

uncommon understanding development and disorders of language comprehension in children

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Explore the nuanced world of child language comprehension, from typical developmental milestones to challenging disorders. This resource provides uncommon insights and a deeper understanding of how children process and interpret language, shedding light on both common and less-understood aspects of their linguistic journey.

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Uncommon Understanding

A unique book integrating research in language acquisition, psycholinguistics and neuropsychology to give a comprehensive picture of the process we call 'comprehension'. The emphasis of the book is on children with specific language impairments.

Uncommon Understanding (Classic Edition)

This is a Classic Edition of Dorothy Bishop's award-winning textbook on the development of language comprehension, which has been in print since 1997, and now includes a new introduction from the author. The book won the British Psychological Society book award in 1999, and is now widely seen as a classic in the field of developmental language disorders. Uncommon Understanding provides a comprehensive account of the process of comprehension, from the reception of an acoustic signal, to the interpretation of communicative intentions, and integrates a vast field of research on language acquisition, psycholinguistics and neuropsychology. In the new introduction Dorothy Bishop reflects on the organization of the book, and developments in the field since the book was first published. A major theme in the book is that comprehension should not be viewed as 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 grasp an intended meaning. Another important theme is that although neuropsychological and experimental research on adult comprehension provides useful concepts and methods for assessing comprehension, it should be applied with caution, because a sequential, bottom-up information processing model of comprehension is ill-suited to the developmental context. Although the main focus of the book is on research and theory, rather than practical matters of assessment and intervention, the theoretical framework presented in the book will continue to help

clinicians develop a clearer understanding of what comprehension involves, and how different types of difficulty may be pin-pointed.

Uncommon Understanding

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".

Handbook of Child Language Disorders

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.

Uncommon Understanding (Classic Edition)

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Understanding Developmental Language Disorders

Developmental language disorders (DLD) occur when a child fails to develop his or her native language often for no apparent reason. Delayed development of speech and/or language is one of the most common reasons for parents of preschool children to seek the advice of their family doctor. Although some children rapidly improve, others have more persistent language difficulties. These long-term deficits can adversely affect academic progress, social relationships and mental well-being. Although DLDs are common, we are still a long way from understanding what causes them and how best to intervene. Understanding Developmental Language Disorders summarises the recent research developments

in genetics and neuroimaging studies, assessment techniques and treatment studies to provide an overview of all aspects of DLD. The book investigates the possible genetic and biological causes of the disorder, how best to assess children's language skills to identify when and where communication breakdown occurs, what the long-term outcomes are for children who grow up with DLD, overlaps between DLD and other childhood disorders such as dyslexia and autism and how best to treat children with the disorder. Each chapter is written by a leading authority in the field in a format accessible to researchers, clinicians and families alike. This book, with its focus on both theory and practice, will be invaluable to students and researchers of speech-language pathology, psychology, psychiatry, linguistics and education. It will also be of interest to practicing speech-language pathologists, clinical psychologists, psychiatrists, educational psychologists, and teachers and parents of children with developmental language disorders.

Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages

Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages Auditory processing disorders, reading and writing disorders, language disorders, and other related disorders - these disorders seem distinct among one another from historical and professional practice perspectives but more and more research suggests that they in fact overlap in many ways including clinical presentations, suspected underlying causes, diagnostic criteria, and re/habilitation strategies. On January 4-7, 2012, the conference Global Conference on Disorders in Auditory Processing, Literacy, Language & Related Sciences (APLL 2012) was held in The Hong Kong Institute of Education. This was the world's first platform for interdisciplinary discussions and collaborations on ways we can better serve children who suffer from the above closely related disorders through future research. Due to the huge success of APLL2012, to promote continuous discussions of the conference theme, the conference organizing committee decided to invite scholars, scientists, and practitioners to contribute their work to the eleventh volume in the Research on Sociocultural Influences on Motivation and Learning research monograph series. This volume is focused on issues in typical and disordered developments in auditory processing, literacy, and language across different cultural and linguistic contexts in Asia, Europe and North America. The contributors of this volume offer insightful theoretical and practical ideas to shape future directions in research, assessment, intervention, and education. This is an intriguing and inspiring volume for students, researchers, and practitioners in the fields of speech-language pathology, audiology, developmental psychology, educational psychology, neuropsychology, and other related disciplines. By bringing in respective leaders in the fields, we hope that this book will open new windows to promote advancements in related research initiatives, continuing cross disciplinary discussions and collaborations on ways that we can better service individuals suffer from these closely related disorders through future research.

