

# UNCOMMON UNDERSTANDING

Development and Disorders  
of Language Comprehension  
in Children

D.V.M. Bishop

# Jean Berko Gleason, Nan Bernstein Ratner

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Ratner**

## **Uncommon Understanding Development And Disorders Of Language Comprehension In Children:**

**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

*Uncommon Understanding (Classic Edition)* Dorothy V. M. Bishop,2014-03-14 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 Language Disorders in Children and Adults Victoria Joffe, Madeline Cruice, Shula Chiat, 2008-09-15 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 *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 Developmental Perspectives in Written Language and Literacy Eliane Segers, Paul van den Broek, 2017-12-15 Research on the development on written language and literacy is inherently multidisciplinary In this book leading researchers studying brain cognition and behavior come together in revealing how children develop written language and literacy why they may experience difficulties and which interventions may help those who struggle Each chapter provides an overview of a specific area of expertise focusing on typical and atypical development providing steps for future research and

discussing practical implications of the work The book covers areas of bilingualism dyslexia reading comprehension learning to read atypical populations intervention and new media Thus the book presents a comprehensive overview of the current state of affairs in this field of research The various book chapters have been written by researchers who all have collaborated at some point in their careers with Ludo Verhoeven whose research sets the example for the importance of crossing disciplinary borders to research to take the next important steps The combination of the research in this book sets the stage for future research that connects various fields and hopes to inspire anyone interested in the development of written language and literacy

*Children's Language and Communication Difficulties* Julie Dockrell, 1999-06-03 Children's language difficulties affect many areas of functioning and development Since most children with these difficulties are expected to function in ordinary schools and nurseries it is important that parents teachers and practitioners have a broad understanding of the issues Language and communication problems typically fall under the umbrella terms language disability language delay or language difficulties They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language These problems can occur in isolation or be associated with a range of special needs such as hearing loss visual impairment or learning disabilities This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment intervention and service provision *Children's Language and Communication Difficulties* offers professionals and parents an up to date account of the developmental language problems that children experience the provision available to meet the child's needs the long term impact of language difficulties The authors examine the problems of identification and diagnosis and explore the range of physical and cognitive disabilities associated with language problems They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques

*Lewis's Child and Adolescent Psychiatry* Andrés Martín, Fred R. Volkmar, Melvin Lewis, 2007 Established for fifteen years as the standard work in the field Melvin Lewis's *Child and Adolescent Psychiatry: A Comprehensive Textbook* is now in its Fourth Edition Under the editorial direction of Andrés Martín and Fred R. Volkmar two of Dr Lewis's colleagues at the world renowned Yale Child Study Center this classic text emphasizes the relationship between basic science and clinical research and integrates scientific principles with the realities of drug interactions This edition has been reorganized into a more compact clinically relevant book and completely updated with two thirds new contributing authors The new structure incorporates economics diversity and a heavy focus on evidence based practice Numerous new chapters include genetics research methodology and statistics and the continuum of care and location specific interventions A companion Website provides instant access to the complete fully searchable text

*Disorders of Development and Learning* Mark Wolraich, 2003 This third edition of *Disorders of Learning and Behavior* builds upon the superb foundation established by the previous editions while maintaining its basic text format The first section provides information on various assessments and general management procedures

Theories of development and learning are described to provide a theoretical system for a scientific method of management. Commonly used assessment procedures from such professionals as psychologists and speech and language clinicians are examined in addition to providing information on developmental screening and early intervention. The second section of the book provides specific information about the most common developmental and learning disorders likely to be seen by the primary care clinician. Each chapter has been revised to include the most recent information available, particularly for attention deficit hyperactivity disorder. Several chapters have been added to cover some additional common causes of mental retardation. Key Features: Chapters are organized by definitions, etiologies, and pathophysiologies; assessments and findings; management and outcomes. Content has been updated and revised to include the most recent information available on disorders of development and learning. Accompanying CD-ROM features the complete text and illustrations in fully searchable PDF files and is ideal for presentations and patient education.

