

CHAPTER-AT-A-GLANCE

Chapter 2: Language Theory and Communication Subdomains

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Language Development: Nature vs. Nurture	Text page 16 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.3	
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Constructivist Theory	Text pages 18-23 Table 2.1 on page 6 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.6, 2.7, 2.8, 2.9	
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CHAPTER GUIDE

Chapter 2: Language Theory and The Communication Subdomains

Chapter 2 Summary

A historical debate centers on whether language is an innate ability of humans or whether language is a function of an individual's environment; often referred to as nature versus nurture. The nature position is that certain fundamental language skills are innate and language capacity is present from birth; the nurture viewpoint underscores the effects of environment on children's language development. Behaviorist theory suggests that learning occurs when an environmental stimulus triggers a response or behavior. Cognitive constructivist theory is based on the writings of Jean Piaget who proposed that children demonstrate a sequence of progressively more sophisticated cognitive abilities. Social interactionist theory is based on the principle that communication interactions play a central role in children's acquisition of language; this theory is often connected to the writings of Vygotsky. A theory proposed in more recent years--emergentist theory--uses computer modeling and computerized analysis of language transcripts to study how children actively use and process language input.

This textbook presents children's development of form, content and use via five communication subdomains. Communication Subdomain 1 encompasses early pragmatic skills including joint visual attention, imitation, and turn taking. Vocabulary (Communication Skill 2) progresses from early one-word level and continues to develop through adulthood. Once children have more than 50 words they typically begin to produce two-word combinations during the development of Communication Subdomain 3. Syntax and morphological development, often described in terms of Brown's stages of language development, are evidenced during Communication Subdomain 4. Children's discourse skills continue to develop in Communication Subdomain 5. Early pragmatic functioning (Communication Subdomain 1) is fundamental to all communication and may be the focus of intervention for individuals with severe social communication deficits. Practitioners may target teaching children a variety of semantic meanings at the one-word level and facilitate advanced vocabulary learning for children with vocabulary deficits (Communication Subdomain 2). Practitioners use language facilitation techniques and/or train caregivers to develop children's use of multiple-word utterances. Some children with severe disabilities may use augmentative forms of communication to communicate at this level (Communication Subdomain 3). If children are having difficulty with morphosyntax in Communication Subdomain 4, practitioners use language analysis to determine appropriate linguistic targets. Practitioners facilitate social use of communication to enhance the child's social and academic achievement; this is the focus of Communication Subdomain 5.

Chapter 2 Focus Questions

1. What are the primary differences between the nature and nurture perspective of language development?
3. What are the four different theories influencing language development as described in this chapter? How does each theory influence intervention approaches?
5. What are five different communication subdomains? What is the most important communication characteristic associated with each subdomain?
6. How do practitioners use information regarding the subdomains to guide clinical interventions?

Chapter 2 Key Terms

Behaviorism	Page 17
Positive reinforcement	Page 17
Negative reinforcement	Page 17
Behavioral Chaining	Page 17
Cognitive Constructivist Theory	Page 18
Social Interactionist Theory	Page 23
Zone of proximal development	Page 23
Emergentist Theory	Page 25
Code switching	Page 31
Linguistic chauvinism	Page 32
Syntactic bootstrapping	Page 34
Classroom discourse	Page 40
Oral narrative	Page 40
Expository narrative	Page 40

Chapter 2 PowerPoint Presentation Outline

Please note: Additional suggestions and information from the text are included in the notes section of most slides.

1. Introduction
 - a. Present slide 2.1 and 2.2 and review the focus questions.
2. Nature versus nurture
 - a. Present slide 2.3 and discuss basic “dichotomy” of nature versus nurture
 - b. Present slide 2.4 and explain that the theories will be reviewed to identify significant contributions to our understanding of language development.
 - c. Present slide 2.5 and review the behaviorist theory and the significant findings of B.F. Skinner
 - d. Present slide 2.6 and review the work of Piaget and the significance of cognitive constructivist theory
 - e. Present slide 2.7 and discuss how SLPs use a cognitive approach to evaluate children’s play
 - f. Present slide 2.8 and 2.9 and introduce social interactionist theory and the implications of Vygotsky and Brunner on our understanding of child language development
 - g. Present slide 2.10 and discuss the implications of emergentist theory
3. The Five Communication Subdomains
 - a. Present slide 2.11 and 2.12 and discuss how the subdomains reflect what students learned in Chapter 1 about form, content, and use. Underscore that this model reflect a developmental perspective that is useful for thinking about assessment and intervention.
 - b. Present slides 2.13 and 2.14; review the characteristics of language in Subdomain 1: Early Pragmatic Skills and discuss clinical implications for skills learned in Subdomain 1.
 - c. Present slides 2.15 and 2.16; review the characteristics of language in Subdomain 2: Vocabulary Development and discuss clinical implications for skills learned in Subdomain 2.