Language Development and Language Disorders

How and why do children go from babbling to words? Locke's answer constitutes a journey through language development, taking in neurological, perceptual, social and linguistic aspects. He describes infant behaviour, as it elicits and structures the stimulation needed for learning meaningful speech.

The Child's Path to Spoken Language

Language Development: Foundations, Processes, and Clinical Applications, Second Edition provides an accessible overview of language development covering the typical course of language development within the clinical context of language assessment and intervention. The Second Edition examines the biological, developmental, and environmental systems of neurotypical children, and the role of these systems as linguistic input in the child's environment contributing to language development. This comprehensive resource, written and contributed by over 20 experts in the field, provides students with an understanding of the foundations of language development in terms of each individual child's communication needs. With case studies woven throughout the text, students are able to follow the progress of children with normal language development as well as those showing signs of problems. These cases and clinical practice applications will help students prepare for the clinical challenges they will face in their professional careers. Every year, new information, new theories, and new evidence are published about development to explain the complexities that create and facilitate the language acquisition process. The authors who have contributed to this text provide the latest research and perspectives on language development among neurotypical children. This valuable text bridges biological,

environmental, technological, and professional venues to advance the development of professionals and children alike. What's new in the Second Edition? • New chapter on syntactic development including morphology • New chapter covering school-age language • New case study highlighting school-age language • Expanded content on morphology including morphological analysis Instructor Resources: PowerPoint Presentations, Test Bank Student Resources: Companion Website Every new copy of the text includes an access code for the companion website. eBook offerings do not include an access code.

Language Development: Foundations, Processes, and Clinical Applications

Chapters written by leading authorities offer current perspectives on the origins and development of language disorders. They address the question: How can the child's linguistic environment be restructured so that children at risk can develop important adaptive skills in the domains of self-care, social interaction, and problem solving? This theory-based, but practical book emphasizes the importance of accurate definitions of subtypes for assessment and intervention. It will be of interest to students, researchers, and practitioners in the field of developmental language disorders.

Classification of Developmental Language Disorders

This book contains contributions from eminent clinicians and researchers in the field of language impairment, and crosses the bridge between children and adults. It reflects the developments that have taken place in Speech and Language Therapy over the past 10 years and focuses on issues in SLT that have recently come into ascendancy. These include: personal and social consequences of language disability, and how to measure these; the evidence base for speech and language therapy interventions; language processing and the interplay between language and cognition; and the degree to which impairments in one affect the other. There is a growing concern about the needs of adolescents who have language difficulties - a group who, by their age, development and experience straddle the child/adult divide. It extends the themes by looking at future implications and sets out the challenges ahead for the speech and language therapy profession.

Language Disorders in Children and Adults

Language Development and Language Impairment offers a problem-based introduction to the assessment and treatment of a wide variety of childhood language developmental disorders. Focuses for the most part on the pre-school years, the period during which the foundations for language development are laid Uses a problem-based approach, designed to motivate students to find the information they need to identify and explore learning issues that a particular speech or language issue raises Examines the development of a child's phonological system, the growth of vocabulary, the development of grammar, and issues related to conversational and narrative competence Integrates information on typical and atypical language development

Language Development and Language Impairment

This collection of papers by leading psychologists includes ground-breaking research on the similarities between SLI and autism, plus other studies at the cutting edge of the field of language impairment and developmental disorders.

Language and Cognitive Processes in Developmental Disorders

Delayed development of speech and/or language is one of the commonest reasons for parents of preschool children to seek the advice of a paediatrician. Accessible to non-academic Speech and Language Impairments provides an overview of recent research developments in specific speech and language impairments, written by experts in the field. Topics include normal and disordered development of problems, crosslinguistic studies, pragmatic language impairments, early identification, educational and psychiatric outcomes, acquired epileptic aphasia and experimental studies of remediation. The book concludes with a chapter by Michael Rutter that gives guidelines for conducting and evaluating research in this field.

