



Ελληνική Δημοκρατία
Τεχνολογικό Εκπαιδευτικό
Ίδρυμα Ηπείρου

Αγγλική Ορολογία

Ενότητα 2: Η Αγγλική Ορολογία των Διαταραχών
Γλωσσικών Διαταραχών.

Μελομένη (Μελίνα) Νησιώτη



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





Τμήμα Λογοθεραπείας

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M.Sc., Καθηγήτρια Εφαρμογών

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- Το παρόν εκπαιδευτικό υλικό έχει αναπτυχθεί στα πλαίσια του εκπαιδευτικού έργου του διδάσκοντα.



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ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ



Σκοποί ενότητας

- Εισαγωγή στο βασικό λεξιλόγιο που αναφέρεται στις γλωσσικές διαταραχές.
- Η ανάπτυξή του γίνεται μέσω ασκήσεων ακρόασης (listening), αναγνωστικής κατανόησης επιστημονικών κειμένων (reading comprehension), συγγραφής (writing) και μετάφρασης (translation).



Περιεχόμενα ενότητας

- Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)
- Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)
- Άσκηση Μετάφρασης (Translation)
- Άσκηση Ακρόασης (Listening)



ΤΕΙ ΗΠΕΙΡΟΥ



ανοικτά μαθήματα
opencourses

Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 93)

- Please underline the terminology you can seek in the text, on the following templates.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (2 από)

- A spoken language disorder (SLD), also known as an oral language disorder, represents a significant impairment in the acquisition and use of language across modalities (e.g., speech, sign language, or both) due to deficits in comprehension and/or production across any of the five language domains (i.e., phonology, morphology, syntax, semantics, pragmatics). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (3 από 93)

- A **spoken language disorder** (SLD), also known as an **oral language disorder**, represents a **significant** impairment in the acquisition and use of language across **modalities** (e.g., **speech**, **sign language**, or both) due to deficits in **comprehension** and/or production across any of the five **language domains** (i.e., **phonology**, **morphology**, **syntax**, **semantics**, **pragmatics**). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (4 από 93)

- When SLD is a primary disability—not accompanied by an intellectual disability, global developmental delay, hearing or other sensory impairment, motor dysfunction, or other mental disorder or medical condition—it is considered a specific language impairment (SLI). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (5 από 93)

- When SLD is a primary **disability**—**not** accompanied by an **intellectual** disability, **global developmental delay**, **hearing** or other **sensory** impairment, **motor dysfunction**, or other **mental** disorder or **medical condition**—it is considered a **specific language impairment** (SLI). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (6 από 93)

An SLD may also occur in the presence of other conditions, such as

- autism spectrum disorder (ASD),
- intellectual disabilities (ID),
- developmental disabilities (DD),
- attention deficit hyperactivity disorder (ADHD),
- traumatic brain injury (TBI),
- psychological/emotional disorders or hearing loss. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (7 από 93)

An SLD may also occur in the presence of other conditions, such as

- autism spectrum disorder (ASD),
- intellectual disabilities (ID),
- developmental disabilities (DD),
- attention deficit hyperactivity disorder (ADHD),
- traumatic brain injury (TBI),
- psychological/emotional disorders or hearing loss. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (8 από 93)

- Each of these affected populations may exhibit unique characteristics and behaviors, but all share common characteristics of language problems (Rice & Warren, 2004).
- The relationship between spoken and written language is well established (e.g., Hulme & Snowling, 2013). Children with spoken language problems frequently have difficulty learning to read and write. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (9 από 93)

- Each of these **affected** populations may exhibit unique **characteristics** and **behaviors**, but all share common characteristics of language problems (Rice & Warren, 2004).
- The relationship between **spoken** and **written language** is well established (e.g., Hulme & Snowling, 2013). Children with spoken language problems frequently have difficulty **learning** to read and write. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (10 από 93)

- Additionally, children with reading and writing problems often have difficulty with spoken language, particularly as it relates to higher-order spoken language skills, such as expository discourse (Scott & Windsor, 2000). Some children with language disorders may have social communication difficulty, because language processing, along with social interaction, social cognition, and pragmatics, comprise social communication. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (11 από 93)

