

PERSPECTIVES IN NEUROLINGUISTICS AND PSYCHOLINGUISTICS
A Series of Monographs and Treatises

LANGUAGE DEVELOPMENT AND NEUROLOGICAL THEORY

Edited by

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Language Development And Neurological Theory

David Michael Singleton, Lisa Ryan



Language Development And Neurological Theory:

Language Development and Neurological Theory Sidney J. Segalowitz, Frederic A. Gruber, 2014-05-10 Language Development and Neurological Theory presents a neuropsychological theory of language development The discussions are organized around the following themes cerebral specialization for language in normal and brain damaged individuals development of cerebral dominance and speech perception Much emphasis is placed on the issue of cerebral specialization or lateralization Comprised of 20 chapters this volume begins with a review of some of the methods used to correlate neurophysiological and behavioral functions as well as some of the issues involved in trying to unite the empirical science of neuropsychology and the rationalist science of linguistics The next chapter deals with lateralization for speech sounds shown by young infants and possible factors in the sound signal responsible for the differentiation Subsequent chapters focus on asymmetries in young children during continuous verbal nonvisual and visual nonverbal story tasks the effects of multi language elementary school program on the degree of lateralization for language intramodal and cross modal pattern perception in stroke patients with lateralized lesions and visual half field asymmetries in deaf and hearing children Several hypotheses as to why language is lateralized to the left hemisphere rather than to the right are also examined This book is addressed to researchers and students of the neuropsychology of language whether they call themselves psychologists neuropsychologists neurologists or linguists Language Development and neurological theory, 1975 *Language Functions and Brain Organization* S. J. Segalowitz, 2014-05-19 **The Neurological Bases of Language Disorders in Children** Christy L. Ludlow, Mary Ellen Doran-Quine, 1980 Language Development In Exceptional Circumstances Dorothy Bishop, K. Mogford, 2013-04-15 Ever since attempts were made to describe and explain normal language development references to exceptional circumstances have been made Variations in the conditions under which language is acquired can be regarded as natural experiments which would not be feasible or ethical under normal circumstances This can throw light on such questions as What language input is necessary for the child to learn language What is the relationship between cognition and language How independent are different components of language function Are there critical periods for language development Can we specify necessary and sufficient conditions for language impairment This book covers a range of exceptional circumstances including extreme deprivation twinship visual and auditory impairments autism and focal brain damage Written in a jargon free style and including a glossary of linguistic and medical terminology the book assumes little specialist knowledge This text is suitable for both students and practitioners in the fields of psycholinguistics developmental and educational psychology speech pathology paediatrics and special education **Half a Brain is Enough** Antonio M. Battro, 2006-11-02 Half A Brain Is Enough is the moving and extraordinary story of Nico a little boy who at the age of three was given a right hemispherectomy to control intractable epilepsy Antonio Battro a distinguished neuroscientist and educationalist charts what he calls Nico's neuroeducation with

humor and compassion in an intriguing book which is part case history part meditation on the nature of consciousness and the brain and part manifesto Battro combines the highest standards of scientific scholarship with warmth and humanity in his exploration of the brain and consciousness **Psychophysiological Aspects of Reading and Learning** Victor M.

Rentel, Samuel A. Corson, Bruce R. Dunn, 2017-11-01 Bringing together neurological assessments of reading and cognition this provocative volume originally published in 1985 presents eight major and sometimes controversial studies on the parts and patterns of the reading process With comprehensive coverage ranging from psycholinguistics and education to neurophysiology these studies highlight new directions in the field at the time The contributors support an interactive rather than dichotomous model of brain function and stress individual differences in assessing reading and cognitive skills **The**