Speech and Language Impairments in Children

This book provides an overview of current research on the development of reading skills as well as practices to assist educational professionals with assessment, prevention, and intervention for students

with reading difficulties. The book reviews the Componential Model of Reading (CMR) and provides assessment techniques, instructional recommendations, and application models. It pinpoints specific cognitive, psychological, and environmental deficits contributing to low reading skills, so educators can accurately identify student problems and design and implement appropriate interventions. Chapters offer methods for assessing problems in decoding, word and sound recognition, and comprehension. In addition, chapters emphasize the recognition of student individuality as readers and learners, from understanding distinctions between difficulties and disabilities to the effects of first-language orthography on second-language learning. Topics featured in this book include: Learning the structure of language at the word level. Reading comprehension and reading comprehension difficulties Assessing reading in second language learners. Effective prevention and intervention for word-level reading difficulties. The neurobiological nature of developmental dyslexia. Reading Development and Difficulties is a must-have resource for researchers, practitioners, and graduate students in varied fields, including child and school psychology; assessment, testing, and evaluation; social work; and special education. "I think the book has the potential to be a game changer. It will certainly challenge the expectations of policy makers, not to mention the teachers of beginning readers. These chapters will enhance the knowledge base of those in our schools who are charged with the lofty task of assuring that children have the best possible opportunities to acquire the skill of reading." Sir Jim Rose Chair and author of Independent Review of the Teaching of Early Reading: Final Report (2006)

Reading Development and Difficulties

Language disorders in children are one of the most frequent causes of difficulties in communication, social interaction, learning and academic achievement. It has been estimated that over 5% of children present with some kind of language disorder. This book describes various neurogenic language disorders in children.

Neurogenic Language Disorders in Children

Language impairment in childhood and adolescence: presentation, diagnosis, assessment, and empirically validated treatment. As many as half of children and adolescents presenting for mental health services have language impairments, often undiagnosed. This book offers a clear and comprehensive description of language impairment emerging in childhood and its implications for clinical practice with children and adolescents. The book is filled with many clinical pearls and examples of the way language impairment impacts on the child's symptom picture and influences treatment. After discussing ICD-10 and the new DSM-5 criteria, it provides the reader with an easy-to-follow plan on how to conduct the assessment with the child and parents, and the steps to take in initiating treatment. Unique modifications to empirically validated treatments are recommended for language-impaired children with comorbid anxiety or disruptive behavior disorders. Anyone who works with children and adolescents will benefit from this book.

Language Disorders in Children and Adolescents

PETER BRYANT & TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies, as the chapter by Sprenger-Charolles clearly shows, and so do the difficulties that they encounter in learning about their own orthography. Nevertheless most people, who have the chance to learn to read, do in the end read well enough, even though a large number experience some significant difficulties on the way. Most of them eventually become reasonably efficient spellers too, even though they go on make spelling mistakes (at any rate if they are English speakers) for the rest of their lives. So, the majority of humans plainly does have intellectual resources that are needed for reading and writing, but it does not always find these resources easy to marshal. What are these resources? Do any of them have to be acquired? Do different orthographies make quite different demands on the intellect? Do people differ significantly from each other in the strength and accessibility of these resources? If they do, are these differences an important factor in determining children's success in learning to read and write? These are the main questions that the different chapters in this section on Basic Processes set out to answer.

Handbook of Children's Literacy

Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descrip-

tive-developmental approach to present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

Language Disorders from Infancy Through Adolescence - E-Book

This definitive volume is the result of collaboration by top scholars in the field of children's cognition. New edition offers an up-to-date overview of all the major areas of importance in the field, and includes new data from cognitive neuroscience and new chapters on social cognitive development and language Provides state-of-the-art summaries of current research by international specialists in different areas of cognitive development Spans aspects of cognitive development from infancy to the onset of adolescence Includes chapters on symbolic reasoning, pretend play, spatial development, abnormal cognitive development and current theoretical perspectives

The Wiley-Blackwell Handbook of Childhood Cognitive Development

This book is part of the Phoneme Factory Project undertaken by Granada Learning in partnership with the Speech and Language Therapy Research Unit (SLTRU) in Bristol. It aims to provide guidance for teachers, SENCoS, SLTs and parents regarding: criteria for referral to speech and language therapy phonological disorders appropriate intervention approaches that can be used in the classroom and at home. Complementing the book are downloadable resources including a picture library for the classroom and the home, as well as checklists and other time-saving documents.