- Additionally, children with **reading** and **writing** problems often have difficulty with spoken language, particularly as it relates to **higher-order spoken language skills**, such as expository discourse (Scott & Windsor, 2000). Some children with **language disorders** may have social communication difficulty, because **language processing**, along with social **interaction**, **social cognition**, and **pragmatics**, comprise **social communication**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (12 από 93)

- "**Incidence**" of spoken language disorders refers to the number of new cases identified in a specified time period. No reliable data on the incidence of spoken language disorders in children were located. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (13 από 93)

- "**Incidence**" of spoken language disorders refers to the number of new cases **identified** in a specified time period. No reliable data on the incidence of spoken language disorders in children were **located**.[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (14 από 93)

- "**Prevalence**" of spoken language disorders refers to the number of people who are living with a spoken language disorder in a given time period. The variability in prevalence estimates below is attributed to differences in how language impairment is defined, the nature of the population studied, and variations in the methodological procedures used (Law, Boyle, Harris, Harkness, & Nye, 2000; Pinborough-Zimmerman et al., 2007). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (15 από 93)

- "**Prevalence**" of spoken language disorders refers to the number of people who are living with a spoken language disorder in a given **time period**. The **variability** in prevalence estimates below is **attributed** to differences in how language impairment is defined, the nature of the population studied, and variations in the **methodological procedures** used (Law, Boyle, Harris, Harkness, & Nye, 2000; Pinborough-Zimmerman et al., 2007). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (16 από 93)

Language Delay/Disorder

- In children 7 years old and younger in the United Kingdom the median prevalence of receptive language delay/disorder ranged from 2.63%-3.59%, expressive language delay/disorder ranged from 2.81%-16%, and combined receptive and expressive language delay/disorder ranged from 2.02%-3.01% (Law et al., 2000). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (17 από 93)

Language Delay/Disorder

- In children 7 years old and younger in the United Kingdom the **median prevalence of receptive language delay/disorder** ranged from 2.63%-3.59%, **expressive language delay/disorder** ranged from 2.81%-16%, and combined **receptive** and **expressive language delay/disorder** ranged from 2.02%-3.01% (Law et al., 2000). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (18 από 93)

Psychiatric Disorders

- Among Canadian children 7 to 14 years old with psychiatric disorders, 40% found having language impairment (Cohen, Barwick, Horodezky, Vallance, & Im, 1998). In Northeastern region of USA, about 40%-50% of children and adolescent speakers of Spanish and English who referred for psychiatric services found to have language delay or impairment tested in both languages (Toppelberg, Medrano, Morgens, & Nieto-Castañon, 2002). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (19 από 93)

Psychiatric Disorders

- Among Canadian children 7 to 14 years old with psychiatric disorders, 40% found having **language impairment** (Cohen, Barwick, Horodezky, Vallance, & Im, 1998). In Northeastern region of USA, about 40%-50% of children and adolescent speakers of Spanish and English who **referred** for **psychiatric services** found to have language delay or impairment tested in both languages (Toppelberg, Medrano, Morgens, & Nieto-Castañon, 2002). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (20 από 93)

Specific Language Impairment

- Prevalence of SLI in racial/ethnic groups was highest in Native Americans, with African Americans being the next highest, followed by Hispanics, and then Whites. No students of Asian descent presented with SLI (Tomblin et al., 1997); however, other research does indicate that SLI is present in children of Asian descent (Gray, 2003; Lahey & Edwards, 1999).[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (21 από 93)

Specific Language Impairment

- **Prevalence** of **SLI** in racial/ethnic groups was highest in Native Americans, with African Americans being the next highest, followed by Hispanics, and then Whites. No students of Asian **descent presented** with SLI (Tomblin et al., 1997); however, other research does indicate that **SLI** is present in children of Asian descent (Gray, 2003; Lahey & Edwards, 1999).[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (22 από 93)

- Signs and symptoms of spoken language disorders (SLD) vary across individuals, depending on the language domain(s) affected, severity and level of disruption to communication, age of the individual, and stage of linguistic development. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (23 από 93)