- d. Present slide 2.17 and 2.18; review the characteristics of language in Subdomain 3: Multiple Word Combinations and discuss clinical implications for skills learned in Subdomain 3.
 - e. Present slide 2.19 and 2.20; review the characteristics of language Subdomain 4: Morphosyntax and discuss clinical implications for Subdomain 4.
 - f. Present slide 2.21 and 2.22 and review the characteristics of language Subdomain 5: Advanced Pragmatic and Discourse Development and discuss clinical implications for subdomain 5.
4. Case Study
- a. Present slide 2.23 and have students identify the Subdomain for each child described.

Chapter 2 Discussion Questions and Activities

1. In groups, brainstorm three activities that you could implement with an individual who demonstrated a deficit in each of the communication subdomains. Share your ideas in class. List the ideas and prioritize them. Why did you select some activities rather than others?
2. Following the activity above, try to identify the theoretical approach(es) supporting the particular activity that you see as best.
3. Find a number of catalogs that contain intervention materials and assessments. In small groups, locate materials listed in the catalog that you believe are based on the following theoretical approaches: behaviorism, social interactionist, and cognitive constructivist approaches (i.e., sensorimotor emphasis). List or underline the words in the item description that support your conclusion. Share what you find with the entire class.
4. View video recordings of individuals with communication impairments. If you had to pick only one communication subdomain to target in intervention, which one would it be? Explain your answer.
5. Watch a YouTube clip on African American English (AAE) at One of the speakers discusses how and when he decides to code-switch. Does everyone code-switch to some degree? Give examples.
6. Listen to American dialects posted on the Internet at

<http://www.dialectsarchive.com/united-states-of-america>

Have students break into groups and take an area of the country and summarize differences in vocabulary (i.e., word choice), prosody, and phonology. What stereotypes are sometimes associated with the dialects?

TEST BANK

Chapter 2: Language Theory and the Communication Subdomains

Chapter 2 Multiple Choice Questions

1. A clinical application of Cognitivist theory is when
 - a. Practitioners observe children's play behaviors to gauge children's general ability and level of representational thought.
 - b. Practitioners use drill-and-practice activities within intervention sessions.
 - c. Practitioners encourage parents and other caregivers to reinforce intervention activities.
 - d. Practitioners focus on building linkages between letter names and letter sounds.

2. A clinical application of Social Interactionist Theory is when
 - a. Practitioners observe children's play behaviors to gauge children's general cognitive ability and level of representational thought.
 - b. Practitioners use drill-and-practice activities within intervention sessions.
 - c. Practitioners encourage parents and other caregivers to reinforce intervention activities.
 - d. Practitioners focus on building linkages between letter names and letter sounds.

3. Children in this Subdomain show evidence of syntax and morphological development.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse

4. This Subdomain begins towards the end of the first year of life and continues to develop throughout one's life.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse

5. Teaching children a variety of semantic meanings at the one-word level and facilitating advanced word learning for children is an example of intervention at this Subdomain.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse.

6. When practitioners facilitate the social use of communication to enhance the child's social and academic achievement the focus is on this Subdomain.
 - a. Subdomain 1: Early Pragmatics

- b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
7. Children who have more than 50 words typically and begin to produce two-word phrases are said to be in this Subdomain.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
8. Language analysis is most frequently used to determine appropriate linguistic targets for children who are having problems in this Subdomain.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
9. This Subdomain encompasses joint visual attention, imitation, and turn taking.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
10. This Subdomain is reached between the ages of 3 and 7 when children become skilled at conversation and narrative.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
11. Children in this Subdomain begin to add “s” to words.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
12. This Subdomain is fundamental to all communication and may be the focus of intervention for individuals with severe social communication deficits.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse

13. Training parents and caregivers to develop children's use of multiple-word utterances is an example of intervention at this Subdomain.
- Subdomain 1: Early Pragmatics
 - Subdomain 2: Vocabulary
 - Subdomain 3: Early Word Combinations
 - Subdomain 4: Morphosyntax
 - Subdomain 5: Discourse
14. Children who do not add "ing" to words may need intervention at this Subdomain.
- Subdomain 1: Early Pragmatics
 - Subdomain 2: Vocabulary
 - Subdomain 3: Early Word Combinations
 - Subdomain 4: Morphosyntax
 - Subdomain 5: Discourse
15. The empiricist believes the child is a "blank slate," this belief has influenced _____?
- Emergentist theory
 - Social interactionist theory
 - Cognitive constructivist theory
 - Behaviorist theory
 - Cognitive Constructivist and Behaviorist Theories
16. Breaking down a complex task into a series of linked steps (i.e., "chaining") is reflective of which theory?
- Emergentist theory
 - Social interactionist theory
 - Cognitive constructivist theory
 - Behaviorist theory
 - Nativist theory
17. The theory made possible by recent developments in brain imaging is _____
- Emergentist theory
 - Social interactionist theory
 - Cognitive constructivist theory
 - Behaviorist theory
 - Cognitive Constructivist and Behaviorist Theories
18. The "zone of proximal development" is associated with
- Emergentist theory
 - Social interactionist theory
 - Cognitive constructivist theory
 - Behaviorist theory
 - Cognitive Constructivist and Behaviorist Theories
19. A parent gives some assistance verbally or nonverbally to help the child build a structure with blocks. Which social interactionist behavior best describes what the parent is doing?
- Joint visual attention

