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# CONSTRAINTS ON LANGUAGE ACQUISITION

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Studies of Atypical Children

edited by  
**Helen Tager - Flusberg**



A **Psychology Press** Book



# Constraints On Language Acquisition Studies Of Atypical Children

**David Quinto-Pozos**



## **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 P rez 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

Handbook of Child Language Disorders Richard G. Schwartz, 2017-02-03 The acquisition of language is one of the most

remarkable human achievements When language acquisition fails to occur as expected the impact can be far reaching affecting all aspects of the child s life and the child s family Thus research into the nature causes and remediation of children s language disorders provides important insights into the nature of language acquisition and its underlying bases and leads to innovative clinical approaches to these disorders This second edition of the Handbook of Child Language Disorders brings together a distinguished group of clinical and academic researchers who present novel perspectives on researching the nature of language disorders in children The handbook is divided into five sections Typology Bases Language Contexts Deficits Assessment and Intervention and Research Methods Topics addressed include autism specific language impairment dyslexia hearing impairment and genetic syndromes and their deficits along with introductions to genetics speech production and perception neurobiology linguistics cognitive science and research methods With its global context this handbook also includes studies concerning children acquiring more than one language and variations within and across languages Thoroughly revised this edition offers state of the art information in child language disorders together in a single volume for advanced undergraduate students and graduate students It will also serve as a valuable resource for researchers and practitioners in speech language pathology audiology special education and neuropsychology as well as for individuals interested in any aspect of language acquisition and its disorders

**The Resilience of Language** Susan Goldin-Meadow, 2005 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

**Children's Reasoning and the Mind** Peter Mitchell, Kevin Riggs, 2014-06-03 This fresh and dynamic book offers a thorough investigation into the development of the cognitive processes that underpin judgements about mental states often termed theory of mind and addresses specific issues that have not been adequately dealt with in the past and which are now being raised by some of the most prominent researchers in the field

*Complex Syntax in the Language of Persons with Down Syndrome* Helen Goodluck, 2022-05-31 This book examines the language abilities of persons with Down Syndrome who are able to read The text defends the delayed but not deviant view of linguistic abilities by examining a range of syntactic phenomena that develop at different points for typically developing children and

for which a similar overall pattern is found for persons with Down Syndrome The volume also defends the delayed but not deviant view against challenges arising from studies of the comprehension of definite pronouns The study fits within a picture of linguistic abilities that is modular skills with language do not emerge from other cognitive functions It is an important source of information for readers in the departments of linguistics speech and language therapy and cognitive science

**Differential Diagnosis and Treatment of Children with Speech Disorder** Barbara Dodd,2013-05-30 Paediatric speech and language therapists are challenged by diminished resources and increasingly complex caseloads The new edition addresses their concerns Norms for speech development are given differentiating between the emergence of the ability to produce speech sounds articulation and typical developmental error patterns phonology The incidence of speech disorders is described for one UK service providing crucial information for service management The efficacy of service provision is evaluated to show that differential diagnosis and treatment is effective for children with disordered speech Exploration of that data provides implications for prioritising case loads The relationship between speech and language disorders is examined in the context of clinical decisions about what to target in therapy New chapters provide detailed intervention programmes for subgroups of speech disorder delayed development use of atypical error patterns inconsistent errors and development verbal dyspraxia The final section of the book deals with special populations children with cognitive impairment hearing and auditory processing difficulties The needs of clinicians working with bilingual populations are discussed and ways of intervention described The final chapter examines the relationship between spoken and written disorders of phonology

**Handbook of Mental Retardation and Development** Jacob A. Burack,Robert M. Hodapp,Edward F. Zigler,1998-02-28 This book reviews theoretical and empirical work in the developmental approach to mental retardation Armed with methods derived from the study of typically developing children developmentalists have recently learned about the mentally retarded child s own development in a variety of areas These areas now encompass many aspects of cognition language social and adaptive functioning as well as of maladaptive behavior and psychopathology In addition to a focus on individuals with mental retardation themselves familial and other ecological factors have influenced developmental approaches to mental retardation Comprised of twenty seven chapters on various aspects of development this handbook provides a timely comprehensive guide to understanding mental retardation and development

**The Handbook of Bilingualism** Tej K. Bhatia,William C. Ritchie,2008-04-15 The Handbook of Bilingualism provides state of the art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual s brain to the various forms of bilingual education including the status of bilingualism in each area of the world Provides state of the art coverage of a wide variety of topics ranging from neuro and psycho linguistic research to studies of media and psychological counseling Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce Explores new topics such

as global media and mobile and electronic language learning Includes contributions by internationally renowned researchers from different disciplines genders and ethnicities **Neural Plasticity and Cognitive Development** Joan

Stiles,2012-05-29 This title addresses fundamental questions about human brain development through the study of children with early occurring focal brain injury *Selected Proceedings of the Romance Turn IV Workshop on the Acquisition of*

