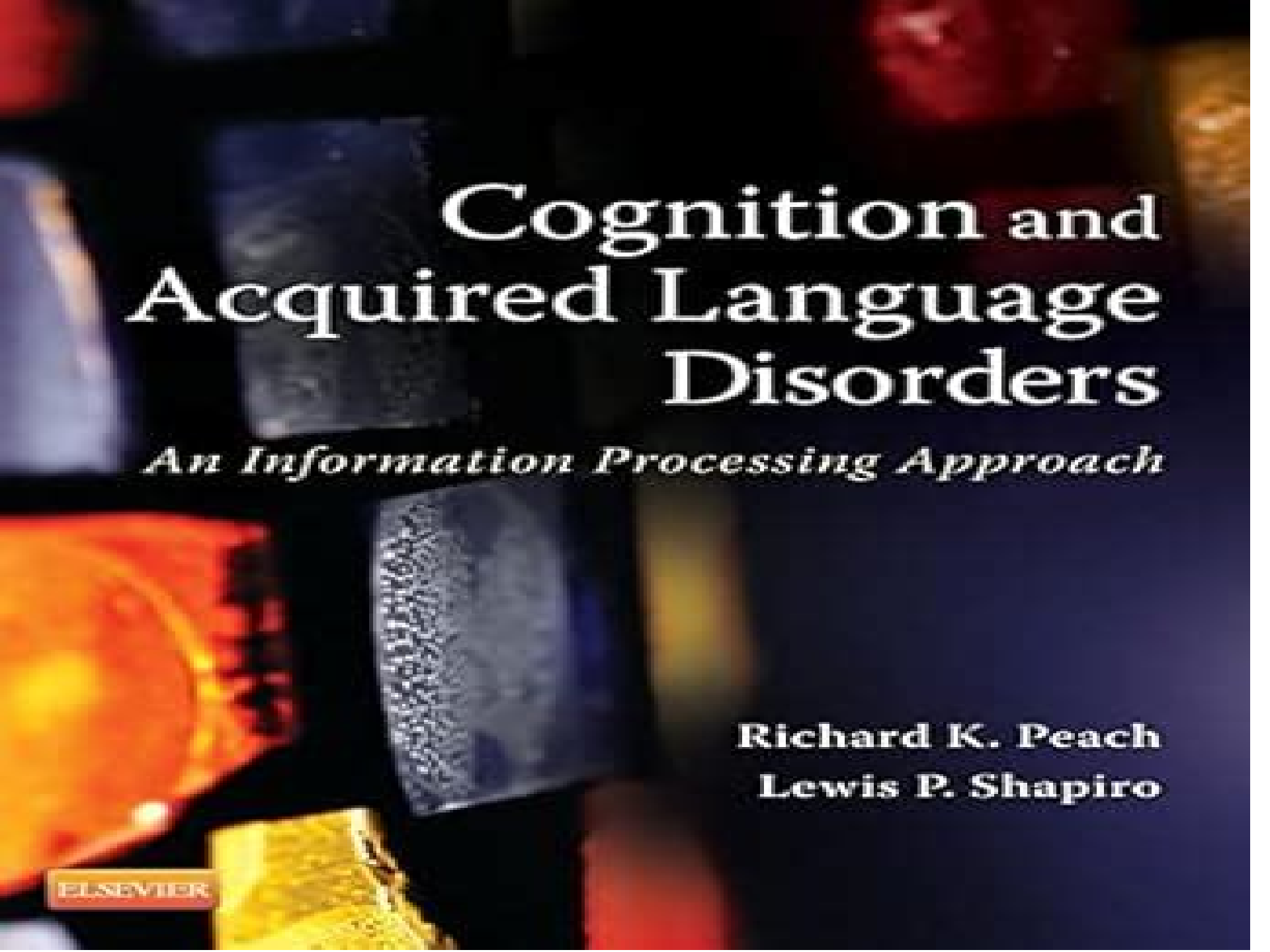




Cognition and Acquired Language Disorders

An Information Processing Approach

**Richard K. Peach
Lewis P. Shapiro**

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Cognition And Acquired Language Disorders An Information Processing Approach 1e

