

**Multiple Level Naming Abilities of Children
with Word-Finding Deficits**

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Twelve children with specific-language-impairment (SLI) characterized by word-finding deficits and 12 normally developing (ND) age matches participated in a task designed to probe production of subordinate, basic, and superordinate labels (Waxman & Hatch, 1992). Both groups labeled objects at more than one hierarchical level. However, the SLI children were less likely to produce subordinate labels than were ND children. Also, the patterns of subordinate-level naming differed between groups: SLI children were more successful in subordinate labeling when presented with modifier + noun models (sunflower) than with simple-noun models (dandelion). The ND children were equally successful with either model. SLI children benefited from the morphological transparency of M+N phrasal construction that (a) cued them to the level of specificity required and/or (b) allowed them a strategy for naming without obligating retrieval of a specific simple lexeme. These findings are consistent with the theory that word-finding deficits are related to poorly elaborated lexical storage.

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**On Language Deficits and Modality in Children
with Down Syndrome: A Case Study**

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Data are reported from a case study of hearing 10-year old identical twin girls with mosaic Down Syndrome (DS), who are the daughters of Deaf parents. They have been exposed to both British Sign Language (BSL) and English since infancy, and are functionally bi-lingual, using BSL at home with their parents and English in their mainstreamed school. We will report on comparisons of their gesturing, BSL and English, based on test data and spontaneous interaction. As native signers and speakers, they provide unique data for testing the hypothesis that the language impairments of children with DS are modality-specific. Preliminary findings indicate that while they show good gestural and spatial skills, they have limited grammatical development in both English and BSL. This counters the hypothesis above, and provides supporting evidence for the existence of separate cognitive organisation for gesture and language, even where the language is visuo-spatial.