

Uncommon Understanding

Development and disorders of
language comprehension in
children

D.V.M. Bishop

Classic Edition



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Uncommon Understanding Development And Disorders

**Andrew J. Bremner, David J.
Lewkowitz, Charles Spence**



Uncommon Understanding Development And Disorders:

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 pinpointed.

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

Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages Kevin Kien Hoa Chung, Kevin Chi Pun Yuen, Dennis M. McInerney, 2014-06-01 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 Speech and Language Impairments in Children Dorothy V.M Bishop, Laurence B

Leonard, 2014-04-23 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 **Handbook of Growth and Growth Monitoring in Health and Disease** Victor R. Preedy, 2011-12-02 Growth is one of the human body s most intricate processes each body part or region has its own unique growth patterns Yet at the

individual and population levels growth patterns are sensitive to adverse conditions genetic predispositions and environmental changes And despite the body s capacity to compensate for these developmental setbacks the effects may be far reaching even life long The Handbook of Growth and Growth Monitoring in Health and Disease brings this significant and complex field together in one comprehensive volume impact of adverse variables on growth patterns issues at different stages of prenatal development childhood and adolescence aspects of catch up growth endocrine regulation and sexual maturation screening and assessment methods and international perspectives Tables and diagrams applications to other areas of health and disease and summary points help make the information easier to retain Together these 140 self contained chapters in 15 sections ok cover every area of human growth including Intrauterine growth retardation Postnatal growth in normal and abnormal situations Cells and growth of tissues Sensory growth and development Effects of disease on growth Methods and standards for assessment of growth and more The Handbook of Growth and Growth Monitoring in Health and Disease is an invaluable addition to the reference libraries of a wide range of health professionals among them health scientists physicians physiologists nutritionists dieticians nurses public health researchers epidemiologists exercise physiologists and physical therapists It is also useful to college level students and faculty in the health disciplines and to policymakers and health economists

Developing Narrative Comprehension Ute Bohnacker,Natalia Gagarina,2020-12-15

Comprehension of texts and understanding of questions is a cornerstone of successful human communication Whilst reading comprehension has been thoroughly investigated in the last decade there is surprisingly little research on children s comprehension of picture stories particularly for bilinguals This can be partially explained by the lack of cross culturally robust cross linguistic instruments targeting early narration This book presents an inference based model of narrative comprehension and a tool that grew out of a large scale European project on multilingualism Covering a range of language settings the book uses the Multilingual Assessment Instrument for Narratives to answer the question which narrative comprehension skills bilingual children can be expected to master at a certain age and explores how such comprehension is affected or not affected by linguistic and extra linguistic factors Linking theory to method the book will appeal to researchers in linguistics and psychology and graduate students interested in narrative multilingualism and language acquisition

The Oxford Handbook of Developmental Cognitive Neuroscience Kathrin Cohen Kadosh,2024-06-24

The Oxford Handbook of Developmental Cognitive Neuroscience brings together the leading developmental cognitive neuroscientists in the field that work on understanding human development and the complex interplay of genetic environmental and brain maturational factors that shape social and cognitive functioning in development It includes chapters on new emerging research areas that show promise for understanding both brain and behaviour in development such as nutrition and the microbiome gut brain axis and sleep Looking beyond early developmental changes this handbook also places importance on the period of adolescence which is an important developmental juncture By assuming complexity from the outset the developmental

cognitive neuroscience research approach provides much needed insights into both the initial set up of brain networks and cognitive mechanisms and also into adaptability across the developmental trajectory This is important not only for scientists studying typical and atypical development but also for interventional work looking for critical or sensitive periods where interventions would be most effective The developmental cognitive neuroscience research approach intersects nature and nurture and considers both health and disease models It also focuses on understanding the complexity of human development necessitating a multi level and multi factor research approach to grasp change and plasticity which by definition is multidisciplinary The Oxford Handbook of Developmental Cognitive Neuroscience is a landmark volume providing the reader with a comprehensive and state of the art overview of current research in the field whilst highlighting current gaps and directions for future research

Encyclopedia of Language Development Patricia J. Brooks,Vera Kempe,2014-03-28 The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous What are the biological cognitive and social underpinnings of this miracle What major language development milestones occur in infancy What methodologies do researchers employ in studying this progression Why do some become adept at multiple languages while others face a lifelong struggle with just one What accounts for declines in language proficiency and how might such declines be moderated Despite an abundance of textbooks specialized monographs and a couple of academic handbooks there has been no encyclopedic reference work in this area until now The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood as well as their practical application Features This affordable A to Z reference includes 200 articles that address such topic areas as theories and research tradition biological perspectives cognitive perspectives family peer and social influences bilingualism special populations and disorders and more All articles signed and authored by key figures in the field conclude with cross reference links and suggestions for further reading Appendices include a Resource Guide with annotated lists of classic books and articles journals associations and web sites a Glossary of specialized terms and a Chronology offering an overview and history of the field A thematic Reader s Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which includes a comprehensive index of search terms Available in both print and electronic formats Encyclopedia of Language Development is a must have reference for researchers and is ideal for library reference or circulating collections Key Themes Categories Effects of language on cognitive development Fundamentals theories and models of language development Impairments of language development Language development in special populations Literacy and language development Mechanisms of language development Methods in language development research Prelinguistic communicative development Social effects in language acquisition Specific aspects of language development

