



HANDBOOK OF CHILD LANGUAGE DISORDERS



SECOND EDITION



EDITED BY RICHARD G. SCHWARTZ



Handbook Of Child Language Disorders

Paul Fletcher, Ciara O'Toole



Handbook Of Child Language Disorders:

Handbook of Child Language Disorders Richard G. Schwartz, 2010-10-18 The Handbook of Child Language Disorders provides an in depth comprehensive and state of the art review of current research concerning the nature assessment and remediation of language disorders in children The book includes chapters focusing on specific groups of childhood disorders SLI autism genetic syndromes dyslexia hearing impairment the linguistic perceptual genetic neurobiological and cognitive bases of these disorders and the context of language disorders bilingual across dialects and across languages To examine the nature of deficits their assessment and remediation across populations chapters address the main components of language morphology syntax semantics and pragmatics and related areas processing memory attention executive function such as reading and writing Finally even though there is extensive information regarding research and clinical methods in each chapter there are individual chapters that focus directly on research methods This Handbook is a comprehensive reference source for clinicians and researchers and can be used as a textbook for undergraduate masters and doctoral students in speech language pathology developmental psychology special education disabilities studies neuropsychology and in other fields interested in children s language disorders **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 *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.

Handbook of Child Language Disorders Richard G. Schwartz, 2010-10-18. The Handbook of Child Language Disorders provides an in-depth comprehensive and state-of-the-art review of current research concerning the nature, assessment, and remediation of language disorders in children. The book includes chapters focusing on specific groups of childhood disorders: SLI, autism, genetic syndromes, dyslexia, hearing impairment, the linguistic, perceptual, genetic, neurobiological, and cognitive bases of these disorders, and the context of language disorders: bilingual, across dialects, and across languages. To examine the nature of deficits, their assessment, and remediation across populations, chapters address the main components of language: morphology, syntax, semantics, and pragmatics, and related areas: processing, memory, attention, executive function, such as reading and writing. Finally, even though there is extensive information regarding research and clinical methods in each chapter, there are individual chapters that focus directly on research methods. This Handbook is a comprehensive reference source for clinicians and researchers and can be used as a textbook for undergraduate, masters, and doctoral students in speech language pathology, developmental psychology, special education, disabilities studies, neuropsychology, and in other fields interested in children's language disorders.

The handbook of child language disorders Robert G. Schwartz, 2008. [The Cambridge Handbook of Child Language](#) Edith L. Bavin, Letitia R. Naigles, 2015-11-26. The most authoritative resource for students and researchers. The Cambridge Handbook of Child Language has been thoroughly updated and extended. Enhancements include new chapters on the acquisition of words, processing deficits in children with specific language impairments, and language in children with Williams syndrome; new authors for the bilingualism and autism chapters; a refocused discourse chapter on written narratives; and a new section on reading and reading disorders, cementing the handbook's position as the best study of the subject available. In a wide-ranging survey, language development is traced from prelinguistic infancy to adolescence in typical and

atypical contexts the material is intuitively grouped into six thematic sections enabling readers to easily find specific in depth information With topics as varied as statistical learning bilingualism and the neurobiology of reading disorders this multidisciplinary Handbook is an essential reference for students and researchers in linguistics psychology cognitive science speech pathology education and anthropology **Intervention in Child Language Disorders** Ronald B.

Hoodin,2010-08-06 **A Clinical Handbook on Child Development Paediatrics - E-Book** Sandra Johnson,2012-07-13

This handbook offers a succinct study of Childhood Development Paediatrics with practical applications for helping the child and family through all areas of the developmental process The book covers diverse topics like developmental delay learning difficulties attention deficit disorders autism Asperger syndrome behaviour difficulties language disorders school refusal bullying emotional difficulties neurological impairments that affect development examples being cerebral palsy and brain injury and motor coordination problems It also offers online case scenarios on autism ADHD school refusal and truancy cerebral palsy and child abuse and neglect The cases are followed by questions to test the acquired knowledge of the student on these topics This practical guide to child development is ideal for trainee paediatricians registrars paediatricians and general practitioners Deals with developmental issues unlike comprehensive paediatric or child psychiatry texts Concise text providing practical tips Clinically and practically orientated e g history physical examination assessment techniques Comparison of normal and abnormal normal development Definitions Chapters 8 11 12 to clarify terms Several chapters e g Chapters 8 9 10 inform about special problems illnesses which are increasing in incidence Online case scenarios on autism ADHD school refusal and truancy cerebral palsy and child abuse and neglect are available on Student Consult Combines physical and psychological problems in the development of children which might be already present at birth Cerebral Palsy or which might be apparent later in life Chapter 8 *Handbook of Child Language Acquisition* Tej K. Bhatia,William C.