Neurologically-Impaired Child Robert A. Cummins, 2018-10-03 For the 25 years before publication a form of therapy known as the Doman Delacato Techniques had been applied to children with disabilities The therapy originated from the work of Glen Doman and Carl Delacato who established the Institutes for the Achievement of Human Potential in Philadelphia The institutes claim to be able to treat a wide range of disabilities and their best known technique is called Patterning and is prescribed for children who have no capacity for voluntary movement Yet many professional bodies and associations have denounced the approach as overly expensive ineffective creating false hopes being destructive to family life and based on false theoretical assumptions Originally published in 1988 this book was the first to offer a detailed analysis and critique of the Doman Delacato approach The author draws on data from evolution neuroanatomy and neurophysiology to challenge its theoretical assumptions He shows that there is no sound scientific basis to the techniques Any improvements in a child's condition can be attributed to the increased energy and attention given to that child rather than the content of the programme At the same time parents become emotionally ransomed and deluded by false expectations Written in a style that will be accessible to non specialists the book is an important work for both parents and professionals concerned with the welfare of neurologically impaired children **The Right Hemisphere** Alfredo Ardila, Peggy Ostrosky-Solis, 1984

Constraints on Language Acquisition Helen Tager-Flusberg, 2014-02-25 After decades of research most scholars generally agree that language acquisition is a complex and multifaceted process that involves the interaction of innate biologically based mechanisms devoted to language other non linguistic cognitive and social mechanisms linguistic input and information about the social and physical world Theoretical work in the field of language acquisition now needs to focus in greater depth and detail on some specific aspects of this general model which is the main goal of this book The chapters in this volume provide some new insights into one of the most remarkable accomplishments achieved by almost all children The particular questions that are raised by contributors include What kinds of constraints operate on the process of language development Which aspects of the acquisition process depend on language specific mechanisms Are there critical brain structures necessary for the acquisition of language What role do cognitive and social mechanisms play in language

development How critical is perceptual input about the physical and social world What is the specific role played by linguistic input in the child's construction of a linguistic system Questions are addressed from the perspective of children who come to the task of acquiring language with many hurdles to overcome including deafness and blindness mental retardation autism and prenatal or perinatal brain damage involving the left hemisphere Each section contributes some insight on how an innate language specific biological substrate interacts with cognitive and social factors as well as external information to support the child's construction of a linguistic system Studies of atypical children offer a singular contribution to this enterprise by allowing us to see the specific influences of each component and in turn they shed new light on how all children are able to acquire language so effortlessly and during such a brief period of development

Left Brain - Right Brain Differences James F. Iaccino, 2014-03-05 This volume integrates past clinical findings with the latest research on cerebral asymmetry in order to identify why humans process information in different ways A must for anyone who wants to understand human cognitive nature further specifically the reasons why we are wired a certain way and whether these cortical circuits are flexible enough to be altered this book presents the most up to date information on hemispheric differences within normal and clinical populations Its focus on sex handedness and developmental differences is critical to the derivation of a better perspective on how future research should be conducted in this expanding science Iaccino begins by explaining basic brain structures and types of cognitive styles assigned to each hemisphere He then details studies involving various clinical populations psychophysiological split brain dyslexic and psychotic to support the claim that the two hemispheres are different morphologically and functionally speaking Applying this clinical research to the more normal population the author uncovers striking cortical variations between the sexes and between the handedness groups along with developmental changes which occur as a function of time Finally he provides a detailed summary of the previous chapters and highlights where asymmetrical research may be headed in the future

Linguistic Disorders and Pathologies Gerhard Blanken, Jürgen Dittmann, Hannelore Grimm, John C. Marshall, Claus-W. Wallesch, 2008-07-14 This handbook is geared towards the following aims Reviewing the state of research on disordered language perception and production in adults and children Describing and discussing present attempts at modelling human language processing by using linguistic disorders and pathologies as a data base Presenting diagnostic and therapeutic concepts Pointing out gaps and inconsistencies in current knowledge and theories In bringing together knowledge of different sources and disciplines under a common roof the editors have achieved a comprehensive overview of the state of the art in the field of language pathology Because of the diversity of the disciplines contributing to this scientific field the chapters differ clearly in theories and methodologies Yet this handbook represents a clear and common interdisciplinary contribution to linguistic disorders and pathologies and furthermore demonstrates the amount of interdisciplinary interaction still required We chose this title in order to encompass as broadly as possible abnormalities and alterations of language perception comprehension and production in adults and children including