Rhea Paul



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Cognition and Acquired Language Disorders Richard K. Peach, 2011-10-24 **Cognition and Acquired Language Disorders** Richard K. Peach, 2012 This new graduate level textbook *Cognition and Acquired Language Disorders An Information Processing Approach* addresses the cognitive aspects of language and communication. It assembles the most recent information on this topic, addressing normal cognitive processing for language in adults, the cognitive impairments underlying language disorders arising from a variety of neurologic conditions, and current assessment and treatment strategies for the management of these disorders. The text is organized using an information processing approach to acquired language disorders and thus can be set apart from texts that rely upon a more traditional syndrome-based approach, e.g., stroke, dementia, and traumatic brain injury. This approach facilitates the description and treatment of acquired language disorders across many neurologic groups when particular cognitive deficits are identified. Other useful features of the text include assessment and treatment protocols that are based on current evidence. These protocols provide students and clinicians a ready clinical resource for managing language disorders due to deficits in attention, memory, linguistic operations, and executive functions. Unique process-oriented approach organizes content by cognitive processes instead of by syndromes so you can apply the information and treatment approaches to any one of many neurologic groups with the same cognitive deficit. Cognitive domains are described as they relate to communication rather than separated as they are in many other publications where they are treated as independent behaviors. A separate section on normal processing includes five chapters providing a strong foundation for understanding the factors that contribute to disordered communication and its management. The evidence-based approach promotes best practices for the most effective management of patients with cognitive communication disorders. Coverage of the cognitive aspects of communication helps you meet the standards for certification in speech language pathology. A strong author team includes two lead authors who are well known and highly respected in the academic community along with expert contributors ensuring a comprehensive advanced clinical text reference.

Written Language Disorders R.M. Joshi, 1991-02-28 Although anecdotal reports of loss of once-acquired reading ability were noticed in the individuals who had sustained brain damage as early as the year AD 30, systematic enquiries of alexia were not undertaken until the latter part of the nineteenth century. The two anatomopathological studies carried out by Dejerine in 1891 and 1892 mark the beginning of scholarly investigation of reading failure. Interestingly, the study of developmental reading disability also began to receive attention at about the same time when Pringle Morgan described the case of a 14-year-old boy who had great difficulty in reading and writing. Since then, sporadic reports of developmental reading/writing failure began to appear in medical and educational journals even though such investigation went on at an unhurried pace. In the past two decades, however, the situation has changed enormously and hundreds of articles that have investigated developmental and acquired cognitive disabilities have been published. Disorders of spoken language and

written language are two areas that have been extensively addressed by these articles Those who study disorders of language come from a wide variety of backgrounds and their reports are also published in a variety of journals The purpose of the present volume is to bring some important research findings of written language disorders together and present them in a coherent format In Chapter 1 Joshi and Aaron challenge the validity of the notion of the putative poor speller but good reader

The Information Processing Approach to Cognition Stephen E. Palmer, Ruth Kimchi, 1984

Developmental Disorders of Language Learning and Cognition Charles Hulme, Margaret J. Snowling, 2009-02-17 This important new text is a comprehensive survey of current thinking and research on a wide range of developmental disorders Highlights key research on normal and typical development Includes clinical case studies and diagrams to illustrate key concepts A reader friendly writing style

Language and Cognitive Processes in Developmental Disorders Dorothy Bishop, Dorothy V. M. Bishop, 2001 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

