

Research

Understanding the Language Difficulties of Children With Specific Language Impairments: Does Verbal Working Memory Matter?

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Many children with specific language impairment (SLI) demonstrate deficits in both verbal working memory (VWM) and language. Among child language researchers, the debate continues whether these two deficits are related. In this article, I take the position that there is indeed a connection between SLI and VWM. I review evidence suggesting that the lexical/morphological learning and sentence comprehension problems of many of these

children are associated with deficient VWM abilities. Evidence is also reviewed for the possibility that deficient VWM provides a clinical marker of SLI. I end by offering various assessment and intervention techniques that may prove useful in SLI.

Key Words: children, specific language impairment, verbal working memory, language learning, comprehension

Clinicians and researchers alike have long recognized the heterogeneity of those children regarded as having specific language impairment (SLI). These are children who, although showing normal-range hearing sensitivity and nonverbal intelligence and the absence of developmental disability, demonstrate marked receptive and/or expressive language-learning/performance difficulties. Despite these children's ability to perform within the normal limits on most standardized nonverbal intelligence tests, they nonetheless exhibit an array of linguistic and nonlinguistic information-processing inefficiencies across a wide range of experimental tasks. One of these inefficient processes relates to verbal working memory (VWM). Though some researchers argue that the relation between poor VWM and language abilities in children with SLI is less than definitive (e.g., van der Lely & Howard, 1994), others point to a growing body of converging evidence for just such a relation (Dollaghan & Campbell, 1998; Ellis-Weissner et al., 2000; Gathercole & Baddeley, 1990a; Montgomery, 1995a, 2000a, 2000b). In this article, I review what is known about the association between VWM and certain language difficulties in children with SLI and offer suggestions on how understanding these children's VWM inefficiencies has important implications for language assessment and intervention.

It is important to point out that although the architecture of the VWM system might be divided up into different components, the functional reality is that a child's language knowledge and VWM system operate in a bidirectional and interactive fashion. There are children with poor

VWM skills who may have difficulty learning new language material, or even comprehending familiar language, because they cannot remember the input or process it quickly enough. In this instance, a child's VWM limitations constrain further language learning and/or comprehension. There are also children with deficient language knowledge who may demonstrate less efficient lexical learning or sentence comprehension because their poor knowledge does not support the efficient processing of the input. For example, a sentence containing unknown words or complex grammar may be weakly or incompletely stored in VWM such that the majority of attentional resources (e.g., amount of mental energy, mental focus) are allocated to the less-familiar content, leaving fewer resources available to process the entire sentence. Although there are certainly bidirectional influences, the primary focus in this article is on the potential influence of VWM on the lexical/morphological learning and sentence comprehension abilities of children with SLI.

Verbal Working Memory: Some Theory

The construct of VWM has been modeled in different ways by different investigators. The models differ with respect to both architectural and functional details. Cowan (1997), for example, regards VWM as a unitary mental construct that cannot be neatly or easily divided into separate subsystems, such as a discrete short-term memory storage buffer and a processing component. Moreover, Cowan proposes that VWM is integrally related to and

Specific Language Impairments In Children

James Christopher Law

Specific Language Impairments In Children:

Children with Specific Language Impairment Laurence B. Leonard,2000 Children with Specific Language Impairment covers all aspects of SLI including its history possible genetic and neurobiological origins and clinical and educational practice **Children with Specific Language Impairment, second edition** Laurence B. Leonard,2017-10-13 The landmark reference in the field completely updated a comprehensive treatment of a disorder that is more prevalent than autism Children with specific language impairment SLI show a significant deficit in spoken language that cannot be attributed to neurological damage hearing impairment or intellectual disability More prevalent than autism and at least as prevalent as dyslexia SLI affects approximately seven percent of all children it is longstanding with adverse effects on academic social and eventually economic standing The first edition of this work established Children with Specific Language Impairment as the landmark reference on this condition considering not only the disorder's history possible origins and treatment but also what SLI might tell us about language organization and development in general This second edition offers a complete update of the earlier volume Much of the second edition is completely new reflecting findings and interpretations based on the hundreds of studies that have appeared since the publication of the first edition in 1997 Topics include linguistic details descriptive and theoretical word and sentence processing findings genetics neurobiology treatment and comparisons to such conditions as autism spectrum disorders ADHD and dyslexia The book covers SLI in children who speak a wide range of languages and although the emphasis is on children it also includes studies of adults who were diagnosed with SLI as children or are the parents of children with SLI Written by a leading scholar in the field Children with Specific Language Impairment offers the most comprehensive balanced and unified treatment of SLI available

