*group Conversation → problem in turn taking, not asking for clarifications, Can't clarify, not repairing any breakdown ....

- Phonological deficits:- on the level of aquiring phonemes, or on phonological awareness
  ↳ important for ~~literacy~~ literacy

- Problem in perceive, process inf. because of certain cognitive ~~abilities~~ problems.

- non word repetition task:- we depend on phonological short term memory of the child.

- Phonological problem relates to reading decoding.

- Hyperactivity disorder (ADHD) → Causes SLI (mostly) or Lang. Disorder in general.

Hearing impairmaint

- no relationship b/w hearing impairment and cognitive abilites.

~~down~~ *cleft palat / cleft lip / allergies ← ↑ متلازمة معها -
medical conditions

* lang :-

- mostly at all aspects but the most affected lang. use and morphology.

- morphology → markers.

- ~~mostly~~ deaf children born to deaf parents ⇒ so they use sign lang.

- have social issues.

deaf ← بقاومو انهم يدخلو على hearing comm.

* three important issues :-

① most of deaf children are born to hearing parents.
- فلذلك معدل الأهل مش مؤهلين انهم يستخدمو sign lang.
- بالغالب الأهل بكتشفو الأمر متأخراً.

- bilirubin → Jundaice المادة الصفرة الي بتأدي لل
- من الصغر لحد نهاية الثلاثة شهر عمر تتحفز منطقة المخ الي مسؤولة عن اللغة فبيحصل عند الطفل اي مشكلة كبيرة.

② in the signing lang., there are individual differences in lang. competence.
- هذا بعتمد على برامج تأهيلية جماعية وعلى الشخص. Standard

③ When we make screening at birth mean that hearing loss is now identified at birth.
- FDA → Food and Drug adminstration.

(1) Psycatrist - العلامات تبدأ بالظهور مبكراً جداً والتشخيص يتم (يعتمد) على عمر ٣ سنين من قبل
(2) Psycologist (3) Pediatric nerologests
↳ why after 3 years?
- because the social demmands at that age excedes the capacity so the gap start to appear and we know can diagnos ASD

- Deficits in Social Comm:-
(1) Deficits in social-emotional reciporecity
(2) " " non verbal communicative behaviors used for Social interaction → indecator تعابير وجه كثير و facial expressions كثير
(3) " " developing and maintaing relationships
↳ تفاعله مع الام ويختلف عن تفاعله مع الاشخاص الاخرين.

→
كان قديماً يعتمد على lang and speech / verbal عشان يشخصوا ASD ولكن
لم يعد صحيحاً # للتشخيص لانه تم ملاحظة التشخيص
ASD + normal speech. lang dev Or ASD + abnormal speech and lang dev.
→
- Restricted repetitive behaviors يجب يكون ٢ منهم على الاقل
→
Early comm:-
at risk ASD ⇒ genetic risk عادة

→ in the first year are indistinguishable especially in social beh.
→ Social interaction beh. become more apparent ~~at the~~ b/w end of the first year and the 2nd birthday

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→
كان في إشي بيفقد الـ lang and speech / verbal عند التشخيص ASD وبعد
لم يعد موجود # للتشخيص ← لانه تمت ملاحظة بالتشخيص
ASD + normal speech . lang dev Or ASD + abnormal speech and lang dev.
→
- Restricted repetitive behaviors تعتبر بعض 2 منهم مع الاعراض
→

Early comm :-
at risk ASD ⇒ genetic risk عادةً

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ADHD.

- One of the most important deficits.
- بأثر بشكل كبير جداً على مهارات تعلم اللغة
- etiology - جينات بتأدي لنقص في إنتاج biochemicals
- في ناس بحكو انو الأصل بسبب ال environment
- mostly:- there is a problem in the neural circuit in the left frontal lobe.

- Premature and with low or very low birth weight
  ↳ have higher risk.

- mostly for every learning behavior we need attention
  ↳ they have deficits in controlling there attention.

* 2 Components:-
- ① inattention ② hyperactivity

- onset before 12 years.

