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measures -- Procedure -- Analyses performed -- Results -- Descriptive language, cognitive and environmental measures in PR and FT children -- PR and FT children's RLD from 22 to 60 months -- Predicting RLD at 22, 30 and 60 months -- Discussion -- References -- Word segmentation and mapping in early word learning -- Introduction -- Methodology -- Participants -- Materials -- Procedure -- Measures -- Results -- Familiarization phase -- Test phase -- BSID-III measures of cognitive and language development -- Discussion -- Acknowledgments -- References -- Appendix 1. -- Part II. Specific Language Impairment. The influence of maternal education on the linguistic abilities of monolingual Spanish-speaking children with and without Specific Language Impairment -- Overview -- Family and socioeconomic status -- Family and language development -- Risk factors associated to language difficulties -- Goals -- Methodology -- Participants -- Selection criteria -- Instruments -- Experimental task -- Procedure -- Analysis -- Results -- Interaction between clinical diagnosis of SLI and ME level -- Discussion -- Limitations -- Conclusions -- References -- A. Appendix -- Idiom understanding competence of Spanish children with Specific Language Impairment and Pragmatic Language Impairment -- Introduction -- Figurative language and idiom understanding -- Idiom understanding in children with SLI and PLI -- Aims and hypothesis -- Methodology -- Participants -- Materials -- Language measures -- Idiom understanding tasks -- a. Verbal condition -- Visual condition -- Procedure -- Results -- I. Between-group comparisons on key and related measures -- II. Within-group comparisons between verbal and visual conditions -- III. Correlations between idiom understanding (verbal condition) and language measures -- Discussion -- Acknowledgements -- References -- Evaluation of narrative skills in language-impaired children -- Introduction -- Methodology -- Participants -- Material -- Procedure -- Measures -- Results of Study 1 -- Results of Study 2 -- Discussion -- Conclusions -- Real-time comprehension of sentences in children with SLI -- Introduction -- Experiment 1 -- Methodology -- Participants -- Procedure -- Results -- Discussion -- Experiment 2 -- Methodology -- Participants -- Materials -- Procedure -- Results -- Discussion -- Experiment 3 -- Methodology -- Participants -- Materials -- Procedure -- Results -- Discussion -- General discussion. Appendix A. Sentences used in Experiment 1 -- Appendix B. Experimental sentences of Experiment 2 -- Appendix C. Sentences used in the Experiment 2 -- References -- Part III. Deafness -- Emotion recognition skills in children with hearing loss -- Introduction -- Deficits in emotion recognition in children with hearing loss -- Language and emotion recognition in children with hearing loss -- Methodology -- Participants -- Materials -- Procedure -- Results -- Descriptive statistics -- Correlations between emotion recognition and language -- Predictors of emotion recognition -- Discussion -- Acknowledgements -- References -- Executive functions and eye fixations in children with Cochlear Implant -- Introduction -- Methodology -- Participants -- Materials -- Procedure -- Data Analysis -- Results -- Language -- Executive Functions -- Visual Fixation Patterns -- Discussion -- References -- Genetic syndromes with intellectual disabilities -- The relationship between the lexicon and grammar in Spanish-speaking children with Down syndrome -- Introduction -- Lexical-grammatical relationships in children with Down Syndrome (DS) -- Method -- Participants -- Instruments -- Procedure -- Data analysis -- Results -- Associations between vocabulary and grammar -- Vocabulary composition and vocabulary

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Sommario/riassunto

This book presents a range of ongoing studies on atypical language development in Romance languages. Despite the steady increase in the number of studies on typical language development, there is still little research about atypical language development, especially in Romance languages. This book covers four main conditions causing atypical language development. Part I explores the linguistic and communicative characteristics of preterm children learning Romance languages. The focus of Part II centers on children with Specific Language Impairment. Hearing Loss in Part III is another relevant factor leading to atypical language development. The final part IV zeroes in on genetic syndromes coupled to cognitive impairment with special attention to language development. This book presents a much needed overview of the most recent findings in all relevant fields dealing with atypical language development in children speaking Romance languages.