*Romance Languages* Sandrine Ferré,Philippe Prévost,Laurice Tuller,2011-11-15 This edited collection contains 13 selected papers presented at the Romance Turn IV conference which was held at Universit Fran ois Rabelais Tours France in 2010 The volume reflects the diversity of interests of the contributors not only in the learning contexts investigated first language acquisition typical or impaired and bilingualism but also in the linguistic properties being explored in both syntax and phonology and the languages under examination work not only on Romance languages such as French Italian Brazilian Portuguese European Portuguese Romanian and Spanish but also comparative studies involving Basque Modern Greek and Cypriot Greek Such a variety allows for multiple comparisons which corresponds to the objective of the Romance Turn providing an interactive platform for exchanges between researchers on the acquisition of Romance languages from a generative perspective The volume is divided into two parts the first part includes two papers presented as plenaries one on L1 acquisition of morphophonology in European Portuguese by M Jo o Freitas and one on L1 acquisition of relative clauses in Italian by Adriana Belletti while the second part comprises 11 papers by Nikos Amvrazis Isabel Garc a del Real and Maria Jos Ezeizabarrena Giuliana Giusti Kleanthes Grohmann Elaine Grolla Virginia Hill and Mihaela Pirvulescu Tihana Kra Juana Liceras Anca Sevcenco and Larisa Avram Kat rina Palasis and Francesca Volpato The Oxford Handbook of Intellectual Disability and Development Jacob A. Burack,2012 We know considerably more about persons with intellectual disability than we did even a decade ago Seeking to improve and increase upon this knowledge this book provides a map to continue sophisticated and precise research to inspire professionals involved with intellectual disability and to better the lives of persons affected by it Multilingual Aspects of Signed Language Communication and Disorder David

Quinto-Pozos,2014-01-29 This book provides a synthesis of work on communication disorders of child and adult users of signed languages The chapters investigate linguistic impairments caused by deficits in visual processing and motor movements as well as neurological decline The volume also contains in depth descriptions of child language acquisition in the signed modality and suggestions about how signed languages might guard against communication disorder Blackwell

Handbook of Language Development Erika Hoff,Marilyn Shatz,2009-05-11 The Blackwell Handbook of Language Development provides a comprehensive treatment of the major topics and current concerns in the field exploring the progress of 21st century research its precursors and promising research topics for the future Provides comprehensive treatments of the major topics and current concerns in the field of language development Explores foundational and theoretical approaches Focuses on the 21st century s research into the areas of brain development computational skills

bilingualism education and cross cultural comparison Looks at language development in infancy through early childhood as well as atypical development Considers the past work present research and promising topics for the future Broad coverage makes this an excellent resource for graduate students in a variety of disciplines      Remote Online Language Assessment: Eliciting Discourse from Children and Adults Natalia Gagarina,Angel Chan,Wenchun Yang,2024-08-20 Being able to collect valid data is crucial for empirical science disciplines such as linguistics developmental psycholinguistics clinical psycholinguistics and speech and hearing sciences In recent years there has been an increasing use of digital devices for remote language assessments such as online elicitation of language samples apps for eliciting expressive and productive lexical abilities and online questionnaires With the ongoing COVID 19 pandemic still affecting many lives globally there have been numerous disruptions of face to face in person language assessments leading many researchers to conduct their language assessments online Despite the necessity of remote language assessments and the convenience they may bring to both assessors and assesseees the potential merits limits and problems of remote testing have not yet been systematically explored and understood This timely Research Topic seeks contributions that mobilize new evidence and or insightful and nuanced discussions to address questions such as can we control online testing so that it is as good as face to face in person testing and if so how Do we have evaluative evidence of such practices and if so how robust is the evidence What adaptations and concerns can and cannot be accommodated at the present time What opportunities are offered by recent technological advances Are there certain conditions in which online testing works better or worse Last but not least how do differences between offline in person language assessments and online remote assessments affect the results of testing The current topic has two main foci the first deals with the assessment of conversational discourse in general and narrative discourse in particular in both children and young adults Communicative competence at the discourse level has been considered an essential and ecologically valid component in language assessments of children and adults for three key reasons 1 this competence is crucial for an individual s everyday functioning and academic and social life 2 it provides information about an individual s socio cognitive and linguistic abilities and 3 it is a versatile test of language skills at the levels of content form use and their integration The second focus is on comparing the results elicited via in person assessments and remote online assessments This Research Topic welcomes empirical articles discussing new evidence perspective and opinion papers on issues at the conceptual methodological interface and methods articles presenting approaches that can offer opportunities for remote testing of developmental discourse supported by recent technological advances Potential themes may include but are not limited to comparisons of remote versus in person testing modes using a within participants research design learner variables such as age gender language status monolingual multilingual and clinical status typically developing children and adults children and adults with clinical conditions such as developmental language disorder autism spectrum disorder which may affect the efficacy of remote testing linguistic variables such as the use of referential and relational devices and mental

state language which may be subject to more variations when being assessed remotely new methods that offer opportunities for the remote testing of developmental and adult discourse supported by recent technological advances articles addressing the same research question within developmental narrative discourse but using different i e either online or offline research methods