- the symptoms must present for at least 6 months
- at least at 2 enviromental settings] symptoms appear.

- Fidgets → كثير التململ
- m:- لا يستطيع مقاومة المغريات

Cognitive abilites

- لا يوجد علاقة بين ADHD و ال cognition

impaired EF

*lang. abilities are variable

- Co-morbidity:-
  ↳ is higher than expected

- both DLD and ADHD results in some kind of malfunctioning in the neural circuits in left frontal lobe
  ↳ so they don't know which come first

Form
- no abnormalities in phonology
- temporal processing difficulties → make a problem in rapid word naming and matching names with object.

Content

- Problem in naming tasks
- have problem ~~to~~ in accessing the lexicon.
  ↳ because they have a problem in the working memory ~~because~~
  ↳ ~~of~~ the attention problems they have ~~so~~ causes the working memory not picking up the words and ~~not storing~~ not storing the words in the proper place and the proper way.

Use
- most problematic area

ASD

literacy
- have high reading Disorder rate
- Prevelance of reading Disorders is 5%. ADHD 5%.
- 40%-25%. ↳ Prevelance

Lang :-

form :-

- after cooing and going he stopes because he can't hear the feedback from the parents.

- have proplems in high f speech sounds ⇒ & Sibilants.
  ↳ either disordered or not aquired.

- Sounds with avery ~~low~~ weak acostice cues ⇒ final - consonant deletion
  ↳ ف

- general weak sylable deletion ⇒ either initialy or mediely
  unstressed ↳ mostly initial syllable

- Cochlear implantation children follow the tragectory of sounds once they start to precieve and recieve words.

Contant :-

- vocabulary delayed -

use :-

- working memory are not subjected to ~~a certain~~ the neco signing lang. simpols for non-native sign.

- tetracy :-
  written is better than reading.

* impulse control → الاندفاعية بشكل كبير

* lang. chara. :-
- expressive lang. is more impaired.

- apraxia → motor planning and programming. disorder → neurogenic disorder
- first word is very delayed
- Vocabulary is lower than their peers.

- Phonological short term memory → الذاكرة السمعية لديهم جيدة
وبالتالي كلام جيد
- DS have more social-interaction than their peers.

ASD

- ASD ⇒ general pervasive developmental disorder
- ASD ⇒ ① Deficits in Social comm. and interaction
② restricted repetitive behaviors, interests and activities

- ① specific non functional routines.
- ② repetitive motor movements ⇒ / head nodding /
- ③ preoccupation with parts of objects ⇒
- ④ hyper sensitivity or hypo sensitivity to sensory input

ASD umbrella :-
1- autistic disorder
2- asperger's
3- childhood Disintegrative
4- other pervasive DD non specified

* new Category ⇒ Social Comm. Disorder
⇒ have social comm. problem but without any restricted repetitive behaviors

Down syndrome

- أهم تعويض أشكال الـ intellectual disabil

- ID severity in Down Syndrome b/w mild to modrate.
- IQ = 70 → 40
  ↳ norms of IQ 100 → 70 + is aacceptable.

- Chromosomal etiology → 21 trisomy. (chromosomal disorder)
- CD هو Down sy. لـ الخلل الكروموسومي لا يورث لذلك يعتبر
  لا يعتبر genetic

21 trisomy → is the typical DS feature
لكن ممكن يكون عندي 14/18 trisomy لـ وصول بالكروموسوم
بسبب ~~بسبب~~ بـ الـ severity أثر أقل.

* DS in the increased maternal age is more common.

* muscle tone → فترة شد العضلي في حالة الراحة

* DS have hyponia → الفترة أقل من الطبيعية

* micrognathia → abnormal small mandible (chin) → microgenia.

* ear infection because of eustachian type abnormalities and the acid

* marked deficits of working memory.

* EF is affected on the level of flexible thinking / planning / self inhibi

* visuospatial working memory → الذاكرة البصرية والمكانية.

