Language Processing In Atypical Populations Illustrated Edition

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This paper is intended to provide a critical overview of experimental and clinical research documenting problems in figurative language processing in atypical populations with a focus on the Autistic Spectrum. Research in the comprehension and processing of figurative language in autism invariably documents problems in this area.

Figurative language processing in atypical populations ...
Overview. This up-to-date presentation of language use and communication skills in atypical populations addresses questions on the essence of language, how it is shaped by normal cognitive, perceptual and social constraints and how it can be rehabilitated when these constraints are abnormal. The author covers: the evolutionary continuity of language as seen in communication systems in other species; the structure, power and processing of signed languages compared with spoken language; effect ...

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Figurative language processing in atypical populations ...
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Figurative language processing in atypical populations ...
Vulchanova et al. Figurative language in atypical populations Mila Dimitrova Vulchanova 3 83 development of skills in processing metaphors, idioms and proverbs is an important part of semantic 84 ...

Figurative language processing in atypical populations ...
Figurative language can be even more demanding in terms of processing. It is acquired relatively late and has a complex nature, which makes it even more difficult for atypical population, such as individuals with ASD, to understand... ⋯In typical language development, the acquisition of metalinguistic skills and the comprehension of figurative language seem to be achieved in childhood by the age of nine or ten years according to several authors.

Figurative Language Processing in ASD
Development of language and cognition in typical and atypical populations This research group works with typically developing children and those with speech, language and communication needs including dyslexia, primary language impairment, dyscalculia, deafness, autistic spectrum disorder and cerebral palsy to understand children's needs and develop theories, assessments and interventions.

Development of language and cognition in typical and ...
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Figurative language processing in atypical populations: the ASD perspective

Figurative language processing in atypical populations ...
This paper is intended to provide a critical overview of experimental and clinical research documenting problems in figurative language processing in atypical populations with a focus on the...

Figurative language processing in atypical populations ...
Once more with feeling: Affect and language in atypical populations - Volume 2 Issue 4 - Judy Reilly, Edward S. Klima, Ursula Bellugi Skip to main content Accessibility help We use cookies to distinguish you from other users and to provide you with a better experience on our websites.

Once more with feeling: Affect and language in atypical ...
Language deprivation is associated with the lack of linguistic stimuli that are necessary for the language acquisition processes in an individual. Research has shown that early exposure to a first language will predict future language outcomes. Experiments involving language deprivation are very scarce due to the ethical controversy associated with it.

Language deprivation - Wikipedia
This book examines the available data from these "atypical" aphasics, asking whether what makes them different has a significant effect on language representation and processing in the brain. Each chapter reviews literature pertinent to a given population and explores whether (and potentially how) these populations differ from the "typical" aphasic population.

Aphasia in Atypical Populations on Apple Books
implicit processing of pain semantics in neurotypical and chronic pain populations, and how linguistic context may modulate pain perception. The aim of our study was to test the influence of language comprehension on pain perception, in the context of semantic models based on mental simulation (Barsalou, Santos, Simmons, & Wilson, 2008).

When words burn – language processing differentially ...
Successful language processing requires speaker and hearer to dynamically create richly structured representations within a few hundred milliseconds of encountering each new word. ... and its work involving neuro-computational modeling of language processing and studies of developmental and atypical populations.

Psycholinguistics ¦ Department of Linguistics
In the current paper, we propose that atypical rhythm might be one of the underlying risk factors that has common biological underpinnings with, and may lead to, co-morbid impairments in speech/language processing.

This up-to-date presentation of language use and communication skills in atypical populations addresses questions on the essence of language, how it is shaped by normal cognitive, perceptual and social constraints and how it can be rehabilitated when these constraints are abnormal. The author covers: the evolutionary continuity of language as seen in communication systems in other species; the structure, power and processing of signed languages compared with spoken language; effect on language learning of language-deprivation during childhood because of abuse, neglect or deafness; developmental abnormalities which have a selective effect on language; and communication processes with brain damage or psychosis.

Theory and research in aphasiology have typically concentrated on a limited population--right-handed adult monolinguals whose language uses an alphabetic code. Bilingual individuals, ideographical code users, and children (among others) have been separated out. This book examines the available data from these "atypical" aphasics, asking whether what makes them different has a significant effect on language representation and processing in the brain. Each chapter reviews literature pertinent to a given population and explores whether (and potentially how) these populations differ from the "typical" aphasic population. The ultimate goal is to better understand whether the model of language used in aphasiology can be extended to these "atypical" populations, or conversely, whether significant differences merit the development of a new model.

