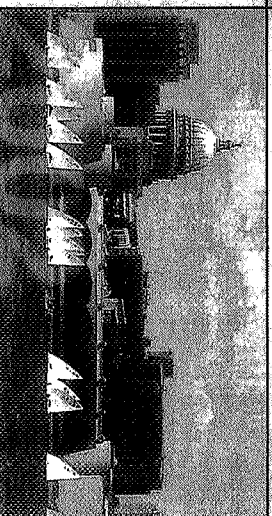


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Joint conference of the IX International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders



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Future world conferences: 2003 June 5-7 2004 June 3-5 monorotterp

Informing Developmental Theory
and the Nature of Language
Disorders through Research

must develop the ability to understand both the factual content of a narrative and to integrate the elements in order to understand its gist. The purpose of this study was to investigate the emergence of young children's ability to comprehend the gist of a narrative. Users of a script-based narrative allowed this ability to be studied in children as young as 30 months of age. Twenty-seven normally developing children between 30 and 70 months of age participated in this study. Children's accuracy in responding to 3 types of inferential questions about the gist of the script-based narrative was examined relative to age and understanding of the factual story content. Results revealed a developmental progression in accuracy on the three types of gist questions with the ability to recognize a basic narrative inference emerging first at about 40 months and the ability to make a complex inference about the motivational state of a character emerging later, beyond 60 months. The data also suggested that understanding the factual content of a narrative is necessary but not sufficient for recall of a narrative inference.

PS084

The conversational repair as a cultural practice of socialization in family interactions
 Francesca Andolina & Barbara Maroni, University of Roma-La Sapienza, Italy
 This work studies the interaction in natural contexts and in particular in the family context in which the processes of linguistic socialization are analyzed. From the point of view of the social interaction as a process of acquisition and co-construction of shared knowledge the conversational repair places as an instrument of socialization and vehicle of new meanings.
 From who and towards who several modalities of repair are used, and to explain why parents prefer specific repair sequences.
 Methodology: videotape recording of Italian family dinners; transcription and codification according to the approach of the conversational analysis, location of categories of the analyzed phenomenon (self-repairs and other-repairs).
 Results: greater presence of the category of "other-repairs" with predominance of the maternal role in the use of such strategies.

PS085

Parental Report Language Inventories For Dutch-speaking Infants and Toddlers: Dutch version of the MacArthur CDs
 Inge Zink, K.U. Leuven-Belgium, Belgium
 Marlyne Lelgeerts, Gegebe Health Care, Belgium
 At the VIIIth International Congress for the study of Child Language we hosted a poster session presenting the Dutch version of the MacArthur CDs. In 1999, only the results of the preliminary studies were available. In January 2002, the Dutch CDs are published.
 At this point we would like to present the final version of the Dutch CDs. The N-CDI: Lijsten voor Communicatieve Ontwikkeling (Zink & Lelgeerts, 2002).
 Despite cultural and linguistic adaptation, the Dutch scales resemble the American scales to a great degree. The Dutch N-CDI's also consist of two

PS086

Parent Strategies in Bilingual Upbringing
 Katharina Mengi, Institut für Deutsche Sprache, Germany
 Ekaterina Protsass, University of Helsinki, Finland
 Even if quite a lot of things are known about how children acquire two languages (Amberg, de Houwer, MacLagan, Tacey, etc.), still we ignore why some of them remain monolingual or school and some are rather monolingual or potential bilinguals from childhood on can be balanced in both languages. During our investigations in linguistic everyday practices of bilingual Russian-German and Russian-Finnish immigrant families in Germany and Finland, children were in the focus of attention. Peculiarities of their own discourse as well the input were studied. We have also distributed questionnaires trying to compare the collected strategies and the real practices of the caregivers. We have found out that most adults declared that they listed a high performance in both languages for their children, but sometimes ignored that the simple listening to what is going on in the surroundings is not enough. We tried to formulate principles of parents' behavior in families where one or both parents are bilingual (even sometimes trilingual) on the base of about 40 responses. For the families, which we had studied longitudinally for about ten years, we tried to analyze the causes of successful and unsuccessful results of bilingual development. Moreover, one of important aspects is the acquisition of bilingual sociocultural competence that concerns specific features of both societies and their cultures, which are manifest in the communicative behavior of the typical competent representatives of respective countries. We came to conclusion that bilingual children need to be supported all the time in both languages in order to catch a high degree of proficiency, but we would like to discuss what are the real ways to maintain their capability to learn both languages.