Language Competence Across Populations Yonata Levy,Jeannette C. Schaeffer,2003-01-30 This unique edited book bridges studies in language disorders and linguistic theory with timely contributions from leading scholars in language development It presents an attempt to define Specific Language Impairment relating it to children of normal and disordered language capabilities The chapter presentations examine language development across a variety of populations of children from those with Specific Language Impairment to second language learners The contributors discuss criteria for the definition of SLI compare and contrast SLI with profiles of children with other disorders and dialects and offer a comprehensive look at the Whole Human Language which ties together spoken and signed languages Methodological concerns that affect the credibility and generalizability of the findings are discussed and controversies between opposing linguistic approaches to language acquisition are presented The conceptual thread that gradually reveals itself as the chapters unfold is a theoretical issue of central importance to cognitive theory as well as to our understanding of the biological correlates of language it concerns the variability that linguistic competence can manifest in children under different biological conditions and life circumstances Language Competence Across Populations Toward a Definition of Specific Language Impairment is an essential volume for

advanced students and scholars in linguistics and psychology who have an interest in language acquisition and language disorders as well as for the clinical professionals dealing with children with language impairments **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 Classification and Detection of Specific Language Impairments in Children Based on Their Speech Skills Pavel Grill, 2017 The ability to use the spoken language is one of the most important characteristics in child development Speech is difficult to replace in real life although there are several other options for communication Inabilities to communicate with speech skills can isolate children from society especially children with specific language impairments This research study focused on a specific disorder known as specific language impairment SLI in the Czech language it is specifically known as developmental dysphasia DD One major problem is that this disorder is detected at a relatively late age Early diagnosis is critical for successful speech therapy in children The current chapter presents several different approaches to solve this issue including a simple test for detecting this disorder One approach involves the use of an original iPad application for detecting SLI based on the number of pronunciation errors in utterances One advantage of this method is its simplicity anyone can use it including parents Language Development and Language Impairment Paul Fletcher, Ciara O'Toole, 2015-10-12 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 Specific Language Impairments in Children Ruth V. Watkins, Mabel Rice, 1994 Professionals have reached few empirically reliable conclusions in their study of specific language impairments SLI in children This book provides groundbreaking research that will elucidate the nature defining characteristics and far reaching effects of this perplexing disorder To advance intervention efforts and ensure a solid foundation for continued study leading researchers and clinicians offer possible answers to important questions including Can an individual be predisposed to particular linguistic difficulties Why are some aspects of language particularly vulnerable Do processing limitations relate to cognitive and linguistic deficits in children with SLI How can intervention

improve children's conversational abilities and social relationships. Peer reviewed to ensure quality and reliability. Specific Language Impairments in Children contains valuable findings and promising research directions that will enhance the work of researchers and students in the fields of child development and child language disorders and teachers and clinicians who work with children with specific language impairments.

BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved **Assessment of Language Disorders in Children** Rebecca J. McCauley, 2013-03-07 This book constitutes a clear comprehensive up to date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders. Rebecca McCauley describes specific commonly used tools as well as general approaches ranging from traditional standardized norm referenced testing to more recent ones such as dynamic and qualitative assessment. Highlighting special considerations in testing and expected patterns of performance she reviews the challenges presented by children with a variety of problems specific language impairment hearing loss mental retardation and autism spectrum disorders. Three extended case examples illustrate her discussion of each of these target groups. Her overarching theme is the crucial role of well formed questions as fundamental guides to decision making independent of approach. Each chapter features lists of key concepts and terms study questions and recommended readings. Tables throughout offer succinct summaries and aids to memory. Students their instructors and speech language pathologists continuing their professional education will all welcome this invaluable new resource. Distinctive features include: A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language. A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment. Timely information on assessment of change a topic frequently not covered in other texts. Extensive guidance on how to evaluate individual norm referenced measures for adoption. An extensive appendix listing about 50 measures used to assess language in children. A test review guide that can be reproduced for use by readers.

Diagnosing Specific Language Impairment Marja Asikainen, 2008 A child with specific language impairment SLI does not acquire normal language ability at the appropriate age. Findings in SLI studies are contradictory and the core problem of the disorder is still under debate. The present work suggests that deficient discrimination and memory functions are the essential factors underlying SLI. However the environmental support that children with SLI receive seems to correspond insufficiently to the underlying factors. Moreover the possible effects of SLI and its underlying factors on psychomotor and social emotional development merit reconsideration.

Specific Language Impairment Heather Van der Lely, 1999 This special issue captures the current broad range of investigations into the linguistic characterization of specific language impairment SLI in children. The articles are a stimulating set representing the cutting edge of research in this field. The commitment of the authors to pursue the goal of understanding the nature and cause of SLI and provide insight into language development is evident throughout the issue.