- Enhanced milieu teaching :- بنركز هون بشكل أكبر على دور الأهل
(Part of milieu teaching)

* Specific lang. impairment (SLI)
  - Primary may affect any lang. aspect.
  - a type of Primary lang. disorders.
  - it affects a certain aspects (morphosyntax) فقط
    - في بعض الحالات، الشغلة ممكن تأثر ع Vocabulary.
  - without any hearing / intelectual / organic ~~...~~ causes.
  - mostly ~~comes from~~ because environmental context of the child
  - حديثاً "ما في أبحاث تحكي انو ممكن يكون جيني لانو منتقل بالعائلة

  - Prevelance 7%. - more in males.
  - they take much more longer time to comprehend / process these features (morphosyntax

  - syntax :- mlu is a very important clue that we have an issue in syntax → in SLI mlu is delayed 3-3.5 years (lagging behind ~~their~~ his peers)
  - morpheme :- an apperant delay in diff. types of morphemes.

  - Children with SLI :- when they enter the school they have a problem ~~in~~ with the more advanced lang → ex :- embedded clauses

- word retrieval problems
  - → didn't aquired enough words
  - → organized them wrong (aquired it wrong)
  - → Problem in working memory
  - → comprehension problem
  - → this problem appear in Pic naming tasks

- Problem ~~...~~ learning new words and problem connecting them

Intellectual Disabilities

we measure:-

① IQ ② adaptive behaviors ③ symptoms before 18

Diagnosis require that:-

① limitations in present functioning when we compare it with his environment.

② in ass we have to take in consideration the cultural diffrences.

③ limitations often coexist with Strengths.

* IQ test target intellectual ~~disa~~ ability of problem solving / learning / reasoning. (higher functions)

. IQ test بال (operationalized) ل يتم قياسهم إجرائياً

* Adaptive Behavior ~~be~~ skills:-

① Conceptual Skills:- المهارات المفاهيمية

② Social skills:- interpersonal skills - - - -

③ Practical skills:- daily living skills

*AB they have to be according to his cultural, linguistic and ethnic group.

Cognitive charac.:-

① delayed developmental trajectory → litrecy, cognitive, speech, language, AB

- Cog. charac.

50% - 70% ⇒ have nonverbal IQ less than 70 ⇒ ID

28% ⇒ average IQ

3% ⇒ above the average

* EF is impaired
* Deficits in Social cognition
* problems in learning new words

- lang :-
  - significant percentage of children with minimal lang. skills. but develop some spoken lang. by 9
  - 9% ~~with~~ remain non verbal

form :-
- nonword repetition ~~problems~~. is poor
- ~~Rg~~ Rhyme awareness is poor
- ~~Prosody~~ fewer gramatical morphemes.
- Short simple sent.

~~Cont~~ - sent. repetition is poorer

Content :-
- vocabulary is ~~lower~~ restricted
- every word have semantic inf. ⇒ they donot use it
  - ↳ encoding → بوجي obj و يحكيلي اسمه
  - ↳ recall → بعطيه صفات وهو عليه ان يتذكر

في هذه القصيدة عاطفتان، تذكرهما.

Excutive functioning:-

- working memory.
- time scheduling
- self monitoring.
- Planning
- task initiation
- flexible thinking
- problem solving.
- completing a task
- self inhibition.

↳ * they are ↑ strongly impaired and affected in the ~~[illegible]~~ ID ~~children~~ people.

EF مش مرتبطات بتقاصير بال IQ بس هي أكثر إشي داخل بال AB

Lan. Chara.:-

- lang. Delay.
- nonverbal lang. Delaymant ⇒ especially at the first mon. (early stages)
- * first word delay.

- 50% nonspecific ID ~~of~~ lang abilities مقارنة with ↑ their nonverbal abilities
- 25% expressive affected more than comp. skills
- 25% exp. + Comp. affected the same

form.

- aquisition sequancing is the same as normal but in slower ~~way~~ pace.

use:- pragmatic competence → اكتر اشي متأخر منهم

literacy:-

- Problem in reading, writting.
- the ability of reading is better than reading with comp.