Handbook of Communication Disorders Amalia Bar-On, Dorit Ravid, Elitzur Dattner, 2018-04-23 The domain of Communication Disorders has grown exponentially in the last two decades and has come to encompass much more than audiology speech impediments and early language impairment The realization that most developmental and learning disorders are language based or language related has brought insights from theoretical and empirical linguistics and its clinical applications to the forefront of Communication Disorders science The current handbook takes an integrated psycholinguistic neurolinguistic and sociolinguistic perspective on Communication Disorders by targeting the interface between language and cognition as the context for understanding disrupted abilities and behaviors and providing solutions for treatment and therapy Researchers and practitioners will be able to find in this handbook state of the art information on typical and atypical development of language and communication dis abilities across the human lifespan from infancy to the aging brain covering all major clinical disorders and conditions in various social and communicative contexts such as spoken and written language and discourse literacy issues bilingualism and socio economic status

Written Language Disorders Ann M. Bain, Laura Lyons Baillet, Louisa Cook Moats, 1991

Acquired Language Disorders in Adulthood and Childhood Nicola Pitchford, Andrew W Ellis, 2016-11-03 In the World Library of Psychologists series international experts present career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings and their major practical theoretical contributions Elaine Funnell has played an important role in the study of neuropsychology over the past 25 years She has been at the forefront of groundbreaking research on individuals suffering with acquired disorders of written and or spoken language resulting from brain damage With commentary by Nicola Pitchford and Andrew Ellis this volume presents Elaine s most significant contributions in her two main specialist areas adult neuropsychology of semantic disorders with a focus on disorders of naming in dementia and acquired language and literacy disorders in

childhood The publications included in this volume date back to 1988 where Elaine co authored a major review of theories regarding the representation of meanings in the mind and brain They then bring us right up to date with a previously unpublished paper from 2010 which has been recently edited by the co author Mike Kopelman for this edition Through her exceptional work Elaine has greatly advanced our understanding of the brain processes behind written and spoken language and this book represents an original and timely contribution to the field Acquired Language Disorders in Adulthood and Childhood will be of great interest to researchers and postgraduate students in adult and child neuropsychology specifically for those specialising in semantic and language disorders

Language Processing in Children and Adults Margaret Harris, Max Coltheart, 1986-01-01

Language and Communication in Mental Retardation Sheldon Rosenberg, Leonard Abbeduto, 2013-05-13 Research on language and communication development and intervention in persons with mental retardation has been conducted at a fast and furious pace during the last two decades Past attempts to summarize this research have been rather restricted focusing on a single narrowly defined substantive domain such as lexical development or of a single etiology such as Down Syndrome This volume in contrast presents a critical integrative review of research and theory on language development and processing across all domains and a variety of etiologies In addition many previous attempts to review portions of this research have failed to consider the research within the context of current theory and data from developmental psycholinguistics and linguistics A major contribution of this book is the emphasis on relevant work outside of mental retardation for understanding and treating the language and communication problems of persons with mental retardation Finally this book is comprehensive and up to date across all the areas of language covered including appropriate introductory material in linguistics and psychology discussions of the innateness cognition first and motherese views of normal language acquisition In addition the authors extensive bibliography is valuable in and of itself to any serious student or professional in the area

Routledge Handbook of Communication Disorders Ruth H. Bahr, Elaine R. Silliman, 2015-04-24 The Routledge Handbook of Communication Disorders provides an update on key issues and research in the clinical application of the speech language and hearing sciences in both children and adults Focusing on areas of cutting edge research this handbook showcases what we know about communication disorders and their assessment and treatment It emphasizes the application of theory to clinical practice throughout and is arranged by the four key bases of communication impairments Neural Genetic Bases Perceptual Motor Bases Cognitive Linguistic Bases Socio Cultural Bases The handbook ends with an integrative section which looks at innovative ways of working across domains to arrive at novel assessment and treatment ideas It is an important reference work for researchers students and practitioners working in communication science and speech and language therapy