Specific Language Impairment in a Bilingual Context Antje

Orgassa,2009 **The Early Identification of Language Impairment in Children** James Christopher Law,2013-12-14

Research on Child Language Acquisition International Congress for the Study of Child Language. Conference,2001

Understanding Individual Differences in Language Development Across the School Years J. Bruce Tomblin,Marilyn A.

Nippold,2014-03-26 This volume presents the findings of a large scale study of individual differences in spoken and heard language development during the school years The goal of the study was to investigate the degree to which language abilities at school entry were stable over time and influential in the child s overall success in important aspects of development The methodology was a longitudinal study of over 600 children in the US Midwest during a 10 year period The language skills of these children along with reading academic and psychosocial outcomes were measured There was intentional oversampling of children with poor language ability without being associated with other developmental or sensory disorders Furthermore these children could be sub grouped based on their nonverbal abilities such that one group represents children with specific language impairment SLI and the other group with nonspecific language impairment NLI represents poor language along with depressed nonverbal abilities Throughout the book the authors consider whether these distinctions are supported by evidence obtained in this study and which aspects of development are impacted by poor language ability Data are provided that allow conclusions to be made regarding the level of risk associated with different degrees of poor language and whether this risk should be viewed as lying on a continuum The volume will appeal to researchers and professionals with an interest in children s language development particularly those working with children who have a range of language impairments This includes Speech and Language Pathologists Child Neuropsychologists Clinical Psychologists working in Education as well as Psycholinguists and Developmental Psychologists *Speech and Language Impairments in Children* Dorothy V. M.

Bishop,Laurence B. Leonard,2000 SLI is a fairly common disorder This book aims to provide up to date information on this often neglected topic Each chapter provides an accessible overview of recent research developments written by experts in the field Language Disorders Robert E. Owens,1995 Language Disorders A Functional Approach to Assessment and

Intervention is a comprehensive discussion of language disorders and clinical practice It emphasizes functional conversational approaches utilizing the child s natural environment and conversational partners The author offers a succinct rationale for the use of this methodology with emphasis on children using symbols and on classroom application Practical descriptions are included The text provides concrete guidelines and procedures for the assessment and training of children as well as the training of speech language pathologists Special consideration is given to children who are limited English proficient FEATURES The author s approach to language intervention involves using conversational techniques classroom intervention group work and whole language In addition to complete coverage of theory the author includes a wealth of practical information and specific techniques for different language problems in a convenient appendix Two chapters focus on low functioning clients which benefit students working with infants preschoolers or children with retardation A chapter on

narrative analysis principles and techniques examines this specialized technique Analysis of an actual dysfunctional language sample provides a forum for a discussion of intervention procedures giving students a realistic feel for the work of clinicians and therapists Increased attention has been paid to cultural diversity reflecting today s school populations more accurately The chapter on classroom intervention has been expanded to reflect recent trends in the field A new chapter on disorders forms a framework for the discussion of disorders outlining differences and similarities

The Biological and Social Determinants of Child Development Susan H. Landry,2003 The Biological and Social Determinants of Child Development stimulates cross disciplinary communication and research collaboration in the field of child development While the papers in this issue seem diverse in terms of topic and discipline there are a number of common themes critical period for brain development and the importance of specific environmental input during this period importance of early brain development and enriched environments is supported in articles describing findings from human studies potential for brain plasticity following specialized retraining is found in a compelling paper demonstrating different profiles of brain activation for normal readers vs those who have dyslexia and younger children at high risk for development of reading disabilities and critical period brain plasticity and parallel changes in developing behavior and brain structure and functioning As a number of papers in this issue describe potential interventions one is relevant because it describes the numerous factors that make results of such studies have the potential to generalize to larger populations Putting the described papers in a broad perspective the last article argues that we cannot understand the health status of a society without understanding the health determining influences across the life course

Specific Speech and Language Disorders in Children Paul Fletcher,David M. B. Hall,Elizabeth Auger,1992 Childhood Language Disorders in Context Nickola Nelson,1993 Here is a comprehensive introduction to language disorders in children one whose two fold developmental contextual perspective acknowledges that children s language learning systems include not only their skills knowledge and biological abilities but also their language background family settings and the context in which they are attempting to learn language The text s primary focus is on perspectives from normal development and the bulk of the coverage is devoted to examination of expectations for early infant through toddler middle preschool through early elementary and later middle elementary through adolescent stages of learning language These developmentally geared divisions are then used to guide discussions of language assessment and intervention for children who are not learning language normally yet who have characteristics in common with their peers who are Special Language Programming for Exceptional Children with Language Disorders California. Division of Special Education,1971

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