Developing Speech and Language Skills

Language and Social Disadvantage critically analyses and reviews the development of language in direct relation to social disadvantage in the early years and beyond. Definitions and descriptions of social disadvantage are addressed and wider aspects discussed. Theory and practice in relation to language development and social disadvantage are explored. The book is divided into two sections: the first addresses the theoretical associations and relationships between social disadvantage and language, where cognition, literacy, behaviour, learning, socio-emotional development, intervention and outcomes are considered in depth. The second section applies the theory to practice, where real-life intervention studies in nurseries, schools and other contexts are reported. Research and practice based in the UK is a focus of all the chapters and research reports. A genuinely interdisciplinary and collaborative approach is taken using perspectives from speech and language therapy, psychology and education. The book is ideal for professionals and students interested in the study of language development and intervention in the context of social disadvantage.

Language and Social Disadvantage

Comprehension is the ultimate aim of reading and listening. How do children develop the ability to comprehend written and spoken language, and what can be done to help those who are having difficulties? This book presents cutting-edge research on comprehension problems experienced by children without any formal diagnosis as well as those with specific language impairment, autism,

ADHD, learning disabilities, hearing impairment, head injuries, and spina bifida. Providing in-depth information to guide research and practice, chapters describe innovative assessment strategies and identify important implications for intervention and classroom instruction. The book also sheds light on typical development and the key cognitive skills and processes that underlie successful comprehension.

Children's Comprehension Problems in Oral and Written Language

Offers a fresh perspective on how conversation analysis can be used to highlight the sophisticated nature of what children actually do when interacting with their peers, parents, and other adults. Brings together a contributor team of leading experts in the emerging field of child-focused conversation analytic studies, from both academic and professional research backgrounds Includes examples of typically developing children and those who face a variety of challenges to participation, as they interact with parents and friends, teachers, counsellors and health professionals Encompasses linguistic, psychological and sociological perspectives Offers new insights into children's communication as they move from home into wider society, highlighting how this is expressed in different cultural contexts

Analysing Interactions in Childhood

We have great pleasure to present the latest extension of the European Institute of Health Care book series. This volume is devoted to neurodevelopmental disorders. Again, we had the privilege to be able to work with renowned experts who have agreed to contribute to this endeavour. The book comprises a number of topics related to psychosocial and motor development and is exemplary with regard to its comprehensiveness, as reviews of the topics presented are generally not available in a single publication. It starts with a timely and critical discussion of the genetics of attention deficit hyperactivity disorder by Dr. Buitelaar in which prospects and challenges of this approach are outlined. The next chapter by Drs. Nicolson and Fawcett deals with dyslexia and its relationship to cerebellar function providing a framework that can explain motor, speed, and phonological deficits in a unified approach. Diagnostic and treatment aspects of speech development disorders are the focus of Dr. Zorowka's contribution in which, among other issues, the necessity of multi-professional cooperation is stressed. Dr. Sigmundsson then focuses on disorders of motor development. 6-10 % of children have motor competence well below the norm, which often persists. The clumsy child syndrome must be seen and treated as a neurological dysfunction. The relationship between tic disorders and obsessive compulsive disorder, two disturbances generally treated by different medical specialists, namely neurologists or psychiatrists, is then reviewed by Drs.

Neurodevelopmental Disorders

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

Language Disorders from Infancy Through Adolescence

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.

Differential Diagnosis and Treatment of Children with Speech Disorder

The first edition of this successful reader brought together key readings in the area of developmental cognitive neuroscience for students. Now updated in order to keep up with this fast moving field, the volume includes new readings illustrating recent developments along with updated versions of previous contributions.

Brain Development and Cognition

An authoritative new work exploring the themes of communication and implementation of research within developmental psychology – a scientific field with extensive real world value in addressing problems faced by individuals, families and services Brings together the insights of a stellar group of contributors with personal experience translating developmental psychology research into practice Accessibly structured into sections exploring family processes and child rearing practices; educational aspects; and clinical applications Goes beyond traditional reviews of literature in the field to report on practical implementation of research findings, including the challenges faced by authors Serves as an invaluable resource for developmental psychologists, practitioners working in the field of child development, and policymakers working on issues affecting children and families