Language Development and Language Impairment Paul Fletcher, Ciara O'Toole, 2015-08-14 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 Nonverbal Perceptual and Cognitive Processes in Children With Language Disorders Walter Bischofberger,F,licie Affolter,2000-11 In this pathbreaking bk the aus draw on more than 40 yrs of research clinical observations to construct a comprehensive model for the devt of the interrelated skills involved in lang performance trace the crucial implications of this model for **An Integrative Approach to Language Disorders in Children** Elizabeth Carrow-Woolfolk,Joan I. Lynch,1982 **Acquired Neurological Speech/language Disorders in Childhood** B. E. Murdoch,1990 The long held belief that acquired aphasia in children is primarily of the non fluent type has been challenged in recent years It is also now apparent that children with acquired aphasia have a number of features in common with developmental language learning disabilities especially if the linguistic deficits persist long term Consequently in addition to discussing language problems arising from cerebro vascular accidents occurring in childhood detailed discussion of each of the childhood linguistic deficits caused by other aetiologies including head injury infections cerebral anoxia neural tube defects brain tumours and metabolic disorders is presented in this book **Human Information Processing: Tutorials in Performance and Cognition** Barry H. Kantowitz,1974 **Language, Cognitive Deficits, and Retardation** Neil O'Connor,2014-05-19 Language Cognitive Deficits and Retardation presents the fundamental issue of the relationship between semantics and syntax It discusses the acquisition of the rules governing them and their interaction It addresses the progress made in relation to the problem of how sub diagnoses affect the model of language learning Some of the topics covered in the book are the concept of language differentiation continuities as proper psychological and physiological correlates linguistic categories are relationships semantic and syntactic properties have a common origin in ontogeny differentiation in the growth of vocabulary and articulatory interpretation of the acoustic phonetic transformation The necessary implications of the motor theory are fully covered The acoustic pattern processing is discussed in detail The text describes in depth the practical application of speech pattern work A study of the universal tendencies in the child s acquisition of phonology is presented completely A chapter is devoted to the vocal communication in pre verbal normal and autistic children Another section focuses on the study of language impairments in severely retarded children The book can provide useful information to teachers linguists students and researchers *Language Disorders From a Developmental Perspective* Rhea Paul,2017-09-25 The last 25 years have witnessed an explosion of research at the intersection of typical language development and child language disorders A pioneer in bringing these fields of study together is Robin S Chapman Emerita University of Wisconsin This contributed volume honors her with chapters written by former students and colleagues

who track in their own research the theme of psycholinguistic contributions to our understanding of the nature and remediation of child language disorders In this volume such renowned researchers in child language development as Dorothy Bishop Judith Johnston and Ray Kent among others discuss their research in certain populations in the context of the significance of limits of and alternatives to Robin Chapman s developmental interactionist perspective Studies of disordered language in Down s Syndrome and Specific Language Impairment in particular attribute much progress in our understanding of the pragmatic and comprehension skills in these populations to the developmental perspective Language Disorders From a Developmental Perspective opens with a reprint of Robin Chapman s seminal 2001 article from The Journal of Child Psychiatry and Psychology It concludes with a new chapter from Dr Chapman summarizing what we know and what we don t know about language disorders within the developmental framework and pointing to future areas of research and intervention Clinicians as well as scholars will benefit from this book as will students in programs of developmental psycholinguistics child language disorders and learning disabilities *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

Adopting the Beat of Phrase: An Emotional Symphony within **Cognition And Acquired Language Disorders An Information Processing Approach 1e**

In a world consumed by displays and the ceaseless chatter of fast conversation, the melodic elegance and psychological symphony created by the prepared term frequently disappear into the back ground, eclipsed by the persistent noise and interruptions that permeate our lives. Nevertheless, located within the pages of **Cognition And Acquired Language Disorders An Information Processing Approach 1e** a stunning fictional prize overflowing with raw feelings, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that charming masterpiece conducts readers on a mental trip, skillfully unraveling the concealed tunes and profound affect resonating within each cautiously constructed phrase. Within the depths of the emotional examination, we will examine the book's main harmonies, analyze its enthralling writing type, and surrender ourselves to the profound resonance that echoes in the depths of readers' souls.

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