Metaphor has been an issue of intense research and debate for decades (see, for example [1]). Researchers in various disciplines, including linguistics, psychology, computer science, education, and philosophy have developed a variety of theories, and much progress has been made [2]. For one, metaphor is no longer considered a rhetorical flourish that is found mainly in literary texts. Rather, linguists have shown that metaphor is a pervasive phenomenon in everyday language, a major force in the development of new word meanings, and the source of at least some grammatical function words [3]. Indeed, one of the most influential theories of metaphor involves the suggestion that the commonality of metaphoric language results because cross-domain mappings are a major determinant in the organization of semantic memory, as cognitive and neural resources for dealing with concrete domains are recruited for the conceptualization of more abstract ones [4]. Researchers in cognitive neuroscience have explored whether particular kinds of brain damage are associated with metaphor production and comprehension deficits, and whether similar brain regions are recruited when healthy adults understand the literal and metaphorical meanings of the same words (see [5] for a review) . Whereas early research on this topic focused on the issue of the role of hemispheric asymmetry in the comprehension and production of metaphors [6], in recent years cognitive neuroscientists have argued that metaphor is not a monolithic category, and that metaphor processing varies as a function of numerous factors, including the novelty or conventionality of a particular metaphoric expression, its part of speech, and the extent of contextual support for the metaphoric meaning (see, e.g., [7], [8], [9]). Moreover, recent developments in cognitive neuroscience point to a sensorimotor basis for many concrete concepts, and raise the issue of whether these mechanisms are ever recruited to process more abstract domains [10]. This Frontiers Research Topic brings together contributions from researchers in cognitive neuroscience whose work involves the study of metaphor in language and thought in order to promote the development of the neuroscientific investigation of metaphor. Adopting an interdisciplinary perspective, it synthesizes current findings on the cognitive neuroscience of metaphor, provides a forum for voicing novel perspectives, and promotes avenues for new research on the metaphorical brain. [1] Arbib, M. A. (1989). The metaphorical brain 2: Neural networks and beyond. John Wiley & Sons, Inc. [2] Gibbs Jr, R. W. (Ed.). (2008). The Cambridge handbook of metaphor and thought. Cambridge University Press. [3] Sweetser, Eve E. "Grammaticalization and semantic bleaching." Annual Meeting of the Berkeley Linguistics Society. Vol. 14. 2011. [4] Lakoff, G., & Johnson, M. (1999). Philosophy in the flesh: The embodied mind and its challenge to western thought. Basic books. [5] Coulson, S. (2008). Metaphor comprehension and the brain. The Cambridge handbook of metaphor and thought, 177-194. [6] Winner, E., & Gardner, H. (1977). The comprehension of metaphor in brain-damaged patients. Brain, 100(4), 717-729. [7] Coulson, S., & Van Petten, C. (2007). A special role for the right hemisphere in metaphor comprehension?: ERP evidence from hemifield presentation. Brain Research, 1146, 128-145. [8] Lai, V. T., Curran, T., & Menn, L. (2009). Comprehending conventional and novel metaphors: An ERP study. Brain Research, 1284, 145-155. [9] Schmidt, G. L., Kranjec, A., Cardillo, E. R., & Chatterjee, A. (2010). Beyond laterality: a critical assessment of research on the neural basis of metaphor. Journal of the International Neuropsychological Society, 16(01), 1-5. [10] Desai, R. H., Binder, J. R., Conant, L. L., Mano, Q. R., & Seidenberg, M. S. (2011). The neural career of sensory-motor metaphors. Journal of Cognitive Neuroscience, 23(9), 2376-2386.

Neural Plasticity Across the Lifespan reviews the recent scientific developments which are transforming our understanding of the human brain. For many years it was thought that modifications to the structural and functional organization of the brain were limited to a short early period of life, "the critical period", and, in adults, to the memory system. Recent research suggests that on the contrary we should see the human brain as a flexible structure, which adapts and modifies in response to learning, sensory experience, age and disease. The book provides an integrated overview of contemporary research on neural plasticity - the process by which the brain can change in structure and function to cope with new experiences and react to the effects of acquired damage or sensory deprivation. It reviews data on plasticity in the developing brain, looking at both typical and atypical development, alongside clinical and observational research on the adult population. It covers a number of key topics, including: different forms of neural plasticity factors affecting neural plasticity (ageing and gender), neural plasticity in language acquisition, memory and bodily self-consciousness mechanisms of repair – plasticity following sensory deprivation and acquired brain damage. This is an accessible overview of an emerging field of research which has fundamental implications for how we perceive our potential to change throughout our lives. It will be essential reading for all students of cognitive development, cognitive neuroscience and lifespan development.