**Approaches to Bootstrapping** Jürgen Weissenborn, Barbara Höhle, 2001 Volume 1 of Approaches to Bootstrapping focuses on early word learning and syntactic development with special emphasis on the bootstrapping mechanisms by which the child using properties of the speech input enters the native linguistic system Topics discussed in the area of lexical acquisition are cues and mechanisms for isolating words in the input special features of motherese and their role for early word learning the determination of first word meanings memory and related processing capacities in early word learning and understanding and lexical representation and lexical access in early language production The papers on syntactic development deal with the acquisition of grammatical prosodic features for learning language specific syntactic regularities Volume 2 of Approaches to Bootstrapping focuses on the interaction between the development of prosodic and morphosyntactic knowledge as evidenced in the early speech of Dutch English German Portugese Spanish Danish Islandic and Swedish children shedding new light on the relation between universal and language specific aspects of language acquisition Another section of this volume deals with new approaches to language acquisition using ERP techniques The papers discuss in detail the relation between the development of language skills and changes in neurophysiological aspects of the brain The potentials of these techniques for the development of new tools for an early diagnosis of children who are at risque for developmental language disorders are also pointed out The closing section contains a synopsis of interactionist approaches to language acquisition a discussion of the genetic and experiential origin of primitive linguistic elements in acquisition and a discussion of structural and developmental aspects of bird song in comparison to human language The two volumes making up Approaches to Bootstrapping present a state of the art interdisciplinary and cross linguistic overview of recent developments in first language acquisition research

**Investigating Grammar in Autism Spectrum Disorders** Anna Gavarró, Stephanie Durrleman, 2018-08-21 Autism Spectrum Disorder ASD hereafter is a neurodevelopmental condition characterized by deficits in communicative and social skills The vast majority of research on language in ASD has focused on pragmatic difficulties while less is known about structural aspects of language in this population Work on syntax and phonology is not only sparse but the heterogeneity in these grammatical domains has moreover led to conflicting reports that they are either intact or impaired More remains to be understood about variations in grammatical profiles in ASD as well as the relation of grammar to other cognitive abilities The body of research gathered here increases our understanding of the grammatical strengths and weaknesses in ASD The contributions carefully elucidate the relations between grammar and other areas of cognition as well as unveil the similarities and differences of grammar in ASD compared to other conditions The result is a volume that provides new ways to think about language and communication in ASD and beyond which should



be of interest to both linguists and clinicians

**Uncommon Understanding** Dorothy V.M. Bishop, 2014-02-04 A great deal has been written on how children learn to speak but development of language comprehension has been a relatively neglected topic This book is unique in integrating research in language acquisition psycholinguistics and neuropsychology to give a comprehensive picture of the process we call comprehension right from the reception of an acoustic stimulus at the ear up to the point where we interpret the message the speaker intended to convey by the utterance A major theme of the book is that comprehension is not a unitary skill to understand spoken language one needs the ability to classify incoming speech sounds to relate them to a mental lexicon to interpret the propositions encoded by word order and grammatical inflections and to use information from the environmental and social context to select from a wide range of possible interpretations the one that was intended by the speaker Furthermore although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension they should be applied with caution because a sequential bottom up information processing model of comprehension is ill suited to the developmental context The emphasis of the book is on children with specific language impairments but normal development is also given extensive coverage The focus is on research and theory rather than practical matters of assessment and intervention Nevertheless while this book is not intended as a clinical guide to assessment it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves and how different types of difficulty may be pinpointed

**The Psychology of Language** Trevor A. Harley, 2013-12-17 Now in full colour this fully revised edition of the best selling textbook provides an up to date and comprehensive introduction to the psychology of language for undergraduates postgraduates and researchers It contains everything the student needs to know about how we acquire understand produce and store language Whilst maintaining both the structure of the previous editions and the emphasis on cognitive processing this fourth edition has been thoroughly updated to include the latest research including recent results from the fast moving field of brain imaging and studies updated coverage of key ideas and models an expanded glossary more real life examples and illustrations The Psychology of Language Fourth Edition is praised for describing complex ideas in a clear and approachable style and assumes no prior knowledge other than a grounding in the basic concepts of cognitive psychology It will be essential reading for advanced undergraduate and graduate students of cognition psycholinguistics or the psychology of language It will also be useful for those on speech and language therapy courses The book is supported by a companion website featuring a range of helpful supplementary resources for both students and lecturers

Constraints On Language Acquisition Studies Of Atypical Children: Bestsellers in 2023 The year 2023 has witnessed a noteworthy surge in literary brilliance, with numerous engrossing novels enthralling the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the engaging narratives that have charmed audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This heartfelt tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Constraints On Language Acquisition Studies Of Atypical Children : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Constraints On Language Acquisition Studies Of Atypical Children : Delia Owens "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens crafts a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and thrilling novel that will keep you guessing until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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