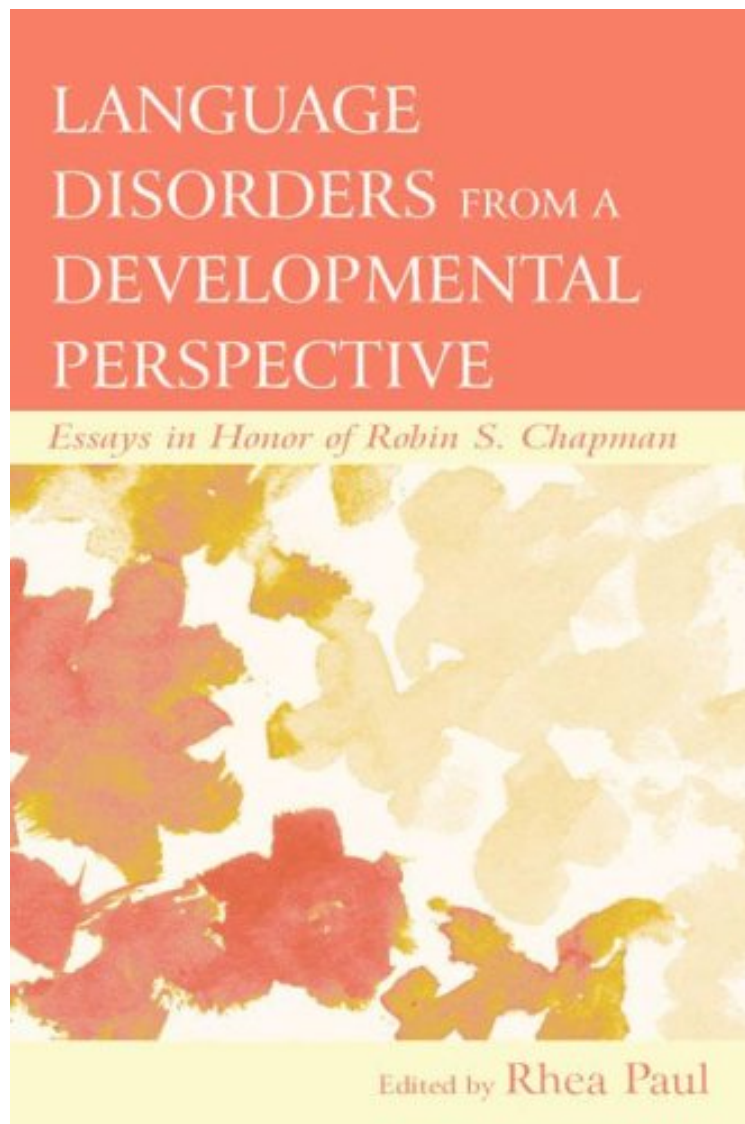


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The last 25 years have witnessed an explosion of research at the intersection of typical language development and child language disorders. A pioneer in bringing these fields of study together is Robin S. Chapman, Emerita, University of Wisconsin. This contributed volume honors her with chapters written by former students and colleagues, who track in their own research the theme of psycholinguistic contributions to our understanding of the nature and remediation of child language disorders. In this volume, such renowned researchers in child language development as Dorothy Bishop, Judith Johnston, and Ray Kent, among others, discuss their research in certain populations in the context of the significance of, limits of, and alternatives to Robin Chapman's developmental interactionist perspective. Studies of disordered language in Down Syndrome and Specific Language Impairment, in particular, attribute much progress in our understanding of the pragmatic and comprehension skills in these populations to the developmental perspective. *Language Disorders From a Developmental Perspective* opens with a reprint of Robin Chapman's seminal 2001 article from *The Journal of Child Psychiatry and Psychology*. It concludes with a new chapter from Dr. Chapman summarizing what we know and what we don't know about language disorders within the developmental framework, and pointing to future areas of research and intervention. Clinicians as well as scholars will benefit from this book, as will students in programs of developmental psycholinguistics, child language disorders, and learning disabilities.

"This volume suggests that the series will break new ground in a developing specialty that will enhance the communication abilities of language-impaired children and add to the richness of their lives and those of their families. *Language Disorders From a Developmental Perspective* is an essential book for people in the field. It is certain to become a classic, bringing the latest material on research and development of language in both typically developing and language-impaired children to researchers, scholars, and speech therapists, as well as to confused families and caretakers... *Language Disorders From a Developmental Perspective* is an important book that should be required reading for everyone who teaches the development of language, conducts therapy, or does research with language-disabled children... The book is highly recommended for clinicians, researchers, and everyone involved with children's language and its disorders." - Alma H. Bond, *PsycCRITIQUES*

About the Author Rhea Paul, CCC-SLP, is a full professor in the Department of Communications Disorders at Southern Connecticut State University with a joint appointment at the Yale University Child Study Center. Well published, she has won many teaching awards and is the recipient of several large grants for her work in autism.