The Wiley Handbook of Developmental Psychology in Practice

Developmental Psychology: A Student's Handbook is a major textbook that provides an up-to-date account of theory and research in the rapidly-changing field of child development. Margaret Harris and George Butterworth have produced an outstanding volume that includes recent research from Britain, Europe, and the USA. The text is designed for undergraduate students who have little or no prior knowledge of developmental psychology. Key features include: Specially designed textbook features, such as key term definitions, chapter summaries, and annotated further reading sections Over 95 figures and tables, to illustrate principles described in the text Additional boxed material, to add further insight and aid understanding Clear, user-friendly layout, to make topics easy to locate The book places developmental psychology in its historical context, tracing the emergence of the field as an independent discipline at the end of the 19th century, and following the radical changes that have occurred in our understanding of children's development since then. The development of the child is covered in sequence: through conception, pre-natal development, birth, infancy, and the pre-school years, to the achievements of the school years, and the changes that occur during adolescence. Each period is addressed in terms of cognitive, social, and linguistic development, including discussion of reading, spelling, and mathematical development. There is also consideration of comparative research concerning the development of cognitive abilities in other primates. Developmental Psychology: A Student's Handbook is essential reading for all undergraduate students of developmental psychology. It will also be of interest to those in education and healthcare studying child development.

Developmental Psychology

This vital new book presents effective strategies to tackle the specific difficulties in social interaction and communication that are experienced by adolescents with Asperger Syndrome (AS). Focusing on the development of interaction skills through teaching social competence, the authors explain how to design an effective social skills intervention programme whose primary objective is successful peer interaction. They describe the methodology, philosophy and science underpinning their approach and include a template for a sample course currently administered over six months. Guidance is given on what resources to choose from the wide range of available intervention programmes, and many case study examples are also provided. The authors outline session formats, possible problems and solutions, and emphasise the significance of the therapist's attitude and the role of parents in building social confidence. This highly practical book is an excellent resource for anyone involved with designing and delivering socialisation training to adolescents with AS, from parents and teachers to counsellors and therapists.

Succeeding with Interventions for Asperger Syndrome Adolescents

This book has been replaced by Diagnosing Learning Disorders, Third Edition, ISBN 978-1-4625-3791-4.

Diagnosing Learning Disorders, Second Edition

This book draws together contributions from some of the leading investigators in the field of autism to consider specific problem areas in current research. Each contributor brings expertise from a different field, providing a balanced view of the whole spectrum of study of this disorder. It covers four main areas: Twin and family studies indicate that the heritability of the underlying liability to autism exceeds 90% and point to a multifactorial causation, involving a relatively small number of susceptibility genes. The book discusses this issue in detail, along with the problem of why some additional symptoms are associated with autism while others are not. New techniques are available for examining the neurobiology of autism. The book contains results from imaging studies showing the contributions of different brain regions to autism. It includes neuropathological data and examines the neuropharmacology of autism. There is considerable discussion concerning the fundamental psychological deficit in children with autism. There is good evidence that "Theory of Mind" deficits are associated with autism and this issue is discussed in the book, as are other competing possibilities. The most important practical question facing medical and psychological practitioners is how to help children with autism. The evidence relating to possible psychological or psychiatric interventions for rehabilitation of children with autism is examined in detail. Drug treatments have generally been disappointing in this field and there is one chapter devoted specifically to this problem. The book focusses ultimately on intervention studies and so is of practical relevance to people interested in helping autistic children. In addition, it provides a very convenient summary of the principal controversies which currently exist in research on autism.

Autism

Language in the Real World challenges traditional approaches to linguistics to provide an innovative introduction to the subject. By first examining the real world applications of core areas of linguistics and then addressing the theory behind these applications, this text offers an inductive, illustrative, and interactive overview for students. Key areas covered include animal communication, phonology, language variation, gender and power, lexicography, translation, forensic linguistics, language acquisition, ASL, and language disorders. Each chapter, written by an expert in the field, is introduced by boxed notes listing the key points covered and features an author's note to readers that situates the chapter in its real world context. Activities and pointers for further study and reading are also integrated into the chapters and an end of text glossary is provided to aid study. Professors and students will benefit from the interactive Companion Website that includes a student section featuring comments and hints on the chapter exercises within the book, a series of flash cards to test knowledge and further reading and links to key resources. Material for professors includes essay and multiple choice questions based on each chapter and additional general discussion topics. Language in the Real World shows that linguistics can be appreciated, studied, and enjoyed by actively engaging real world applications of linguistic knowledge and principles and will be essential reading for students with an interest in language. Visit the Companion Website at www.routledge.com/textbooks/languagearealworld

Language in the Real World

Designed for both researchers and practitioners, this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice. With the emphasis on evidence-based practice in the schools growing exponentially, school practitioners must learn how to understand, judge, and make use of the research being produced to full effect. Conversely, researchers must understand what is being used in "real-world" settings, and what is still needed. The editors of this book have outlined this process as a series of steps, beginning with being a critical consumer of current research literature, followed by concepts to consider in translating research into practice: systems issues at local, district, and state levels; the role of teachers in program implementation; evaluation of implementation effectiveness, and preservice and inservice professional development of teachers and psychologists. Each chapter is written by leaders on the topic, and contributors include both researchers and school-based practitioners. With contributing authors from a variety of disciplines, this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice.