- Signs and symptoms of **spoken language** disorders (SLD) vary across individuals, depending on the language **domain(s) affected**, **severity** and **level** of **disruption** to **communication**, age of the individual, and stage of **linguistic development**. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (24 από 93)

- Signs and symptoms are grouped by domain and in descending order from basic to higher-order skills. Although these domains are listed separately, it is important to note that skills are not discrete, and there is a synergistic relationship across domains. Skills within form (phonology, syntax, and morphology), function (semantics), and use (pragmatics) interact to form a dynamic integrative whole (Berko Gleason, 2005).[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (25 από 93)

- Signs and symptoms are grouped by **domain** and in **descending** order from basic to higher-order skills. Although these domains are listed separately, it is important to note that skills are not discrete, and there is a **synergistic relationship** across domains. Skills within form (**phonology**, **syntax**, and **morphology**), **function** (**semantics**), and **use** (**pragmatics**) interact to form a dynamic **integrative** whole (Berko Gleason, 2005).[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (26 από 93)

- Metalinguistic and metacognitive skills (awareness of language and of one's own thinking and behavior), while not listed below, are critical for the development of advanced language skills. Metalinguistic awareness impacts both spoken language and written language abilities to varying degrees. Phonological awareness is one type of metalinguistic skill, which has been shown to be highly correlated with later reading and writing skills (Al Otaiba, Puranik, Zilkowski, & Curran, 2009). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (27 από 93)

- **Metalinguistic** and **metacognitive** skills (**awareness** of language and of one's own thinking and behavior), while not listed below, are critical for the development of **advanced language skills**. **Metalinguistic awareness** impacts both spoken language and written language abilities to varying degrees. **Phonological awareness** is one type of **metalinguistic** skill, which has been shown to be highly correlated with later reading and writing skills (Al Otaiba, Puranik, Zilkowski, & Curran, 2009). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 93)

Phonological deficits include

- delay in acquisition of phonological skills, including errors similar to those of younger, typically developing children but with greater variability in production at similar stages of phonological development;
- tendency to vocalize less and use less varied/less mature syllable structures than those of same-age, typically developing toddlers; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (29 από 93)

Phonological deficits include

- **delay** in **acquisition** of phonological skills, including errors similar to those of younger, **typically developing children** but with greater **variability** in production at similar stages of **phonological development**;
- **tendency** to **vocalize** less and use less varied/less mature syllable **structures** than those of same-age, **typically developing toddlers**; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (30 από 93)

Phonological deficits include

- problems with early speech sounds affecting intelligibility, generally resolving over time;
- difficulty learning the speech sound system of language, resulting in poor repetition of single and multisyllabic nonwords;
- limited phonological awareness (e.g., rhyming, sound/syllable deleting, segmentation, and blending). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (31 από 93)

Phonological deficits include

- problems with early speech sounds affecting **intelligibility**, generally **resolving** over time;
- difficulty learning the speech sound system of language, **resulting** in poor **repetition** of single and **multisyllabic** nonwords;
- limited **phonological awareness** (e.g., rhyming, sound/syllable deleting, segmentation, and blending). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (32 από 93)

Morphology and syntax deficits include

- late acquisition of word combinations;
- restricted mean length of utterance (MLU) in morphemes for younger children (although developmental order of morpheme acquisition may be similar to that of typically developing children) and shorter utterances in words for school-age children and adolescents; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (33 από 93)

Morphology and syntax deficits include

- late acquisition of word combinations;
- restricted mean length of utterance (MLU) in morphemes for younger children (although developmental order of morpheme acquisition may be similar to that of typically developing children) and shorter utterances in words for school-age children and adolescents; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (34 από 93)

Morphology and syntax deficits include

- errors occurring most often on verbs (especially verb endings, auxiliary verbs, and past tense marking of regular and irregular forms), function words (e.g., articles and prepositions), and pronouns;
- errors of omission occurring more frequently than errors of misuse, although occurrence of both error types may be inconsistent;
- use of more mature and less mature word forms; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (35 από 93)

