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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Communication Issues in Autism and Asperger Syndrome: Do we speak the same language?; Acknowledgements; Contents; List of figures and tables; Introduction; PART 1: Definitions, Theories and Hypotheses; Chapter 1. Communication - Language - Speech; Communication; Language; Speech; Other forms of language; Chapter 2. Language Acquisition - The Theories; A behavioural theory; A biological theory; A cognitive theory; A psycholinguistic theory; A pragmatic/social-interactive theory; Problems in language acquisition; Chapter 3. From Sensations to Concepts - Via Different Routes Stages of perceptionUsing a 'short-cut'; Literal perception; Qualitative differences in experiencing sensations/receiving information; Gestalt perception; Fragmented perception; Do we live in the same time zone?; Intensity with which the senses work; Inconsistency of perception; Vulnerability to sensory overload; Perceptual styles; Compensating for

an unreliable sense with other senses; Chapter 4. Cognitive Styles and Functions in Autism; Attention; Conceptual vs perceptual memory; Gestalt memory; Literalness; Memories according to preferred modalities; Perceptual thinking

Sequential and spatial thinking; Imagination; IQ and autism - 'autistic intelligence'; Chapter 5. Autistic Culture?; Chapter 6. What Language Are They Speaking?; PART 2: Language Characteristics, Learning Styles and Development in Autism; Chapter 7. Language Learning Styles; Gestalt vs analytic style; Cerebral hemispheric organization; Timing of acquiring language; Timing of the onset of sensory processing problems; Learning environment; Chapter 8. Speech and Language Development in Non-autistic and Autistic Children; Pre-verbal/pre-linguistic development; Phonological development

Grammatical development; Semantic development; Chapter 9. Impairments of Social Communication in Autism and Language Peculiarities Specific to Autism; The pre-verbal communication of children with autism; The verbal communication of children with autism; Lack of expressive verbal language - 'autistic muteness'; Echolalia; Pronoun reversal; Extreme literalness; Metaphorical language; Neologisms; Affirmation by repetition; Repetitive questioning; Demanding the same verbal scenario; Autistic discourse style; Poor control of prosody; Chapter 10. Fluent Speakers - So What's the Problem?

Receptive language; Expressive language; Literalness; Language as 'stress reliever'; Sophisticated echolalia; Guidance for communicating and interacting with autistic people (Modified from Blackburn 1999 and Dekker undated); PART 3: Key Strategies to Enhance Communication in Autism; Chapter 11. Communication/Language Assessment Strategies - Communication Profile; Sensory components; Atypical communication behaviours; Muteness; Ability to use non-verbal communication strategies; Atypical use of verbal language; Functional use of verbal language; Communicative functions expressed

Ability to understand verbal and non-verbal communication/ language

Sommario/riassunto

Providing a theoretical foundation for understanding communication and language impairments specific to autism, Bogdashina explores the effects of different perceptual and cognitive styles on the communication and language development of autistic children.
