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Nota di contenuto	Communication in Autism; Editorial page; Title page; LCC data; Table of contents; An introduction to communication in autism; References; Prelinguistic communication; Joint Attention; Communication Breakdowns; Interview Protocols; Naturalistic Observations; Structured Observations; Communication Interventions and PCAs; Summary and Conclusion; References; Facilitating emergent verbal repertoires in individuals with autism spectrum disorders and other developmental disorders; Derived relational responding, stimulus equivalence, and the basic experiment Facilitating emergent verbal repertoires: Derived demanding Further research on derived demanding; Derived comparative relations and derived demanding; Facilitating emergent verbal repertoires: Derived intraverbals; Facilitating emergent verbal repertoires: Derived textual behaviour; Facilitating emergent verbal repertoires: Derived tacting; Future research challenges; Conclusion; References; Echolalia and language development in children with autism; Introduction; Why Echolalia?; Types of Echolalia; Exact Echolalia; Mitigated Echolalia;

Pronoun reversal; The current study; Method; Participants
Procedures Language Testing; Language Sample; Design and Statistical
Considerations; Reliability; Results; Discussion; Echolalia and Imitation
of speech; Mitigated Echolalia; Implications for assessment and
management; Limitations of the study; Further research; Conclusion;
References; Do autism spectrum disorders and specific language
impairment have a shared aetiology?; Introduction; Linguistic and
cognitive links between ASD and SLI; Phonology; Morphosyntax;
Semantics; Pragmatic language; SLI Markers in ASD; ASD Markers in SLI;
Summary
Neurobiological links between ASD and Specific Language Impairment
Structural neuroimaging studies; Functional Neuroimaging Studies;
Summary; Genetic Links between ASD and Specific Language
Impairment; Twin studies; Family Studies; Molecular genetic studies;
Summary; General Conclusions and Directions for Future Research;
Final remarks; References; Prosody and autism; What is prosody?; Why
is prosody important?; Previous studies of prosodic processing in ASD;
Formal assessment of prosody; The McCann and Peppe review; Acoustic
analyses of expressive prosody; Complex prosody
The relationship between prosody and other linguistic skills Summary;
Possible mechanisms underpinning prosodic difficulties in ASD; Theory
of Mind deficits; Motor speech impairments; Atypical audio-vocal
regulation; Deficient encoding of pitch; Summary; Directions for future
research; A better understanding of typical prosodic development; An
evidence-base for the treatment of prosodic impairment; Conclusion;
References; Reading for sound and reading for meaning in autism;
Participants; The Neale Analysis of Reading Ability; Experiment 1:
Words/Nonwords
Experiment 2: Abstract / Concrete words

Sommario/riassunto

Autism is among the most severe, prevalent and heritable of all neurodevelopmental disorders. However, the factors causing autism are still unclear. Language difficulties are at the core of autism, and any aetiological theory must incorporate a plausible explanation of this symptom. The development of cerebral lateralisation has long been theorised to be associated with language impairment. This chapter reviews the empirical evidence linking cerebral lateralisation and language impairment in both typical and atypical development, with a particular focus on the communication difficulties