Morphology and syntax deficits include

- errors occurring most often on verbs (especially verb endings, **auxiliary verbs**, and **past tense** marking of **regular** and **irregular forms**), function words (e.g., **articles** and **prepositions**), and **pronouns**;
- errors of **omission** occurring more frequently than errors of misuse, although **occurrence** of both error types may be **inconsistent**;
- use of more mature and less mature word forms; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (36 από 93)

Morphology and syntax deficits include

- difficulty comprehending grammatical morphemes, particularly units of short duration (phonetically less salient);
- deficits in morphological awareness (e.g., derivational morphemes, such as prefixes and suffixes, including inflectional morphology, such as plural, present progressive, and past tense markers);
- difficulty judging grammaticality; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (37 από 93)

Morphology and syntax deficits include

- difficulty **comprehending grammatical morphemes**, particularly units of short duration (phonetically less salient);
- deficits in **morphological awareness** (e.g., **derivational morphemes**, such as **prefixes** and **suffixes**, including **inflectional morphology**, such as **plural**, present progressive, and past tense markers);
- difficulty judging grammaticality; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (38 από 93)

Morphology and syntax deficits include

- difficulty identifying and correcting grammatical errors;
- difficulty identifying parts of speech;
- problems comprehending and using complex syntactic structures;
- extensive use of simple, non-subordinated utterances in narratives; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (39 από 93)

Morphology and syntax deficits include

- difficulty identifying and **correcting grammatical errors**;
- difficulty identifying parts of speech;
- problems **comprehending** and using **complex syntactic structures**;
- **extensive** use of simple, **non-subordinated utterances** in narratives; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (40 από 93)

Morphology and syntax deficits include

- use of subordinating clauses of the earlier developing types, when complex sentences are used;
- difficulty with curriculum-related expository discourse production;
- difficulty decoding (comprehending) morphologically complex words that are common in various academic subjects. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (41 από 93)

Morphology and syntax deficits include

- use of **subordinating** clauses of the earlier developing types, when complex sentences are used;
- difficulty with **curriculum-related expository discourse production**;
- difficulty **decoding (comprehending) morphologically complex** words that are common in various **academic subjects**. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (42 από 93)

Deficits in semantics include

- slower rate of vocabulary development than that of typically developing children (not attributed to second language acquisition);
- late acquisition of first words and word combinations;
- delays in verb acquisition, particularly in languages in which verbs are highly inflected morphologically;
- poor fast-mapping (after a brief or single encounter) of a new word to its referent; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (43 από 93)

Deficits in semantics include

- slower rate of **vocabulary development** than that of typically developing children (not **attributed** to second **language acquisition**);
- late acquisition of first words and word combinations;
- delays in **verb acquisition**, particularly in languages in which verbs are **highly inflected morphologically**;
- poor **fast-mapping** (after a brief or single encounter) of a new word to its referent; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (44 από 93)

Deficits in semantics include

- difficulty understanding new words, particularly action words;
- word-finding difficulties;
- slower confrontation naming that may reflect less rich and less elaborate semantic memory networks;
- use of filler words like "um" to take up time while the child is searching for a word or formulating thoughts;
- difficulty monitoring comprehension; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (45 από 93)

Deficits in semantics include

- difficulty understanding new words, particularly **action words**;
- **word-finding** difficulties;
- slower **confrontation naming** that may reflect less rich and less elaborate **semantic memory networks**;
- use of **filler words** like "um" to take up time while the child is searching for a word or **formulating thoughts**;
- difficulty **monitoring comprehension**; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (46 από 93)

Deficits in semantics include

- difficulty requesting clarification;
- difficulty understanding questions and following directions that are heard;
- difficulty paraphrasing information;
- problems comprehending and using synonyms and antonyms, multiple-meaning words, and figurative language (e.g., idioms, metaphors, proverbs, humor, poetic language);

[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (47 από 93)

