

Language Perspectives: Acquisition, Retardation, And Intervention



NIH Public Access
Author Manuscript

Author manuscript; available in PMC 2012 October 01.

Published in final edited form as:
Perspect Lang Learn Educ. 2011 October 1; 18(3): 98–107. doi:10.1044/1le18.3.98.

Children with Williams Syndrome: Language, Cognitive, and Behavioral Characteristics and their Implications for Intervention

Carolyn B. Mervis, Ph.D. and
Department of Psychological and Brain Sciences, 317 Life Sciences Building, University of
Louisville, Louisville, KY 40292, 502-852-3604

Shelley L. Velleman, Ph.D., CCC-SLP
Department of Communication Sciences and Disorders, 402 Pomeroy, 489 Main Street,
University of Vermont, Burlington VT 05405, 802-656-3868

Carolyn B. Mervis: cbmervis@louisville.edu; Shelley L. Velleman: shelley.velleman@uvm.edu

Abstract

Williams syndrome (WS) is a rare genetic disorder characterized by heart disease, failure to thrive, hearing loss, intellectual or learning disability, speech and language delay, gregariousness, and non-social anxiety. The WS psycholinguistic profile is complex, including relative strengths in concrete vocabulary, phonological processing, and verbal short-term memory and relative weaknesses in relational/conceptual language, reading comprehension, and pragmatics. Many children evidence difficulties with finiteness marking and complex grammatical constructions. Speech-language intervention, support, and advocacy are crucial.

Williams syndrome (WS) is a rare neurodevelopmental disorder caused by a microdeletion of ~26 genes on the long arm of chromosome 7 (7q11.23) (Osborne, 2012). The prevalence of this syndrome has been estimated as 1 in 7500 live births (Stromme et al., 2002). WS is associated with a characteristic facial appearance (see Figure 1), congenital heart disease, connective tissue abnormalities, and failure to thrive or growth deficiency (Morris, 2006). Recurrent otitis media is very common among young children with WS (Morris, 2006) and unilateral or bilateral mild to moderate high-frequency hearing loss is common among school-aged children, with parents often unaware that their child has hearing loss (Marler et al., 2010). Sensory modulation problems, including difficulty with auditory filtering and hypersensitivity to sound, also are very common (John & Mervis, 2010). Young children with WS have developmental delay and older children have intellectual or learning disabilities although there is a broad range of intellectual levels, from severe intellectual disability to average for the general population. WS also is associated with specific cognitive and personality/behavioral phenotypes, as described below.

Over the past two decades, WS has been featured in the public media on several occasions. The descriptions provided are typically paradoxical: individuals with WS are often described as evidencing near-normal language abilities in the face of severe intellectual disability and as being extremely sociable at the same time as evidencing limited understanding of social norms (Mervis & John, 2010a, 2010b). Research studies have provided a more nuanced portrayal of the cognitive, language, and behavioral characteristics associated with this syndrome. Below we provide a brief overview of these findings; more detailed information is provided in Mervis (2009), Mervis and Becerra (2007), Mervis and John (2010a, 2010b), Morris, Lenhoff, and Wang (2006), and Farran and Karmiloff-Smith (2012). We then provide a brief discussion of the language intervention needs for children with WS and strategies for addressing them.

Language Perspectives: Acquisition, Retardation, and Intervention [Richard L. Schiefelbusch, Lyle L. Lloyd] on janicegilbertsonwriter.com *FREE* shipping on qualifying. Language perspectives: Acquisition, retardation, and intervention [Richard L. Schiefelbusch] on janicegilbertsonwriter.com *FREE* shipping on qualifying offers. Language Perspectives--acquisition, Retardation, and Intervention Richard L. Schiefelbusch, Lyle L. Lloyd Snippet view - Available in the National Library of Australia collection. Format: Book; xv, p. illus. 24 cm. based on a conference held at Chula Vista Lodge, Wisconsin Dells, Wis., June , , sponsored by the Mental Retardation Program of. Language perspectives: acquisition, retardation, and intervention. Edited by Richard L. Schiefelbusch and Lyle L. Lloyd. Technical editor: Robert K. Hoyt. Language perspectives Acquisition, retardation, and intervention. Ed. Richard Schiefelbusch and Lyle Lloyd. Macmillan. ? pp. Peter Hill. x. Peter Hill. janicegilbertsonwriter.com: Language perspectives: Acquisition, retardation, and intervention () by Richard L. Schiefelbusch and a great selection of similar. Download PDF PDF download for Book Review: Language Perspectives: Acquisition, Retardation, and Intervention, Article information. Language Perspectives: Acquisition, Retardation, and Intervention. Technical Editor - Robert janicegilbertsonwriter.com Front Cover. Richard L. Schiefelbusch, Lyle L. Lloyd. janicegilbertsonwriter.com: Language perspectives: Acquisition, retardation, and intervention () by Richard L. & Lloyd, Lyle L. [Eds] Schiefelbusch and a. book reviews. Language Perspectives: Acquisition, Retardation, and Intervention. Richard L. Schiefelbusch and Lyle L. Lloyd (Eds.). Baltimore: Univ. Get this from a library! Language perspectives: acquisition, retardation, and intervention. [Richard L Schiefelbusch; Lyle L Lloyd;]. In R. L. Schiefelbusch & L. L. Lloyd (Eds.), Language perspectives acquisition, retardation and intervention. Baltimore: University Park Press, Bloom, L. Language acquisition program for the severely retarded. Champaign L. L. Lloyd (Eds.), Language perspectives: Acquisition, retardation and intervention (pp. Clark, E. V. ()): Some Aspects of the Conceptual Basis for First Language Acquisition. In: Language Perspectives - Acquisition, Retardation and Intervention. Intervention with families with young, severely handicapped children. L. Lloyd (Eds.), Language perspectives: Acquisition, retardation, and intervention. LANGUAGE PERSPECTIVES, ACQUISITION, RETARDATION AND INTERVENTION written by Schiefelbusch, Richard L. Lloyd, Lyle L. published by MacMillan. R.L. Schiefelbusch, L.L. Lloyd (Eds.), Language perspectives-acquisition, retardation and intervention., University Park Press, Baltimore (). Bloom et al . counting, whether internal or audible is probably tied to language, and the child's Lloyd (Eds.), Language perspective-Acquisition, retardation and intervention. ing-theory-based language training with particular language intervention programs should .. perspectives: Acquisition, retardation, and inter- vention. Language perspectives acquisition, retardation and intervention. London: MacMillan, Crystal, D. Child language, learning and. Title(s): Language perspectives: acquisition, retardation, and

intervention. Edited by Richard L. Schiefelbusch and Lyle L. Lloyd. Technical editor: Robert K. Hoyt. speculation about future goals for language intervention with young children. children with mental retardation. .. perspective: Acquisition, retardation. and.

[\[PDF\] Gokhale: The Indian Moderates And The British Raj](#)

[\[PDF\] Voices Of Courage: The Battle For Khe Sanh, Vietnam](#)

[\[PDF\] From Geek To Goddess](#)

[\[PDF\] Hey Kid, Want To Buy A Bridge](#)

[\[PDF\] Funny Girl ; Funny Lady Videorecording](#)

[\[PDF\] Tweedsmuir History Of Thornloe](#)

[\[PDF\] A Commentary On The Satyrice Of Petronius](#)