Ritchie,2023-11-27 What allows children to acquire language so effortlessly with such speed and with such amazing accuracy Capitalizing on the most recent developments in linguistics and cognitive psychology this volume sheds new light on the what why and how of the child s ability to acquire one or more languages The Handbook is one of a kind in a number of respects It includes state of the art treatments of acquisition from a variety of theoretical viewpoints ranging from functionalist approaches and the implications of the creolization of languages for the study of acquisition to the relevance of Chomsky s Minimalist Program It contains overviews of the acquisition of all components of linguistic structure treats the acquisition of the sign languages of the deaf and discusses the specific problems of bilingual acquisition This handbook addresses the following questions Is the capacity for language acquisition constant throughout the career of the language learner that is is it continuous or does that capacity change in significant ways as the learner matures Is the language capacity a separate module of the mind or does it follow from general all purpose cognitive capacities What is innate in language acquisition and what is acquired on the basis of experience What research methodological issues arise in the study of child language

acquisition How might input from the language or languages of the environment including visual gestural input in the case of the sign languages of the deaf affect the process and result of acquisition and How are the facts of non normal acquisition to be explained *Intervention in Child Language Disorders* Ronald Hoodin,2011-08-25 A valuable reference for students and clinicians *Intervention in Child Language Disorders A Comprehensive Handbook* focuses on interventions that have been shown to be effective in helping children overcome language impairments The Handbook is comprehensive with regard to children s ages covering language disorders in children from infancy to high school age Addressing fundamental principles and clinical practice methods this indispensable resource presents creative clinical ideas and treatment examples based on a firm theoretical foundation *Intervention in Child Language Disorders A Comprehensive Handbook* discusses language disorders resulting from a wide range of etiologies including learning disabilities mental retardation physical impairments autism hearing impairments brain injury and specific language impairments This comprehensive and informative text will help students and speech language pathologists provide optimal interventions for children with language disorders

Multilingual Perspectives on Child Language Disorders Janet L. Patterson,Barbara L. Rodríguez,2016-01-05 This book investigates language disorders in children who speak languages other than or in addition to English The chapters in the first section of the volume focus on language disorders associated with four different syndromes in multilingual populations and contexts This section discusses language disorders associated with autism spectrum disorders Down syndrome fetal alcohol syndrome and Williams syndrome The chapters in the second section of the book relate to language impairment in children who speak diverse languages although the issues they address are relevant across languages and cultural contexts The book also reviews assessment procedures and intervention approaches for diverse languages including Bengali Cantonese French Spanish and Turkish The volume aims to stimulate thoughtful clinical practice and further research in language disorders in multilingual populations *Handbook of Pragmatic Language Disorders* Louise Cummings,2021-09-22 This reference work is the first to examine pragmatic language disorders of clients in complex and underserved populations In chapters written by a range of experts the unique pragmatic language skills of clients are examined allowing for a broad overview The text gives focus to client groups with complex cognitive and psychiatric problems and children and adults that have been underserved by clinical language services because of maltreatment and social exclusion Pragmatic disorders are examined in children with sensory loss children who have been exposed to HIV and substance abuse and adults with Huntington s disease and other complex neurodegenerative pathologies This Handbook is an essential reference for researchers and clinicians in speech language pathology linguistics psychology and education

Language Development and Disorders in

Spanish-speaking Children Alejandra Auza Benavides,Richard G. Schwartz,2017-06-13 Prominent researchers from the US Mexico Chile Colombia and Spain contribute experimental reports on language development of children who are acquiring Spanish The chapters cover a wide range of dimensions in acquisition comprehension and production monolingualism and

bilingualism typical development children who are at risk and children with language disorders phonology semantics and morphosyntax These studies will inform linguistic theory development in clinical linguistics as well as offer insights on how language works in relation to cognitive functions that are associated with when children understand or use language The unique data from child language offer perspectives that cannot be drawn from adult language The first part is dedicated to the acquisition of Spanish as a first or second language by typically developing children the second part offers studies on children who are at risk of language delays and the third part focuses on children with specific language impairment disorders and syndromes