nonpathological disorders This handbook will be of interest to anybody involved with disordered language and or language and speech disturbances such as linguists and psychologists working in related research areas or teaching related subjects scientists analyzing and modelling linguistic and cognitive processes e g in Cognitive Psychology Psycholinguistics Neurolinguistics Neuropsychology Behavioural Neurology Artificial Intelligence Research and Cognitive Science clinicians dealing with aquired or developmental language disorders and speech pathologists and therapists Besides presenting the state of the art the handbook provides rich bibliographical information for research workers clinicians and advanced students

Language Acquisition David Michael Singleton, Lisa Ryan, 2004-01-01 The authors examine the evidence relative to the idea that there is an age factor in first second language acquisition goes on to explore the various explanations that have been advanced to account for such evidence Finally it looks at educational ramifications of the age question *Handbook of Neurolinguistics* Harry A. Whitaker, Brigitte Stemmer, 1998-02-04 The Handbook of Neurolinguistics is a state of the art reference and resource book it describes current research and theory in the many subfields of neurolinguistics and its clinical application Thorough and clearly written the handbook provides an excellent overview of the field of neurolinguistics and its development The book is organized into five parts covering the history of neurolinguistics methods in clinical and experimental neurolinguistics experimental neurolinguistics clinical neurolinguistics and resources in neurolinguistics The first four parts contain a wide range of topics which discuss all important aspects of the many subfields of neurolinguistics Also included are the relatively new and fast developing areas of research in discourse pragmatics and recent neuroimaging techniques The resources section provides currently available resources both traditional and modern The handbook is useful to the newcomer to the field as well as the expert searching for the latest developments in neurolinguistics Clearly written and well organized Provides extensive resources Discusses both history and current research Covers the many subfields of neurolinguistics as well the developing areas of research Neuropsychology of Language, Reading and Spelling Ursula Kirk, 2012-12-02 Neuropsychology of Language Reading and Spelling explores the many neural systems and subsystems that contribute to the production and comprehension of oral and written language This book is organized into five parts encompassing 12 chapters that emerged from the 1980 International Conference on the Neuropsychology of Language Reading and Spelling sponsored by the Program in Neurosciences and Education at Teachers College Columbia University This conference highlights the neurological and behavioral interrelatedness of language reading and spelling After briefly dealing with the cognitive and language development as well as learning to read and to spell as instances of acquiring skill this book goes on discussing the activity of the learner in the development skill the influence of interacting forces in the developing nervous systems and the role of peripheral mechanisms in the development of speech and language A chapter examines the central integrative mechanisms specifically the electrophysiological research with infants on the dependence of language perception on multidimensional complexes processes and not solely as a left or right hemisphere task This chapter

also provides evidence of discrete localization of language processes within the dominant hemisphere at both cortical and subcortical levels The final four chapters are devoted to an analysis of developmental disorders from the varied perspectives of neurology linguistics neuropsychology and education This book will be of value to neuropsychologists and developmental biologists *The Genesis of Language* Marge E. Landsberg,2011-06-01 No detailed description available for The Genesis of Language

The Brain, Cognition, and Education Sarah L. Friedman,Kenneth A. Klivington,Rita W.