*Language Development in Children with Psychiatric Impairment* Claudia Johanna Karla Blankenstijn, Annette Roelien Scheper, 2003

**Neuroconstructivism: Perspectives and prospects** Denis Mareschal, 2007. What are the processes from conception to adulthood that enable a single cell to grow into a sentient adult? The processes that occur along the way are so complex that any attempt to understand development necessitates a multi-disciplinary approach integrating data from cognitive studies, computational work, and neuroimaging, an approach till now seldom taken in the study of child development. Neuroconstructivism is a major new 2-volume publication that seeks to redress this balance, presenting an integrative new framework for considering development. Computer and robotic models provide concrete tools for investigating the processes and mechanisms involved in learning and development. Volume 2 illustrates the principles of Neuroconstructivist development with contributions from 9 different labs across the world. Each of the contributions illustrates how models play a central role in understanding development. The models presented include standard connectionist neural network models as well as multi-agent models. Also included are robotic models emphasizing the need to take embodiment and brain system interactions seriously. A model of Autism and one of Specific Language Impairment also illustrate how atypical development can be understood in terms of the typical processes of development but operating under restricted conditions. This volume complements Volume 1 by providing concrete examples of how the Neuroconstructivist principles can be grounded within a diverse range of domains, thereby shaping the research agenda in those domains.

**Syntactic Processing in Developmental Dyslexia and in Specific Language Impairment** Anneke Carien Wilsenach, 2006. *Children's Pragmatic Communication Difficulties* Eeva Leinonen, Carolyn Letts, Benita Rae Smith, 2000-01-10. This volume provides a synthesis of work in the field of childhood pragmatic problems. It provides both an introduction and more detailed consideration of the area. Aspects covered include conversational analysis, speech and communicative acts, reference, narrative, pragmatic comprehension, and relevance.

*Comprehensive Handbook of Psychological Assessment, Volume 1* Gerald Goldstein, Sue R. Beers, 2003-09-22. 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 Cognitive Neuroscience Jamie Ward,2009 **Children's Speech and Literacy**

**Difficulties** Joy Stackhouse,Bill Wells,2001 This work develops the ideas in Children s Speech and Literacy Difficulties Book One A Psycholinguistic Framework It discusses how to identify children with speech and literacy problems and to plan appropriate intervention for them Case studies are included **Linguistics and Language Behavior Abstracts** ,2005

**Paediatric Audiological Medicine** Valerie E. Newton,2002-04-15 All professionals working with hearing impaired children will find topics of particular interest in this wide ranging volume written by leading international experts Coverage includes basic audiological sciences screening diagnosis and management Chapters on epidemiology tinnitus central auditory processing balance disorders progressive hearing loss communication and education are among the varied topics included in the twenty five chapters which make up this comprehensive text **Language and Social Disadvantage** Judy Clegg,Jane

Ginsborg,2006-09-22 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 The Development of Language Jean Berko

Gleason,Nan Bernstein Ratner,2009 The seventh edition of The Development of Language written and contributed by leading researchers covers language acquisition and development from infancy through adulthood This authoritative text is ideal for courses that take a developmental approach to language acquisition across the full life span The text thoroughly explores syntax morphology semantics phonology and pragmatics It examines atypical development with attention to the most common disorders affecting language acquisition presents strong coverage of individual differences in language acquisition and learning describes how and why they occur and provides contemporary references and the most recent research findings The panel of expert authors provides students with cutting edge up to date research knowledge in an interesting and highly

readable format What's New to this Edition Updated atypical language development chapter Ch 9 contains new information about cochlear implants current research on the autism spectrum disorders new therapeutic approaches to atypical language with an emphasis on Specific Language Impairment and evaluation of recent claims regarding the etiology of atypicality Therapeutic recommendations are presented within the context of Evidence based Practice EBP Includes contemporary topics such as the neurological bases of animal and human communication the value of programs to accelerate language in infants such as baby signs language acquisition in languages other than English adopted foreign children's language acquisition and genetic basis for language that encourage topical discussions Updated with new material on the hypothesized brain mechanisms that underlie language acquisition the aging brain's language processing abilities and advances in the treatment of language disorders New information on using computers and the Internet to carry out directed and student initiated research on language development as well as expanded information on the use of the Child Language Data Exchange System which is now Web based and contains both written transcripts and auditory language samples

*Research Methods in Communication Disorders* Tim Pring, 2005 Many communication disorders are poorly understood and many treatments used in therapy remain unproven Speech and Language therapists are increasingly involved in research in these areas but may lack the training and experience required to conduct it Not the least of their problems is that few textbooks discuss the specific problems of research design in communication disorders *Research Methods in Speech and Language Therapy* fills this gap It will serve as an introductory text for students who are training to be therapists and as an introduction to more advanced methods for clinicians involved in research Different approaches to research are described and the basic principles of research design and statistical analysis described The book uses a wide range of published research to illustrate how research may be conducted in these areas and gives particular attention to the problems of researching the effectiveness of therapy

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