Deficits in semantics include

- difficulty requesting **clarification**;
- difficulty **understanding questions** and **following directions** that are heard;
- difficulty **paraphrasing** information;
- problems comprehending and using **synonyms** and **antonyms**, **multiple-meaning words**, and **figurative language** (e.g., **idioms**, **metaphors**, **proverbs**, **humor**, **poetic language**);

[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (48 από 93)

Deficits in semantics include

- poor organization of narratives and expository discourse (impacts ability to convey intended meaning);
- poor comprehension of narrative or expository text, particularly when it is necessary to draw inferences from literal content or when expository text is associated with different academic disciplines. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (49 από 93)

Deficits in semantics include

- poor organization of **narratives** and **expository discourse** (impacts ability to **convey intended meaning**);
- poor **comprehension** of **narrative** or **expository text**, particularly when it is necessary to draw inferences from **literal content** or when expository text is associated with different **academic disciplines**. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (50 από 93)

Deficits in pragmatics include

- difficulty initiating play with peers, may play alone;
- difficulty understanding others;
- perceived immaturity in relation to same-age peers;
- difficulty expressing ideas, feelings, and personal experiences;
- use of same pragmatic functions as typically developing peers, but may express them differently and less effectively;[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (51 από 93)

Deficits in pragmatics include

- difficulty **initiating play** with peers, may play alone;
- difficulty understanding others;
- perceived **immaturity** in relation to same-age peers;
- difficulty expressing ideas, feelings, and personal experiences;
- use of same **pragmatic functions** as typically developing peers, but may express them differently and less effectively;[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (52 από 93)

Deficits in pragmatics include

- difficulty initiating and sustaining conversations;
- less effective at securing conversational turns than same-age, typically developing peers;
- less flexible language when attempting to tailor a message to the listener or when repairing communication breakdowns;
- limited classroom discourse skills (e.g., language productivity and complexity, self-monitoring; turn-taking), depending on the context (e.g., curriculum-related or non-academic peer interactions); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (53 από 93)

Deficits in pragmatics include

- difficulty **initiating** and **sustaining conversations**;
- less effective at securing **conversational turns** than same-age, typically developing peers;
- less flexible language when attempting to tailor a message to the listener or when repairing **communication breakdowns**;
- limited **classroom discourse skills** (e.g., **language productivity** and **complexity, self-monitoring; turn-taking**), depending on the context (e.g., **curriculum-related** or **non-academic** peer interactions); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (54 από 93)

Deficits in pragmatics include

- difficulty making relevant contributions to classroom discussions;
- uncertainty about what to say and what not to say;
- uncertainty about when to talk and when not to talk;
- difficulty using language to sequence events of a story— narratives lack cohesion;
- tendency to omit some story components. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (55 από 93)

Deficits in pragmatics include

- difficulty making **relevant contributions** to classroom discussions;
- **uncertainty** about what to say and what not to say;
- uncertainty about when to talk and when not to talk;
- difficulty using language to sequence events of a **story— narratives lack cohesion**;
- **tendency to omit some story components.** [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (56 από 93)

Causes

- A spoken language disorder may be a primary disability (SLI) or may exist in conjunction with other disorders and disabilities (e.g., ASD, ADHD, etc.). When a language disorders occurs in conjunction with other disorders and disabilities, the causes are typically defined in terms of these specific conditions. Links to disorder- and condition-specific Practice Portal pages will be included as those pages are developed. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (57 από 93)

Causes

- A **spoken language disorder** may be a primary disability (SLI) or may exist in **conjunction** with other disorders and disabilities (e.g., **ASD**, **ADHD**, etc.). When a **language disorders** occurs in conjunction with other disorders and disabilities, the causes are typically defined in terms of these **specific conditions**. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (58 από 93)

Causes

- In the case of SLI, the causes are difficult to determine; however, a number of factors have been proposed, including cognitive processing deficits (e.g., Miller, Kail, Leonard, & Tomblin, 2001; Ellis Weismer & Evans, 2002; Leonard et al., 2007), biological differences (e.g., Ellis Weismer, Plante, Jones, & Tomblin, 2005; Galaburda, 1989; Hugdahl et al., 2004), and genetic variations (e.g., Rice, 2012, 2013). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (59 από 93)