Implementing Evidence-Based Academic Interventions in School Settings

Living at the beginning of the 21st century requires being numerate, because numerical abilities are not only essential for life prospects of individuals but also for economic interests of post-industrial knowledge societies. Thus, numerical development is at the core of both individual as well as societal interests. There is the notion that we are already born with a very basic ability to deal with small

numerosities. Yet, this often called “number sense” seems to be very restricted, approximate, and driven by perceptual constraints. During our numerical development in formal (e.g., school) but also informal contexts (e.g., family, street) we acquire culturally developed abstract symbol systems to represent exact numerosities – in particular number words and Arabic digits – refining our numerical capabilities. In recent years, numerical development has gained increasing research interest documented in a growing number of behavioural, neuro-scientific, educational, cross-cultural, and neuropsychological studies addressing this issue. Additionally, our understanding of how numerical competencies develop has also benefitted considerably from the advent of different neuro-imaging techniques allowing for an evaluation of developmental changes in the human brain. In sum, we are now starting to put together a more and more coherent picture of how numerical competencies develop and how this development is associated with neural changes as well. In the end, this knowledge might also lead to a better understanding of the reasons for atypical numerical development which often has grievous consequences for those who suffer from developmental dyscalculia or mathematics learning disabilities. Therefore, this Research Topic deals with all aspects of numerical development: findings from behavioural performance to underlying neural substrates, from cross-sectional to longitudinal evaluations, from healthy to clinical populations. To this end, we included empirical contributions using different experimental methodologies, but also theoretical contributions, review articles, or opinion papers.

Numerical Development - From cognitive functions to neural underpinnings

This book helps clinicians harness the benefits of cognitive-behavioral therapy (CBT) for children and adolescents with high-functioning autism spectrum disorders (ASD). Leading treatment developers describe promising approaches for treating common challenges faced by young people with ASD--anxiety and behavior problems, social competence issues, and adolescent concerns around sexuality and intimacy. Chapters present session-by-session overviews of each intervention program, review its evidence base, and address practical considerations in treatment. The book also discusses general issues in adapting CBT for this population and provides a helpful framework for assessment and case conceptualization informed by DSM-5.

CBT for Children and Adolescents with High-Functioning Autism Spectrum Disorders

In one volume, the leading researchers in intelligence and neuropsychological assessment interpret the range of issues related to intellectual and neuropsychological tests, including test development and psychometrics, clinical applications, ethical and legal concerns, use with diverse populations, computerization, and the latest research. Clinicians and researchers who use these instruments will find this volume invaluable, as it contains the most comprehensive and up-to-date information available on this important aspect of practice.

Comprehensive Handbook of Psychological Assessment, Volume 1

Language development is one of the major battle grounds within the humanities and sciences. This is the first time that the three major theories in language development research have been fully described and compared within the covers of a single book. The three approaches: (1) The rationalism of Chomsky and the syntactic nativism that it entails; (2) The empiricism instinct in connectionist modelling of syntactic development; (3) The pragmatism of those who see the child as actively constructing a grammatical inventory piece-by-piece through recruiting general learning abilities and socio-cognitive knowledge. The book is unique in striking a balance between broad philosophical assessment of these three theories and fine-grain, fairly technical, accounts of how they fare at the empirical and linguistic 'coal faces.' In Part I, the kind of psychology to which rationalism, empiricism, and pragmatism give rise are described with reference to philosophers such as Fodor, Hume, and the American pragmatists from Peirce, to Rorty, and Brandom. After an introduction to the syntactic analysis of the sentence, Part 2 continues with an account of the evolution of Chomskyan theory from its inception to present day, followed by a review of developmental research inspired by it. Part 3 takes a sceptical look at connectionist modelling of syntactic development. Part 4 describes the kind of linguistic theories that the socio-cognitive approach find sympathetic, reviewing its empirical progress (e.g., the work of Tomasello), ending with a comparison of how the generativists and functionalists tackle the evolution of syntax. Clearly and accessibly written, the book will be an important text for the developmental psychologists, linguists, and philosophers working on language.

