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# Gesture Use in Young Children With Atypical Language Development

## INTRODUCTION

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It is well-established that the use of gesture is a precursor to language development. But what exactly is the relationship between gesture and language, and can the nature of this relationship be used diagnostically to better understand a child's language development? This journal self-study examines these questions across a few populations.

Two articles look at young children with specific language impairment or delay, and the combined results of these studies offer a complimentary view of the relationship between gesture and language based on the observed linguistic deficit (receptive or expressive). Another article compares gesture use between children with impaired hearing vs. peers with typical hearing. Findings from this study not only describe the use of gesture in young children with hearing impairment but also provide clinically useful information about caregivers' responses to these gestures. The final article examines gesture use in girls with Rett syndrome. In addition to providing a helpful tutorial on a lesser-known population, the authors suggest how factors such as motor skills and genetics also contribute to the relationship between gesture and language.

## LEARNING OUTCOMES

*You will be able to:*

- summarize how and why preschoolers with expressive language deficits differ from age- and language-matched peers in their use of gestures
- explain potential clinical implications of the relationship between gesture, receptive language, and symbolic comprehension
- discuss the differences in gesture use between hearing-impaired and typically developing children and mothers' responses to those gestures
- describe characteristics of individuals with Rett syndrome and how they might affect the use of gesture

## CONTENTS

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<i>Spontaneous Gesture Production and Lexical Abilities in Children With Specific Language Impairment in a Naming Task</i> , by Manuela Lavelli and Marinella Majorano .....	CE-1
Supplemental Materials .....	CE-14
<i>What Our Hands Say: Exploring Gesture Use in Subgroups of Children With Language Delay</i> , by Hilary O'Neill and Shula Chiat .....	CE-18
<i>Gesture Use in 14-Month-Old Toddlers With Hearing Loss and Their Mothers' Responses</i> , by Sophie E. Ambrose.....	CE-25

*An Exploration of the Use of Eye Gaze and Gestures in Females With Rett Syndrome*, by Anna Urbanowicz, Jenny Downs, Sonya Girdler, Natalie Ciccone, and Helen Leonard ..... CE-38

Supplemental Materials ..... CE-49

## PROGRAM HISTORY and IMPORTANT INFORMATION

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Articles originally published in ASHA's scholarly journals

**Start date:** May 22, 2017

**End date:** October 3, 2018

To earn continuing education credit, you must complete the test with a passing score on or before **October 3, 2018**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at [www.asha.org/shop](http://www.asha.org/shop).



**ASHA Professional Development** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).

## STATEMENT ON EVIDENCE-BASED PRACTICE

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It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*