

CHAPTER 7 NOTES

- Definitions and History
 - o Learning Disability - a general term for communication and learning problems
 - Affects how individuals of at least normal intelligence take in, retain, or express information.
 - Does not include problems that are primarily due to
 - Visual, hearing, or motor problems
 - Intellectual disability
 - Environmental disadvantage
 - o The term "learning disability" was replaced in DSM 5 by more specific terms
 - Communication disorders and learning disorders
- Communication Disorder
 - o Diagnostic term referring to difficulty producing or comprehending speech
 - o Language Development
 - Infants selectively attend to parental speech sounds
 - By age 1, a child can recognize several words as well as say a few words to express needs and emotions
 - Over the next two years, language development increases exponentially along with the ability to formulate complex ideas and express new concepts
 - Language development is a good indicator of general cognitive impairment
 - Children who fail to develop, or show a severe delay in acquiring, language will display problems characteristics of learning and communication disorders
 - Perceptual maps are formed in the brain when children hear phonemes (basic sounds) repetitively
 - By 6 months - infants differentiate their own language from other languages
 - By age 1 - the map is complete and infants have much harder time to discriminate sounds not important to their own language
 - Language development is based both on innate ability and environmental opportunity
 - o Background terms
 - Phonemes - basic sound segments of a language
 - "ba" "da" "ee"
 - Phonology - ability to learn phonemes
 - Rules for combining sounds into meaningful units or words
 - o "s"+"ee"="see"
 - o Phonological awareness -
 - Recognize the relationship between sounds and letters and combinations of letters
 - A can be long or short sound
 - Th
 - Manipulate sounds within syllables and words

- Say “hat” without the h say “trip” without the p
 - Detect rhyme and alliteration
 - Hat, cat, sat, mat, rat, tat...
 - Larry the lion loved licorice
- o Deficits in phonology and phonological awareness are the primary reasons children develop communication and learning disorders
- o Language Development Terms
 - Phonological awareness is a prerequisite for basic reading skills
 - Reading and comprehension are dependent on how quickly and automatically one can decode signal words
 - Phonological awareness is highly related to expressive language development
 - Children with phonological awareness and processing deficits have difficulty with
 - Segmenting and categorizing phonemes
 - Retrieving the names of common objects and letters
 - Recalling previously learned phonological codes
 - Producing speech sounds
- o Diagnostic subcategories in DSM-5
 - Language disorder
 - Speech sound disorder
 - COFD
 - Social communication disorder
- o To fit diagnostic criteria, problems must
 - Developmentally inappropriate
 - Interfere with academic achievement and social speech
- o Language Disorder
 - Persistent difficulties in acquisition and use of language (spoken, written, sign language_ due to deficits in comprehension or production
 - Children with LD often have
 - Delayed/slowed speech development; limited vocabulary; and speech marked by short sentences and simple grammatical structure
 - CRITERIA HERE
- o Speech Sound Disorder - difficulty producing certain speech sounds and regulating speed of speech
 - Articulation problem
 - Wabbit...sammich
 - L,r,s,z,th,ch most frequently misarticulated
 - 7% of school age children
 - Identified twice as often in boys
 - Milder forms relatively common in preschoolers 10%
 - Many self-correct by early elementary school
 - About half outgrow problems by late adolescence
 - Exception: acquired language problems (brain damage, stroke..)
 - Associated with behavior problems.

- o Childhood Onset Fluency Disorder
 - The repeated and prolonged pronunciation of certain syllables that interferes with communication
 - Prevalence and course
 - Gradual onset between 2 and 7; peaks at age 5
 - About 3% of children are affected
 - o Affects males about three times more often than females
 - 80% of those who stutter before the age of five stop after a year in school.
- o Social (Pragmatic) Communication Disorder
 - New addition to DSM 5
 - Persistent difficulties in pragmatics (social use of language and communication)
 - Onset must be early in developmental
 - Added in DSM 5 to categorize children who did not meet criteria for ASD but had significant difficulties with social communication.
 - IE - Don't understand context. Don't understand implication or sarcasm. Rules of when to and not to speak. Gestures, eye contact.
- o Specific Learning Disorder
 - 1 - Child's achievement is significantly below (2 SDs) expectations based on age, schooling, and/or intelligence AND
 - 2 - Significant impairment in academics or daily living
 - Subtypes - reading, math, writing
 - High co-morbidity among learning disorders
 - SDL with Impairment in reading
 - Most common SLD
 - Inability to distinguish separate speech sounds (phonological deficit)
 - Slow and incorrect decoding of phonemes
 - o Makes comprehension difficult
 - o Difficult to break words into parts rapidly enough to read whole words
 - Difficulty learning basic sight words
 - o Especially those that are irregular and must be memorized (the, what, laugh, said)
 - Other reading errors
 - o Reversals (b/d, p/q)
 - o Transpositions (was/saw, scared/sacred)
 - o Inversion (m/w, u/n)
 - o Omissions (place for palace, section for selection)
 - SLD with impairments in mathematics
 - Difficulty
 - o Recognizing numbers and symbols
 - o Memorizing math facts (multiplication tables)
 - o Aligning numbers
 - o Abstract numerical concept