



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 Weismer 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 his/her 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

Yonata Levy, Jeannette C. Schaeffer



Specific Language Impairments In Children:

Children with Specific Language Impairment, second edition Laurence B. Leonard, 2014-06-20 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

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

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 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

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

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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

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Table of Contents Specific Language Impairments In Children

1. Understanding the eBook Specific Language Impairments In Children
 - The Rise of Digital Reading Specific Language Impairments In Children
 - Advantages of eBooks Over Traditional Books
2. Identifying Specific Language Impairments In Children
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Specific Language Impairments In Children
 - User-Friendly Interface
4. Exploring eBook Recommendations from Specific Language Impairments In Children
 - Personalized Recommendations

- Specific Language Impairments In Children User Reviews and Ratings
- Specific Language Impairments In Children and Bestseller Lists
- 5. Accessing Specific Language Impairments In Children Free and Paid eBooks
 - Specific Language Impairments In Children Public Domain eBooks
 - Specific Language Impairments In Children eBook Subscription Services
 - Specific Language Impairments In Children Budget-Friendly Options
- 6. Navigating Specific Language Impairments In Children eBook Formats
 - ePub, PDF, MOBI, and More
 - Specific Language Impairments In Children Compatibility with Devices
 - Specific Language Impairments In Children Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Specific Language Impairments In Children
 - Highlighting and Note-Taking Specific Language Impairments In Children
 - Interactive Elements Specific Language Impairments In Children
- 8. Staying Engaged with Specific Language Impairments In Children
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Specific Language Impairments In Children
- 9. Balancing eBooks and Physical Books Specific Language Impairments In Children
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Specific Language Impairments In Children
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Specific Language Impairments In Children
 - Setting Reading Goals Specific Language Impairments In Children
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Specific Language Impairments In Children
 - Fact-Checking eBook Content of Specific Language Impairments In Children

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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