PS087

The Production and Comprehension of Narratives by Children with Williams Syndrome and Their Typically Developing Peers
 Patricia Hargrove, Jessica Schneider, Minnesota State University at Mankato, USA
 This research compared the narrative skills of children with Williams syndrome (WS) and their typically developing (TD) peers. Questions about the content of a story assessed comprehension. Narrative production was assessed using a holistic rubric and story grammar analysis.
 There was not a significant difference between the comprehension scores of the two groups but there was a significant difference in the holistic narrative rankings with the subjects with WS

performing at a lower level than their TD peers. Story grammar analysis revealed that subjects with WS produced fewer exemplars of each of the components than did typically developing peers. The poster will include a description of the methods, graphic representation of the results, and discussion of the clinical implications and ideas for future research.

PS088

The Effect of Age of Cochlear Implantation on Language Growth in Infants and Toddlers
 J. Bruce Tomblin, Ph.D., Linda Spencer & Brian Baker, University of Iowa, USA
 Cochlear implants (CI) have been shown to enhance the acquisition of spoken language in children who are born with severe to profound hearing losses (Svirik, Robbins, Kirk, Probst, & Miyamoto, 2000). An important question with regard to the provision of CIs concerns the child's age at the time of implantation (AOI). Implantation in infancy is predicted to result in better spoken language outcomes due to neural plasticity or maturational sensitivity. Children implanted later have more advanced cognitive skills and could be more efficient language learners. Studies of the effect of AOI on the language development of children implanted in the preschool and school years are mixed (Connor, Hieber, Arts, & Zvoilna, 2000). Further, there are no studies on the effect of AOI in early childhood. This study asked if there was an association between improved language outcomes and AOI in infants and toddlers.
 Participants: Twenty-one children who were congenitally deaf and received CIs between 14 and 40 months (mean AOI = 2 years) were studied.
 Procedures: The children were examined prior to their receipt of a CI and at several intervals through the first year of CI use. Language status in this study was based upon the expressive language sub-scale of the MacArthur Child Development Inventory (MCDI) (Breton & Thwing, 1977). The MCDI is a parent report scale that provides norm referenced developmental data in the form of age equivalent scores. The expressive language age and an expressive language quotient (ELQ) at this child at each observation interval.
 Results: The data were examined first by computing the correlation between AOI and ELQ after 12 months of implant use. The mean expressive language quotient (ELQ) at this observation interval was 67 (SD = 20). The correlation between ELQ and age at implantation was -.57. Thus, children implanted at an earlier age had higher ELQs than children implanted at older ages. These results could be explained by earlier implantation affecting: (1) the intercept of the growth of language, vs. allowing earlier onset of language growth and/or (2) the slope of language growth. As all children had been observed several times during the first year post implantation the language age scores for each child could be used to determine if age of implantation accounted for individual differences in growth slopes. The growth curve modeling methods available through Procurve mixed the SAS statistical package showed that AOI was not significantly ($F=1.91, df=1, 6.82, p=.21$) related to the slopes of language growth during the first year implant experience.
 Discussion: Children who receive CIs at

PS089

The Development of Argument Representation: A Crosslinguistic Study of English and Japanese
 A. M. Scott Garmen & Yukio Oshima-Ikane, McGill University, Canada
 Alyssa Ong, McGill University, USA
 The relationship between argument form (agent, patient, locative, instrument, status given, new), and grammatical role (subject, object) was longitudinally investigated in two English-speaking and two Japanese-speaking children from MLU 1.00 to MLU 4.00. The results indicated that both groups of children used the same discourse-pragmatic strategies for argument realization and omission: Given information tended to go unmarked or pronominalized, while new information tended to be lexicalized. Both groups showed a tendency to avoid locating new lexical arguments in subject role of transitive sentences. These discourse-pragmatic strategies were observed from Period 1 (MLU 1.00-1.99), although pronominalization, did not appear until later. It is suggested that these strategies are cross-linguistic and the underlying motivation for both the form of an argument and its location in a sentence.

PS090

Relations between phonological and inflectional errors in German-speaking children with cochlear hearing loss and unimpaired hearing
 Gaila Steinbrun & Gisela Szagun, University of Osnabrück, Germany
 Spontaneous speech of ten cochlear-implanted children normally hearing children matched in mean length of utterance (MLU = 3.0 - 4.5) was analysed. 200 utterances were used for phonological analysis. Only phenomena without correction for indication were included. Phonological errors were defined as omissions and substitutions of phonemes. Inflectional morphemes of the whole sample (mean: 800 morphemes) were analysed. Inflectional errors consisted of omissions and substitutions of inflections. Relations between the frequencies of phonological and inflectional errors for ten error categories were tested. In all but one error category, correlation coefficients did not differ significantly between groups. In a combined analysis of data from all children, phonological and inflectional error frequencies correlated significantly ($r = .57$). Error categories were tested. In all but one error category, errors in final word position and in the morphological and inflectional development are

