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Altri autori (Persone)	CollettaJean-Marc GuidettiMichele
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Gesture and Multimodal Development; Editorial page; Title page; LCC data; Dedication; Table of contents; Gesture and multimodal development; References; Pointing gesture in young children; Different communicative intentions; Cognitive abilities and pointing; Different hand shapes for pointing; Origins of pointing gestures; Relations with language development; Handedness and language development; Manual preference for pointing gestures; Manipulative activities vs. pointing gestures; Manipulative activities, pointing gestures and language; Conclusion; Acknowledgement; References Support or competition? Pointing; Symbolic gestures; Relation of symbolic skills to one another; The current study; Methods; Analytic Strategy; Results; Discussion; Acknowledgements; Note; References; From gesture to sign and from gesture to word; Literature review on the issues at stake; Pointing gestures in ontogeny; The role of pointing gestures in interaction; The role of pointing gestures in language acquisition; Research questions and hypotheses; Methodology; Participants; Differences between modalities; Transcriptions; Coding

system and analytical methods; Quantitative results

Development of pointing gestures in the three girls' data Development of pointing gestures and words/signs; Discussion; Number of pointing gestures; Pointing towards persons and self; Development of pointing gestures and words/signs; Conclusion; Notes; References; How the hands control attention during early word learning; Summary and research hypotheses; General method; Overview; Participants; Stimuli; Procedure; Data analysis; Experiment 1; Goal and research hypotheses; Participants; Results and discussion; Experiment 2; Goal and research hypotheses; Participants; Results and discussion

Combined analyses for Experiments 1 and 2 Summary and concluding discussion; Summary of results; General discussion;

Acknowledgements; Note; References; Infant movement as a window into language processing; Introduction; Methods; Studies; Participants; Speech discrimination study; Study on the perception of melody;

Procedure; Movement coding; Analysis; Background and Results;

Vocalization and mouth movement: Background; Vocalization and mouth movement: Results and discussion; Gaze shifting and head

movement: Background; Gaze shifting and head movement: Results and discussion

Torso movement: Background Torso movement: Results and discussion; Arm and hand movement, and finger gesture: Background;

Arm and hand movement and finger gesture: Results and discussion; General discussion; Implications and future work; Notes; References;

Children's lexical skills and task demands affect gestural behavior in mothers of late-talking children and children with typical language

development; Introduction; Parental multimodal behavior modifications;

Parent and child as a system; The parent-child system in atypical

populations; Task-dependent modification of communicative behavior

The present study

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## Sommario/riassunto

We gesture while we talk and children use gestures prior to words to communicate during the first year. Later, as words become the preferred form of communication, children continue to gesture to reinforce or extend the spoken messages or even to replace them. This volume, originally published as a Special Issue of *Gesture* 10:2/3 (2010), brings together studies from language acquisition and developmental psychology. It provides a review of common theoretical, methodological and empirical themes, and the contributions address topics such as gesture use in prelinguistic infants with a spe

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