Historically, the brain bases of creativity have been of great interest to scholars and the public alike. However, recent technological innovations in the neurosciences, coupled with theoretical and methodological advances in creativity assessment, have enabled humans to gain unprecedented insights into the contributions of the brain to creative thought. This unique volume brings together contributions by the very best scholars to offer a comprehensive overview of cutting edge research on this important and fascinating topic. The chapters discuss creativity's relationship with intelligence, motivation, psychopathology and pharmacology, as well as the contributions of general psychological processes to creativity, such as attention, memory, imagination, and language. This book also includes specific and novel approaches to understanding creativity involving musicians, polymaths, animal models, and psychedelic experiences. The chapters are meant to give the reader a solid grasp of the diversity of approaches currently at play in this active and rapidly growing field of inquiry.

Simplified Signs presents a system of manual sign communication intended for special populations who have had limited success mastering spoken or full sign languages. It is the culmination of over twenty years of research and development by the authors. The Simplified Sign System has been developed and tested for ease of sign comprehension, memorization, and formation by limiting the complexity of the motor skills required to form each sign, and by ensuring that each sign visually resembles the meaning it conveys. Volume 1 outlines the research underpinning and informing the project, and places the Simplified Sign System in a wider context of sign usage, historically and by different populations. Volume 2 presents the lexicon of signs, totalling approximately 1000 signs, each with a clear illustration and a written description of how the sign is formed, as well as a memory aid that connects the sign visually to the meaning that it conveys. While the Simplified Sign System originally was developed to meet the needs of persons with intellectual disabilities, cerebral palsy, autism, or aphasia, it may also assist the communication needs of a wider audience – such as healthcare professionals, aid workers, military personnel , travellers or parents, and children who have not yet mastered spoken language. The system also has been shown to enhance learning for individuals studying a foreign language. Lucid and comprehensive, this work constitutes a valuable resource that will enhance the communicative interactions of many different people, and will be of great interest to researchers and educators alike.

How is it that we can all open our mouths and speak, often at considerable length, without consciously thinking about the construction of the sentences we are using? And how is it that four-year-old children can apparently do the same thing? This book describes the theories that have been most influential during the twentieth century, namely, those of Skinner, Piaget, Halliday, Chomsky and Karmiloff-Smith, as well as a great deal of research that has been done by many linguists and psychologists. This book is aimed at first or second-year university courses, but should appeal to anyone who is interested in how children develop language.

The popular notion of how children come to speak their first language is that their parents teach them words, then phrases, then sentences, then longer utterances. Although there is widespread agreement amongst linguists that this account is wrong, there is much less agreement as to how children really learn language. This revised edition of Ray Cattell's bestselling textbook aims to give readers the background necessary to form their own views on the debate, and includes accessible summaries of key thinkers, including Chomsky, Halliday, Karmiloff-Smith and Piaget.

Second language learners often produce language forms resembling those of children with Specific Language Impairment (SLI). At present, professionals working in language assessment and education have only limited diagnostic instruments to distinguish language impaired migrant children from those who will eventually catch up with their monolingual peers. This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children. It aims to disentangle effects of bilingualism from those of SLI, making use of both models of bilingualism and models of language impairment. The book ' s methods-oriented focus will make it an essential handbook for practitioners who look for measures which could be adapted to a variety of languages in diverse communities, as well as academic researchers.

Thinking and Reasoning in Autism provides fresh insights into the cognitive processes that underlie some of the typical characteristics of autism. Autism has long been considered an enigma, and no single theory so far has been able to explain, or even fully describe, the key characteristics of the autistic mind. From the interdisciplinary perspective of new research in cognitive psychology, linguistics, philosophy, and neuroscience, this book explores thinking, reasoning and decision making in autism. The new cognitive approaches challenge some of the existing assumptions of the nature of thought in autism, including presumed areas of impairments. Instead, this book focuses on the nuanced array of cognitive signatures that characterize the autistic mind, and in many cases it reveals the possibility of intact performance alongside instances of remarkably enhanced thinking. The book considers the implications of these characteristics, providing in-depth analyses of specific areas of cognitive functioning, and their everyday manifestations. Featuring contributions from world-leading researchers from the fields of cognitive science and autism research, this volume will be essential reading for advanced students and researchers, as well as those working with individuals with autism spectrum disorders.