Causes

- In the case of **SLI**, the causes are difficult to **determine**; however, a number of factors have been **proposed**, including **cognitive processing** deficits (e.g., Miller, Kail, Leonard, & Tomblin, 2001; Ellis Weismer & Evans, 2002; Leonard et al., 2007), **biological differences** (e.g., Ellis Weismer, Plante, Jones, & Tomblin, 2005; Galaburda, 1989; Hugdahl et al., 2004), and **genetic variations** (e.g., Rice, 2012, 2013). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (60 από 93)

Causes

- These factors may not be independent of one another. For example, a genetic variation might lead to a difference in brain morphology or function that leads to a difference in cognitive processing (Reed, 2012).[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (61 από 93)

Causes

- These **factors** may not be **independent** of one another. For example, a **genetic** variation might lead to a difference in brain **morphology** or function that leads to a difference in **cognitive processing** (Reed, 2012).[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (62 από 93)

Roles and Responsibilities

- SLPs play a critical role in the screening, assessment, diagnosis, and treatment of preschool and school-age children with spoken language disorders (SLD). The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment), prevention and advocacy, and education, administration, and research. See ASHA's Scope of Practice in Speech-Language Pathology (ASHA, 2007). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (63 από 93)

Roles and Responsibilities

- SLPs play a critical role in the **screening, assessment, diagnosis**, and treatment of preschool and school-age children with spoken language disorders (SLD). The professional roles and activities in speech-language pathology include **clinical/educational** services (**diagnosis, assessment, planning, and treatment**), **prevention and advocacy**, and **education, administration, and research**. See ASHA's Scope of Practice in Speech-Language Pathology (ASHA, 2007). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (64 από 93)

Screening typically includes

- gathering information from parents and/or teachers regarding concerns about the child's languages and skills in each language;
- conducting a hearing screening to rule out hearing loss as a possible contributing factor to language difficulties;
- administering formal screening assessments that have normative data and/or cutoff scores and demonstrated evidence of adequate sensitivity and specificity; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (65 από 93)

Screening typically includes

- gathering information from parents and/or teachers regarding concerns about the child's languages and skills in each language;
- conducting a hearing screening to rule out hearing loss as a possible contributing factor to language difficulties;
- administering formal screening assessments that have normative data and/or cutoff scores and demonstrated evidence of adequate sensitivity and specificity; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (66 από 93)

Screening typically includes

- using informal measures, such as those designed by the clinician and tailored to the population being screened (e.g., preschool vs. school age/adolescence);
- screening of articulation if indicated. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (67 από 93)

Screening typically includes

- using informal measures, such as those designed by the **clinician** and **tailored** to the population being **screened** (e.g., **preschool** vs. **school age/adolescence**);
- **screening** of **articulation** if **indicated**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (68 από 93)

Assessment typically includes the following, with consideration made for the age and linguistic development of the child:

- relevant case history, including
- birth and medical history;
- family history of speech, language, reading, or academic difficulties;
- family's concerns about the child's language (and speech), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (69 από 93)

Assessment typically includes the following, with **consideration** made for the age and linguistic development of the child:

- **relevant case history**, including
- **birth** and **medical** history;
- **family history** of **speech**, language, reading, or academic difficulties;
- **family's concerns** about the child's language (and speech),



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (70 από 93)

Assessment typically includes the following, with consideration made for the age and linguistic development of the child:

- languages and/or dialects used in the home, including
- age of introduction of a second language, as appropriate,
- circumstances in which each language is used;
- teachers' concerns regarding the impact of child's language difficulties in the classroom; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (71 από 93)

Assessment typically includes the following, with consideration made for the age and linguistic development of the child:

- **languages** and/or dialects used in the home, including
- age of **introduction** of a **second language**, as appropriate,
- **circumstances** in which each language is used;
- teachers' concerns **regarding** the **impact** of **child's language difficulties** in the **classroom**; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (72 από 93)

Assessment typically includes the following, with consideration made for the age and linguistic development of the child:

