
Abstracts

Éva Tar: Classification of speech sound disorders with unknown origin

The term speech sound disorders refers to a heterogeneous group of children having difficulties in the production and use of speech sounds. Despite the long-running search for exploring distinct subgroups within this broad category, there is still no consensus among researchers regarding what the number and nature of these subgroups should be. The paper aims to provide an overview of three clinically relevant classification systems which attempted the description and classification of these disorders from three different perspectives.

Keywords: speech sound disorders, classification, differential diagnosis

Andrea Mészáros: The study of verbal fluency in children with specific language impairment

Verbal fluency tasks measure the joint operation of semantic memory, lexical access and executive functions through fast and flexible recall of words. Verbal fluency tasks require generating different words from a given category, and performance is traditionally measured by the number of responses. Applying quantified process analysis, the underlying strategies of word retrieval, i.e. group formation, switching and the time course of responses are also evaluated. Fluency tasks offer a unique combination of linguistic and non-linguistic measures, thus making the investigation of a wide range of processing limitations assumed in SLI possible. In the present study, the verbal fluency profile of children with SLI is characterized by a significant weakness in letter fluency that is related to automatic lexical access, word retrieval requiring executive control and the low efficiency of grouping and switching. Among semantically based fluency tasks, children with SLI lag behind typically developing children in generating verbs, which might be accounted for by the dysfunction of retrieval from the expanded lexicon and effortful searching processes. We found significant differences in the underlying strategies of word retrieval in the category fluency and ad hoc fluency tasks. The latter finding confirms the importance of process analysis in the assessment of cognitive profiles of children with language impairments.

Keywords: specific language impairment, executive functions, verbal fluency, quantified process approach to assessment

Bence Kas, József Lőrík, Regina Frida Bertalan: Foundations and clinical applications of the MacArthur-Bates Communicative Development Inventory III. (CDI-III.) as a new instrument for screening early language and communicative development

In the present study we introduce the new Hungarian adaptation of the MacArthur-Bates Communicative Development Inventory-III. (Dale, Reznick, Thal & Marchman, 2001) that is a parent report instrument to be used for language screening in 3-year-old children. Upon reviewing the phenomena of language delay and language impairments and their typical consequences we argue for the importance of early speech and language intervention and the preceding general language screening at 3 years of age. We introduce the structure, administration instructions and evaluation procedures of the new instrument together with the norming data and the domains of possible applications.

Keywords: language impairment, language delay, language screening, Communicative Development Inventory (CDI)

Ottília Szabó: Application of picture problem representation strategies in the therapy of dyscalculia

There is a serious amount of interdisciplinary research underway concerned with developmental dyscalculia. Thus, our knowledge about this extremely complex disorder might be consistently extended. The characteristics of this condition, the neurological and cognitive discrepancies and the damages of the integration of the modular functioning might have severe consequences. The purpose of this study is the introduction of the Dyscalculine program, which was devised as a treatment method for dyscalculia. It works with different sensuous and perceptual experiences of the clients. The method forms the concept of numbers by means of dominantly kinaesthetic and visual support. The key aspects of the treatment method are the process of visual problem representation, the back and forth reversibility and break into cycles of task solution. Its aim is to create action-dynamic methods, which cognitive techniques are individually used in mathematic situations.

Keywords: dyscalculia, treatment methods, Dyscalculine program

Alexandra Nikolett Horváth: Study of the morphosyntactic development of children between 4-10 years with the Hungarian adaptation of the Wug test

The aim of my research is to adapt an excerpt of the English Wug test into Hungarian. The test indicates if the child is behind, and therefore professional development can start as soon as possible. My experience as a practising speech therapist suggests that children undergo professional examination at a late stage, and their development starts even later. For this reason I believe that with this test I could actually contribute to the profession in a way that we would be able to define the beginning of the necessary development more precisely. My first task was to study the theory behind the test – of which I am going to give a brief account –, and then I went on to analyze the Wug test itself, an excerpt of which I'm going to present as well. This was followed by the adaptation of the chosen test excerpt into Hungarian, in an attempt to see if the test can be applied to the examination of Hungarian children. Some of the results have already been presented.

Keywords: Wug test, state of language development, assessment procedure, verb

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