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Collana	Communication Disorders Across Languages Communication disorders across languages
Altri autori (Persone)	Quinto-PozosDavid
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Nota di contenuto	Considering communication disorders and differences in the signed language modality / David Quinto-Pozos -- Profiling SLI in deaf children who are sign language users / Rosalind Herman, Katherine Rowley, Chloe Marshall, Kathryn Mason, Joanna Atkinson, Bencie Woll and Gary Morgan -- A case-study approach to investigating developmental signed language disorders / David Quinto-Pozos, Jenny L. Singleton, Peter C. Hauser and Susan L. Levine -- The acquisition of sign language by deaf children with autism spectrum disorder / Aaron Shield and Richard P. Meier -- Mapping out guidelines for the development and use of sign language assessments: some critical issues, comments and suggestions / Wolfgang Mann and Tobias Haug -- A review of stuttering in signed languages / Geoffrey Whitebread -- Sign dysarthria: a speech disorder in signed language / Martha E. Tyrone -- The influence of dementia on language in a signing population / Patricia Spanjer, Marielle Fieret and Anne Baker -- KODAs: a special form of bilingualism / Anne E. Baker and Beppie Van

den Bogaerde -- Language development in ASL-English bimodal bilinguals / Deborah Chen Pichler, James Lee and Diane Lillo-Martin.

Sommario/riassunto

Inquiry into signed languages has added to what is known about structural variation and language, language learning, and cognitive processing of language. However, comparatively little research has focused on communication disorders in signed language users. For some deaf children, atypicality is viewed as a phase that they will outgrow, and this results in late identification of linguistic or cognitive deficits that might have been addressed earlier. This volume takes a step towards describing different types of atypicality in language communicated in the signed modality such as linguistic impairment caused by deficits in visual processing, difficulties with motor movements, and neurological decline. Chapters within the book also consider communication differences in hearing children acquiring signed and spoken languages.
