 2019-12-09 The Classic Edition of this foundational text includes a new preface from Miguel Perez Pereira examining how the field has developed since first publication The volume provides an in depth account of blind children's developing communicative abilities with particular emphasis on social cognition and language acquisition from infancy to early school age It provides insights into why the development of blind children may differ from that of sighted children and explores development of theory of mind and perspective taking in language learning It also discusses the caregiver child interaction research on early intervention and practical strategies for blind children that can assist parents and practitioners The up to date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind and challenges some widely held beliefs about the development of communication in blind children

The Resilience of Language Susan Goldin-Meadow, 2005-04-05 Imagine a child who has never seen or heard any

language at all. Would such a child be able to invent a language on her own? Despite what one might guess, the children described in this book make it clear that the answer to this question is yes. The children are congenitally deaf and cannot learn the spoken language that surrounds them. In addition, they have not yet been exposed to sign language either by their hearing parents or their oral schools. Nevertheless, the children use their hands to communicate; they gesture, and those gestures take on many of the forms and functions of language. The properties of language that we find in the deaf children's gestures are just those properties that do not need to be handed down from generation to generation but can be reinvented by a child *de novo*: the resilient properties of language. This book suggests that all children, deaf or hearing, come to language learning ready to develop precisely these language properties. In this way, studies of gesture creation in deaf children can show us the way that children themselves have a large hand in shaping how language is learned.

Perception, Cognition, and Language Barbara Landau, 2000. The essays range across fields foundational to cognitive science, including perception, attention, memory, and language, using formal experimental and neuroscientific approaches to issues of representation and learning. These original empirical research essays in the psychology of perception, cognition, and language were written in honor of Henry and Lila Gleitman, two of the most prominent psychologists of our time. The essays range across fields foundational to cognitive science, including perception, attention, memory, and language, using formal experimental and neuroscientific approaches to issues of representation and learning. An introduction provides a historical perspective on the development of the field from the 1960s onward. The contributors have all been colleagues and students of the Gleitmans, and the collection celebrates their influence on the field of cognitive science. Contributors: Cynthia Fisher, Susan Goldin-Meadow, Katherine Hirsh-Pasek, John Jonides, Phillip Kellman, Michael Kelly, Donald S. Lamm, Barbara Landau, Jack Nachmias, Letitia Naigles, Elissa Newport, W. Gerrod Parrott, Daniel Reisberg, Robert A. Rescorla, Paul Rozin, John Sabini, Elizabeth Shipley, Thomas F. Shipley, John C. Trueswell.

Social Influences on Vocal Development Charles T. Snowdon, Martine Hausberger, 1997-03-20. For at least 30 years, there have been close parallels between studies of birdsong development and those of the development of human language. Both song and language require species-specific stimulation at a sensitive period in development and subsequent practice through subsong and plastic song in birds and babbling in infant humans, leading to the development of characteristic vocalisations for each species. This book illustrates how social interactions during development can shape vocal learning and extend the sensitive period beyond infancy and how social companions can induce flexibility even into adulthood. Social companions in a wide range of species, including birds and humans but also cetaceans and nonhuman primates, play important roles in shaping vocal production as well as the comprehension and appropriate usage of vocal communication. This book will be required reading for students and researchers interested in animal and human communication and its development.

The MIT Encyclopedia of Communication Disorders Raymond D. Kent, 2004. A major new reference work with entries covering the entire field of communication and speech disorders.

Critical Issues in Early Second Language Learning Myriam Met,1998 **Disorders of Development & Learning**,1996 This resource provides concise and practical information to focus on managing children with developmental disabilities and outlines common disorders in this area Covers appropriate assessment and intervention measures as well as specific disorders Uses the DSM IV revisions for psychiatric diagnostic criteria Updated material includes screening issues additional information on the most commonly known causes of mental retardation the development consequences of prematurity and bronchopulmonary dysplasia and an appendix of standardized tests **Meeting Handbook** Linguistic Society of America,1994 *Handbook of Child Psychology, Cognition, Perception, and Language* William Damon,1998 This four volume handbook is the definitive reference in the field of child development It serves as a sourcebook encyclopedia and research review Encyclopedia of Infant and Early Childhood Development Marshall M. Haith,Janette B. Benson,2008-02-19 Infancy is a unique period in that at no other state is there greater growth and development During this time growth is occurring at a physical level but equally impressive are the socio emotional and cognitive developments during this time Genetics the womb environment and the physical environment after birth all combine to impact the rate and manner of growth Who we ultimately become as individuals begins here Intended for university and public libraries the Encyclopedia of Infant and Early Childhood Development is the major reference work that provides a comprehensive entry point into all of the existing literature on child development from the fields of psychology genetics neuroscience and sociology The scope of this work is to understand the developmental changes when they occur why they occur how they occur and those factors that influence that development Although some medical information is included the emphasis is on normal growth and is primarily from a psychological perspective Cutting edge content will encompass the period of time from neo nates to age three Award winning Editors in Chief to ensure authoritative quality Organized alphabetically by topic for ease of reference Each article will include a glossary defining any unique terms Suggested readings at the end of each article provide a resource for additional information Extensively cross referenced within the work to enable reader access to full and relevant information related to their interests Online availability via ScienceDirect platform **Proceedings of the ... Annual Boston University Conference on Language Development** ,2002 *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 **The Effects of Language on Children's Understanding of Agency and Causation** Ivelisse M. Martinez,2000 **Language Development** Erika

Hoff,1997 A textbook on language acquisition and development and includes an area on bilingual development **An Introduction to Child Language Development** Susan H. Foster-Cohen,1999 An introductory textbook on language acquisition this volume explores the ideas of Universal Grammar and its role in language development It aims to be more psycholinguistic than sociolinguistic although references are provided to allow students to expand their knowledge the latter

School Psychology Review ,1999 Social Interaction, Social Context, and Language Dan Isaac Slobin,1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

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