PS091

"Tell me about a time": Accounts of emotional experiences from high-functioning children with autism
 Molly Losh, University of California, Berkeley, USA
 Recent studies suggest that discursive interactions are an important site for the development of social-emotional understanding, yet relatively little is known about this dynamic when language and social-emotional development is disrupted or delayed. This question was addressed through analyses of personal accounts of emotional experiences from high-functioning children with autism and typically developing children matched on age and verbal IQ. Although children with autism produced less conversationally appropriate and more general accounts of emotions, they appeared motivated to relate experiences and were more fluent and generally expressive than comparison children. Furthermore, examinations of individual differences within the autistic group revealed that an independent index of narrative ability was associated with competence interpreting and conveying emotional experiences. Results highlight specific difficulties experienced by children with autism in interpreting and relating emotional experiences and suggest that, when rendering experiences through narrative may be a crucial component in the development of social-emotional competence.

PS092

Very Low Test Scores: Same Issues and Solutions
 Peter Figsen Jr., Ph.D. & James Thelin, Ph.D., Sara Thelin, M.A., Parent Child Services Group, USA
 Extremely low test scores on standardized tests are often inadequately specified with standard scores such as "below 55" or "below 40". Such scores reflect the lower limits of the normative tables, but they pose several applied and theoretical problems. Applied problems include being unable to qualify children for language services (not enough of a language-cognitive gap), the inability to adequately profile relative strengths and weaknesses across tests, and potential inappropriate group placement for therapy services. The main theoretical problem such scores pose is being unable to answer the question of whether a language impairment can exist along with a severe cognitive impairment. By extension, such scores also limit discussions of the nature of specific language impairment outside of current definitions (i.e., a language - nonverbal cognitive score gap in the face of normal nonverbal abilities). The current presentation discusses some possible solutions for more adequately managing such scores.

PS093

Separating Children with SLI from Typical Second Language Learners: Insights from Non-linguistic Processing Measures
 Kathryn Koliner & Jennifer Windsor, University of MN-Minnneapolis, USA
 This study uses non-linguistic processing measures to compare performance of children with SLI and their intact age peers who have learned English as either a first or second language.
 Participants were 8-10 year old children who were monolingual English speakers with SLI, Spanish speakers who learned English as L2, and monolingual English chronological age (CA) controls with typical language. Experimental tasks included a systematic range of perceptual-motor and cognitive tasks. Task accuracy was high for all groups and the groups' response times slowed as a function of increasing difficulty within each task. For the simplest conditions, performance across SLI L2, and CA groups was relatively stable. In contrast, with increasing demands on the non-linguistic information processing system, between-group differences emerged. Children with SLI were slower than either L2 or monolingual CA controls. In contrast, there were no reliable differences between L2 and CA controls.

PS094

Prosodic Profiles of Speakers with Williams Syndrome
 Steve Pfitzke, University of Wisconsin-Madison, USA
 Patricia Hargrove, MN State University, Mankato, USA
 This research investigated the perceptual prosody and voice characteristics of the conversational speech of children with Williams syndrome. The results indicated that, as a group, all of the children exhibited stress and quality skills that fell below the cutoff. In addition, most participants also fell below the cutoff for rate. The results further indicated that individual variation among the participants was not great, with the bulk of possible utterance coding the same across all participants.
 The poster will include a description of the methods, graphic representation of the results, and discussion of the clinical implications and ideas for future research.

PS095

Grammatical Reconstructions and Fraise Errors Made by Children with SLI During Initiation Tasks
 Stacy Beitz & Abael Rice, University of Kansas, USA
 J. Bruce Tomblin, University of Iowa, USA
 Su Dong Chen, University of Kansas, USA
 Errors on sentence initiation tasks are typically considered errors in storage and retrieval. This study related the possibility that error performance is related to children's reconstruction of sentences according to their underlying grammatical representations. Participants included 98 control children, 126 children with specific language impairment, and 102 children with non-specific language impairment. Affected children perform at lower levels of accuracy than control children on sentence-marking. Participants completed the sentence initiation subset of the Test of Language Development-P2. The affected groups made more initiation errors than the control group. Error analyses revealed that half of error responses were grammatical according to an adult or child grammar. Of the grammatical error responses, approximately 80% were adult grammatical. Within the child grammatical responses, roughly 33% contained child grammar tense errors. Although affected children make more initiation errors, the pattern of errors is similar to controls, and show effects of grammatical reconstructions.