Peterson,2013-09-25 The Brain Cognition and Education is a collection of papers that deals with cross disciplinary communication This book addresses the use of concepts methodologies and research results from other experiments in the conduct of finding new knowledge One paper addresses the relationships among neuroscience cognitive psychology and education to arrive at cross interdisciplinary communication Other papers discuss attention the brain and the control of cognition one paper notes that selective attention as a cognitive system with its own measurable features can be associated with underlying neural systems Other authors deal with acquiring representing and using knowledge such as language learning interplay between mind and experience as well as the neuropsychology of memory One paper examines infantile amnesia when early life experiences tend to be forgotten The book then addresses cognitive and neural development including neural developments before birth covering neurogenesis cell migration dendritic maturation and synaptic development One author reviews trends and directions in cognitive development and cites the works of Piaget Simon and Chomsky One author presents several models of memory functions while another author evaluates the possibilities of building bridges between education and the neurosciences Many psychologists neuroscientists phoneticians philosophers and linguists will appreciate this book very highly *Current Catalog* National Library of Medicine (U.S.),1983 First multi year cumulation covers six years 1965 70 **Functions of the Right Cerebral Hemisphere** Andrew Young,2012-12-02

Functions of the Right Cerebral Hemisphere discusses the studies of the different functions served by the right hemisphere in light of knowledge as well as normal and clinical studies on the subject The book covers topics such as the visuospatial abilities of the right hemisphere the analysis of basic perceptual properties its creation and operation on representations studies on the function of the right hemisphere in relation to music and the language capabilities of the right hemisphere Also covered in the book are the methods for studying cerebral hemispheric function the development of right hemispheric abilities and the relation of the right hemisphere to reading disorders The text is recommended for neurologists who would like to know more or make a study on the right hemisphere and its functions Developmental Plasticity Eugene

Gollin,2012-12-02 Developmental Plasticity Behavioral and Biological Aspects of Variations in Development explores the behavioral and biological aspects of variations in development from a variety of theoretical viewpoints and research contexts Topics covered include evolution and genetic variability sensory bases of infant perception and learning and ethology The infancy of human learning processes is also discussed along with epistemology and developmental psychology Comprised of

eight chapters this book opens with a review of the broad evolutionary landscape and the specific genetic mechanisms implicated in biological and behavioral development It then describes the sensory apparatus available to neonatal human beings and analyzes the similarities and differences between ethological theory and learning theory Developmental plasticity is also examined in interdisciplinary contexts while the acquisition of behavior patterns during early postnatal development is explored from a traditional learning theory point of view The remaining chapters focus on the role played by asymmetry in general and by cerebral asymmetry in particular in the generation of individuality cultural and biological instances of plasticity in development and the barriers separating epistemology from developmental psychology and psycholinguistics This monograph will be a useful resource for developmental psychologists and other professionals devoted to child development and learning as well as those in the fields of genetics and behavioral and biological sciences

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Table of Contents Language Development And Neurological Theory

1. Understanding the eBook Language Development And Neurological Theory
 - The Rise of Digital Reading Language Development And Neurological Theory
 - Advantages of eBooks Over Traditional Books
2. Identifying Language Development And Neurological Theory
 - 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 Language Development And Neurological Theory
 - User-Friendly Interface
4. Exploring eBook Recommendations from Language Development And Neurological Theory
 - Personalized Recommendations
 - Language Development And Neurological Theory User Reviews and Ratings
 - Language Development And Neurological Theory and Bestseller Lists
5. Accessing Language Development And Neurological Theory Free and Paid eBooks
 - Language Development And Neurological Theory Public Domain eBooks
 - Language Development And Neurological Theory eBook Subscription Services
 - Language Development And Neurological Theory Budget-Friendly Options

6. Navigating Language Development And Neurological Theory eBook Formats
 - ePub, PDF, MOBI, and More
 - Language Development And Neurological Theory Compatibility with Devices
 - Language Development And Neurological Theory Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Language Development And Neurological Theory
 - Highlighting and Note-Taking Language Development And Neurological Theory
 - Interactive Elements Language Development And Neurological Theory
8. Staying Engaged with Language Development And Neurological Theory
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Language Development And Neurological Theory
9. Balancing eBooks and Physical Books Language Development And Neurological Theory
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Language Development And Neurological Theory
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Language Development And Neurological Theory
 - Setting Reading Goals Language Development And Neurological Theory
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Language Development And Neurological Theory
 - Fact-Checking eBook Content of Language Development And Neurological Theory
 - 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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