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Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
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 thinkingImagination; 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 developmentSemantic 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 languageExpressive 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

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### 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.

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