The Handbook of Language Assessment Across Modalities Tobias Haug, Wolfgang Mann, Ute Knoch, 2021-12-21 The identification of language problems and subsequent evaluation of interventions depend in part on the availability of useful and psychometrically robust assessments to determine the nature and severity of their problems and monitor progress The purpose of these assessments may be to measure a child's language proficiency that is how they perform relative to other children and whether they have the language level expected and needed for schooling or they may have a specifically clinical purpose to identify the occurrence and nature of a disorder The purpose of assessment is key to the aspects of language targeted in an assessment and the methods used to target these In the case of spoken English there are many language assessments ranging from broad language tests to more narrowly focused measures reflecting the complexity of the language system and its use

Specific Language Impairment Stavroula Stavrakaki, 2015-08-15 This volume is dedicated to the field of Specific Language Impairment SLI addressing important research questions including the interrelation of genetic and cognitive profiles of individuals with SLI the comorbidity issue and clinical boundaries between SLI and other developmental disorders cross linguistic manifestations of SLI and theory motivated therapy approaches to individuals with SLI This volume brings together researchers with different scientific backgrounds and research disciplines challenging current points of view and offering new perspectives on issues of SLI and developmental disorders

Developmental Science Marc H. Bornstein, Michael E. Lamb, 2015-07-24 Developmental Science An Advanced Textbook is the most complete and cutting edge introduction to the field available today Since its initial publication the key purpose of the text has been to furnish inclusive developmental perspectives on all substantive areas in psychology neuroscience perception cognition language emotion and social interaction This edition is no exception as it continues to underscore the dynamic and exciting status of contemporary developmental science In this Seventh Edition Marc H Bornstein and Michael E Lamb once again invite international experts to prepare original comprehensive and topical treatments of the major areas of developmental science which are masterfully woven into a single coherent volume Some chapters in this edition are new and those carried forward from the sixth edition have been extensively revised This volume represents faithfully the current status of scholarly efforts in all aspects of developmental science Ideal for advanced undergraduate and introductory graduate courses the text is accompanied by a website with supplementary material for students and instructors including

chapter outlines topics to think about before reading glossaries and suggested readings

Language Development and Language Impairment Paul Fletcher, Ciara O'Toole, 2015-08-17 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. *An Introduction to Child Language* Carolyn Letts, 2024-11-15 This accessible and inclusive new textbook introduces Child Language Acquisition CLA with unique coverage of bilingual and early second language development as well as first languages. The majority of children worldwide will grow up to be bi or multilingual and early second language acquisition is a very common experience for migrant children and those in more well established ethnic minority communities across the world. The book explores the major stages of child language development below the age of five years covering social context early words combining words inflections and function words complexity and use of language but also some of the major developments that take place post five years. Including recent developments in the area this introduction emphasises the interactive development of the component skills involved in language and the wider skills on which language depends. Incorporates bilingual language development throughout covering both two first languages and early naturalistic second language acquisition. Takes a crosslinguistic and cross cultural approach considering the role of input and child directed speech in the light of recent debate about links between socio economic status and CLA and supposed deficient language learning environments for some groups of children. Supported with examples taken from child language data and experimental studies as well as exercises and activities this student friendly text is an essential course textbook for any module on child language acquisition.

[The Handbook of Child Language](#) Paul Fletcher, Brian MacWhinney, 1996-12-23 This volume in its 25 definitive chapters on normal and nonnormal language development represents the authoritative and up to date complete sourcebook on child language development. All aspects of child language development are addressed including phonetics phonology grammar and lexical development. Connectionism and government binding theory as applied to language development are fully represented. The relevance of input cognition and social factors to language development is explored. Chapters on methodology particularly using computer databases are provided for both normal and nonnormal acquisition.

Innovative Investigations of Language in Autism Spectrum Disorder Letitia Naigles, 2016-11-07 In recent decades a growing number of children have been diagnosed with autism spectrum disorder ASD a condition characterized by among other features social interaction deficits and language impairment. Yet the precise nature of the disorder's impact on language

development is not well understood in part because of the language variability among children across the autism spectrum. The contributors to this volume, experts in fields ranging from communication disorders to developmental and clinical psychology to linguistics, use innovative techniques to address two broad questions: Is the variability of language development and use in children with ASD a function of the language such that some linguistic domains are more vulnerable to ASD than others? Or is the variability a function of the individual such that some characteristics predispose those with ASD to have varying levels of difficulty with language development and use? Contributors investigate these questions across linguistic levels from lexical semantics and single clause syntax to computationally complex phonology and the syntax pragmatics interface. Authors address both spoken and written domains within the wider context of language acquisition. This timely and broadly accessible volume will be of interest to a broad range of specialists including linguists, psychologists, sociologists, behavioral neurologists, and cognitive neuroscientists.

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