- hearing screening, if not available from prior screening;
- oral mechanism examination;
- spoken language testing, including: phonology, including phonological awareness; semantics, morphology, syntax; pragmatics, including discourse-level language skills (conversation, narrative, expository). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (73 από 93)

Assessment typically includes the following, with consideration made for the age and linguistic development of the child:

- **hearing screening**, if not available from prior screening;
- **oral mechanism examination**;
- spoken language testing, including: **phonology**, including **phonological awareness**; **semantics**, **morphology**, **syntax**; **pragmatics**, including **discourse-level language skills** (**conversation**, **narrative**, **expository**). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (74 από 93)

A literacy assessment (reading and writing) is included in the comprehensive assessment for language disorders because of the well-established connection between spoken and written language. Components of a literacy assessment will vary, depending on the child's age and stage of language development, and can include pre-literacy, early literacy, and advanced literacy skills. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (75 από 93)

A **literacy assessment** (reading and writing) is included in the comprehensive assessment for language disorders because of the well-established connection between spoken and written language. Components of a **literacy** assessment will vary, depending on the child's age and stage of language development, and can include **pre-literacy, early literacy, and advanced literacy skills**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (76 από 93)

Early Identification

Not all children with early language delay (late talkers) have significant language problems when they reach school age (Paul, 1989, 1996; Rescorla, 2002), making it difficult to diagnose a language disorder before the age of about 3 years (Leonard, 1998). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (77 από 93)

Early Identification

Not all children with **early language delay** (**late talkers**) have significant language problems when they reach school age (Paul, 1989, 1996; Rescorla, 2002), making it difficult to diagnose a language disorder before the age of about 3 years (Leonard, 1998). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (78 από 93)

Early Identification

However, given the risk that language disorders pose for students, children need to be assessed for language difficulties early and monitored periodically at critical educational stages (e.g., in preschool; then in kindergarten, second grade, and third grade; early middle school; and high school) to track language development and identify any problems that might arise. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (79 από 93)

Early Identification

However, given the risk that **language disorders** pose for students, children need to be assessed for language difficulties early and **monitored periodically** at critical educational stages (e.g., in preschool; then in kindergarten, second grade, and third grade; early middle school; and high school) to **track language development** and identify any problems that might arise. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (80 από 93)

Early Identification

It is especially important to monitor and assess young children on a regular basis, if multiple risk factors are evident (e.g., family history of language problems, chronic otitis media, cognitive delay, social communication difficulties, and environmental risks; Paradise et al., 2000; Paul, 1996, 2007). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (81 από 93)

Early Identification

It is especially important to **monitor** and **assess** young children on a **regular basis**, if multiple risk factors are evident (e.g., family history of language problems, chronic otitis media, cognitive delay, social communication difficulties, and environmental risks; Paradise et al., 2000; Paul, 1996, 2007). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (82 από 93)

Treatment

Spoken language disorders (SLD) are heterogeneous in nature, and the severity of the disorder can vary considerably. Each individual with language difficulties has a unique profile, based on his or her current level of language functioning, as well as functioning in areas related to language, including hearing, cognitive level, and speech production skills. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (83 από 93)

Treatment

Spoken language disorders (SLD) are heterogeneous in nature, and the severity of the disorder can vary considerably. Each **individual** with language difficulties has a unique profile, based on his or her current level of **language functioning**, as well as functioning in areas related to language, including hearing, cognitive level, and speech production skills. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (84 από 93)

Treatment

In addition to having a unique profile of strengths and needs, individuals bring different backgrounds to the treatment setting. For bilingual individuals, it is important that the clinician consider the language or languages used during intervention. [7]



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (85 από 93)

Treatment

In addition to having a unique profile of **strengths** and **needs**, individuals bring different backgrounds to the treatment setting. For **bilingual** individuals, it is important that the **clinician consider** the language or languages used **during intervention**. [7]



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (86 από 93)

Treatment

- The goal of language intervention is to stimulate overall language development and to teach language skills in an integrated fashion and in context, so as to enhance everyday communication and ensure access to academic content. Goals are frequently selected with consideration for developmental appropriateness and the potential for improving the effectiveness of communication and academic and social success. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (87 από 93)