- b. Motherese
- c. Scripting
- d. Scaffolding
- e. Object permanence

20. The infant notices the family pet, the parent says “Doggie, that’s our doggie!” Which social interactionist behavior best describes what the parent is doing?
- a. Joint visual attention
 - b. Motherese
 - c. Scripting
 - d. Scaffolding
 - e. Coordinating attention
 - f. Object permanence

Chapter 2 Matching Questions

Developmental Theory and Theorists	Key Insight
1. Behaviorist	A. Theory based on the principle that communication interactions play a central role in children’s acquisition of language
2. Cognitive Constructivist	B. Individual closely aligned with the Social Interactionist theory
3. Nativist	C. Theory that proposes that language learning is an interconnective theory involving brain function and biological adaptation
4. Skinner	D. Theory that proposes that children demonstrate a sequence of progressively more sophisticated mental abilities
5. Social Interactionist	E. Theory that suggests that learning occurs when an environmental stimulus triggers a response or behavior
6. Emergentist	F. Theory that proposes that children have an innate ability to learn language
7. Vygotsky	G. Individual closely aligned with the Behaviorist Theory
	H. Individual closely aligned with the Social Interactionist Theory
	I. Individual closely aligned with Cognitive Constructivist Theory

Chapter 2 True/False Questions

1. An example of the use of Behaviorist Theory is when practitioners observe children’s play behaviors to informally gauge children’s general cognitive ability and level of representational thought.
2. The Communication Subdomains explain the sequence of skills children learn as they develop language.
3. Because vocabulary development is essential to success in school, intervention always begins at Subdomain 2.

4. When an individual believes that all dialects should be valued that is referred to as “linguistic chauvinism.”
5. A child can use different dialectal patterns at home as compared to the dialect used at school.
6. Joint visual attention refers to a child looking directly at the parent’s face.
7. I repeat myself when I think you don’t understand what I am saying, I am using a conversational repair strategy.
8. Most individuals who use General American Dialect rarely exhibit code switching.
9. A child must demonstrate 100% evidence of subdomain #1 before an SLP would begin working on skills associated with subdomain #2.
10. The word “doggie” and “mommy” are examples of agents when completing a semantic analysis.
11. At subdomains 2 and 3, children typically produce more action words than agents.
12. Bound morphemes must occur with another morpheme.
13. When I change the way I say the “ed” sound when saying the words “climbed” versus “cooked,” I am demonstrating the implications of morphophonology.
14. The words “and, but, or” are examples of adjectives.
15. Subdomain 4 is qualitatively different from subdomain 3.

Chapter 2 Short Answer Questions

1. The Social Interactionist Theory includes the concepts of infant-directed talk, coordinating attention and parent-child communication routines. Explain the importance of each and how these concepts relate to one or more of the communication subdomains. What behaviors would the SLP look for to assess the child’s skills of: means-end behaviors, symbolic play, object constancy? What theory and theorist is associated with these terms? How are the Piagetian and Vygotskian theories similar? How are they different? Explain how the “zone of proximal development” relates to how the SLP interacts with children who have language impairment. Explain why the skills related to communication subdomain 5 are important for a student’s school success?

Chapter 2 Essay Questions

1. Explain the basic principles of nature versus nurture and how the five theories of language development fit into this overall paradigm.
2. Identify and define the domains of language, the components of each domain, and give examples of the skills children need to communicate effectively in each domain.

Chapter 2 Answer Key

Matching:	True/False:	Multiple Choice:
1. E	1. False	1. a
2. D	2. True	2. c
3. F	3. False	3. d
4. G	4. False	4. a
5. A	5. True	5. b
6. C	6. False	6. e
7. H	7. True	7. c
	8. False	8. d
	9. False	9. a
	10. True	10. e
	11. False	11. d
	12. True	12. a
	13. True	13. c
	14. False	14. d
	15. True	15. d
		16. e
		17. a
		18. b
		19. d
		20. e