Controversial Therapies for Developmental Disabilities John W. Jacobson,Richard M. Foxx,James A. Mulick,2005-01-15 What approaches to early intervention education therapy and remediation really help those with mental

retardation and developmental disabilities improve their functioning and adaptation This book brings together leading behavioral scientists and practitioners to focus light on the major controversies surrounding such questions Tackling Child Neglect Ruth Gardner,2016-08-18 With contributions from internationally recognized experts this edited volume presents original thinking on the theory research and practice surrounding child neglect Comprehensive and current the book takes an expansive look at how we can better address this prevalent issue It explores the effects of neglect on the developing child and makes recommendations on how to identify neglect at the earliest opportunity It considers common causal and contributing factors in neglect cases and the impact of these on children The book details effective intervention techniques alongside case vignettes and shows how change can be achieved It highlights the importance of supporting parental care and developing parental responsibility in families where children are neglected Chapters provide in depth descriptive examples and include a summary of learning points Including practical suggestions for combating child neglect this is an essential guide to best practice for students and practitioners working with children and families The book also contains useful insights relevant to researchers and policy makers *Analysing Interactions in Childhood* Hilary Gardner,Michael Forrester,2009-12-01 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 Autism Gregory R. Bock,Jamie A. Goode,2005-01-21 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 **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 The Cognitive Neuroscience of Development Michelle de Haan,Mark H. Johnson,2005-08-18 How are the experiences of childhood incorporated into the structures of the developing brain and how do these changes in the brain influence behaviour This is one of the many questions motivating research in the relatively new field of developmental cognitive neuroscience This book provides an extensive overview of the methods used to study such questions and a thorough investigation into the emerging interface between neurobiological and psychological perspectives in the study of typical and atypical cognitive behaviour The Cognitive Neuroscience of Development is a collection of essays written by international experts in the field It covers not only traditional topics such as language attention and memory development but also includes individual chapters covering the theories of neurocognitive development and methods of studying brain activity in young infants and children There are additional chapters on hormonal influences on brain and behavioural development gender differences in the brain and genetic disorders This exceptional series of contributions surveys the study of both cognitive and neural development The book takes into account brain architecture as well as the behavioural context of development thus it succeeds in integrating the multiple methods and domains of research that have previously been studied in a more fragmented way It will be invaluable to upper level students as well as researchers and teachers in Psychology Neuroscience Cognitive Science Paediatrics and related fields *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.

What is Language Development? James Russell, 2004. 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-grained, fairly technical accounts of how they fare at the empirical and linguistic coal faces. In Part 1, 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 the 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 finds 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 developmental psychologists, linguists, and philosophers working on language.

Cognitive Models of Speech Processing Gerry T. M. Altmann, 1997. This collection of papers and abstracts stems from the third meeting

in the series of Sperlonga workshops on Cognitive Models of Speech Processing It presents current research on the structure and organization of the mental lexicon and on the processes that access that lexicon The volume starts with discussion of issues in acquisition and consideration of questions such as What is the relationship between vocabulary growth and the acquisition of syntax and How does prosodic information concerning the melodies and rhythms of the language influence the processes of lexical and syntactic acquisition From acquisition the papers move on to consider the manner in which contemporary models of spoken word recognition and production can map onto neural models of the recognition and production processes The issue of exactly what is recognised and when is dealt with next the empirical findings suggest that the function of something to which a word refers is accessed with a different time course to the form of that something This has considerable implications for the nature and content of lexical representations Equally important are the findings from the studies of disordered lexical processing and two papers in this volume address the implications of these disorders for models of lexical representation and process borrowing from both empirical data and computational modelling The final paper explores whether neural networks can successfully model certain lexical phenomena that have elsewhere been assumed to require rule based processes *The Effective Teacher's Guide to Autism and Communication Difficulties*

Michael Farrell, 2006-03-10 This clear practical and teacher friendly book examines the causes and consequences of autism and other communication difficulties Focusing on educational aspects the book pays particular attention to issues teachers may encounter with speech grammar meaning use of language and comprehension and leads the reader through terms and definitions legal considerations classroom strategies pedagogical issues Highly accessible and authoritative this is a rich source of knowledge ideas and guidance on how to achieve good practice in the c **Multisensory Development** Andrew J. Bremner, David J. Lewkowicz, Charles Spence, 2012-06-21 We perceive and understand our environment using many sensory systems vision touch hearing taste smell and proprioception These multiple sensory modalities not only give us complementary sources of information about the environment but also an understanding that is richer and more complex than one modality alone could achieve As adults we integrate the multiple signals from these sense organs into unified functional representations However the ease with which we accomplish this feat belies its computational complexity Not only do the senses convey information about the environment in different neural codes but the relationship between the senses frequently changes when for example the body changes posture e g when the eyes move in their sockets or indeed shape when the body grows across development These computational problems prompt an important question which represents the key focus of this book How do we develop the ability to integrate the senses While there is a considerable literature on the development of single senses such as vision or hearing few books have considered the development of all our senses and more importantly how they develop the ability to work with each other This book is unique in exploring this extraordinary feat of human nature how we develop the ability to integrate our senses It will be an important book for all those in the fields

of cognitive and developmental neuroscience

Grand Celebration: 10th Anniversary of the Human Genome Project

Pabulo H. Rampelotto, John Burn, James R. Lupski, Karen E. Nelson, 2018-10-01 This book is a printed edition of the Special Issue 2 Grand Celebration 10th Anniversary of the Human Genome Project that was published in Genes

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Uncommon Understanding Development And Disorders Introduction

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