Treatment

- The goal of language **intervention** is to **stimulate** overall language development and to teach language skills in an **integrated fashion** and in **context**, so as to enhance everyday communication and ensure access to academic content. Goals are frequently selected with **consideration** for developmental appropriateness and the potential for improving the effectiveness of **communication** and academic and **social success**. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (88 από 93)

Treatment

Roth and Worthington (2015) summarize steps in the selection and programming of treatment targets and provide sample case profiles for early intervention through adolescence. They also identify a number of basic principles of effective intervention regardless of client age or disorder. These include: [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (89 από 93)

Treatment

Roth and Worthington (2015) summarize steps in the selection and programming of treatment targets and provide sample case profiles for **early intervention** through **adolescence**. They also identify a number of basic principles of effective intervention regardless of client age or disorder. These include: [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (90 από 93)

Treatment

- to the extent possible, teach strategies for facilitating communication rather than teaching isolated behaviors
- provide intervention that is dynamic in nature and includes ongoing assessment of the child's progress in relation to his or her goals, modifying them as necessary
- provide intervention that is individualized, based on the nature of a child's deficits and individual learning style
- tailor treatment goals to promote a child's knowledge, one step beyond the current level. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (91 από 93)

Treatment

- to the extent possible, **teach strategies** for **facilitating** communication rather than teaching isolated behaviors
- provide **intervention** that is dynamic in nature and includes ongoing assessment of the child's progress in relation to his or her goals, **modifying** them as necessary
- provide intervention that is **individualized**, based on the nature of a child's deficits and individual learning style
- **tailor treatment goals** to promote a child's knowledge, one step beyond the current level. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (92 από 93)

Treatment

Intervention strategies for various age ranges are outlined in the sections below. Older individuals with severely impaired language may be functioning at developing language levels. Rather than being based on developmental sequences, interventions for these individuals may be more functional in nature, focusing on building independence in everyday settings. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (93 από 93)

Treatment

Older individuals with severely impaired language may be functioning at developing language levels. Rather than being based on developmental sequences, interventions for these individuals may be more functional in nature, focusing on building independence in everyday settings.

[\[7\]](#)



Ερωτήσεις (Students Questions)

1. What are the symptoms that must be treated during therapy?
2. What are the symptoms of this disorder?
3. What is the impact of the disorder to patient's life?
4. Is there a final cure to this disorder or we just cope with it for life time?
5. In text what are the to evaluation and diagnostic procedures?



ΤΕΙ ΗΠΕΙΡΟΥ



ανοικτά μαθήματα
opencourses

Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)



Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)

Please make a summary/abstract of the text given in templates No 89 till No 93.



Άσκηση Μετάφρασης (Translation)



Άσκηση Μετάφρασης (Translation)

Please translate templates No 2 till No 26.



Άσκηση Ακρόασης (Listening)



Άσκηση Ακρόασης (Listening) (1 από 3)

- Speech Therapy Technique: Early Language Concepts

<https://www.youtube.com/watch?v=CTwSFLVO3gl>



Άσκηση Ακρόασης (Listening) (2 από 3)

1. Please collect all the terminology you can here during this video.
2. What is the end point of this video?
3. What are the techniques that there used during therapy?
4. What are the symptoms of this disorder?
5. What is the impact of the disorder to client's life?
6. What are the causes of this disorder?



Άσκηση Ακρόασης (Listening) (3 από 3)

7. What are the clinical symptoms of this disorder?
8. Is there a final cure to this disorder or we just cope with it for life time?
9. In this video the speakers referred to evaluation and diagnostic procedures?
10. What are the benefits of speech and language therapy upon the disorder mentioned in these videos?



Αναφορές Κειμένων

1. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Overview>
2. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Incidence_and_Prevalence
3. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Signs_and_Symptoms
4. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Causes>
5. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Roles_and_Responsibilities
6. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Assessment>
7. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>
8. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=References>



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Τέλος Ενότητας

Επεξεργασία: Ταφιάδης Διονύσιος
Ιωάννινα, 2015



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Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ





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