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## Making Sense Of Language Blum Pdf 17 ((INSTALL))



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whorf, bloomfield, & sterling (1956) argued that language shapes our thinking. their critique of the sapir-whorf hypothesis suggests that linguistic perceptions may be more abstract than physical perceptions (bodily or physical dimensions) and this may cause some people to leave social-cultural experiences. they proposed that people are more sensitive to words and onomatopoeic language. people in environments that are limited to physical and social-cultural experiences may not have a grasp of the totality of those experiences because many of their perceptions become activated by their limited form of language and it results in an unsophisticated understanding of their world. brand (1998) claimed that language determines thought. he suggested that one's perspective of the world may be relatively stable and that there are those who have more stable perspectives than others. he also suggested that the world itself has a larger, more stable structure. the limited view for the perspective of some people may be a form of resistance to the world and to experience. brand (1998) found that people who believe that the world is fixed and that humans are basically robots may

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struggle more to learn. they may be more likely to ask questions like, "why did you say that?" or "why do you think so?" brand (1998) said that those who value human freedom may be more likely to ask, "why not?" no matter how well-meaning they are, persons with such views may make flawed assumptions about the world and others. brand (1998) claimed that concepts and metaphors reflect our perspective on the world and this may greatly influence how we think about the world. brand (1998) predicted that the world would eventually accommodate more people with certain thoughts and perspectives. however, he did not speculate about whether it would be possible to change other people's minds.

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crawley & wulf (2013) have compiled a checklist of assessment measures based on methodological rigor and developmental appropriateness, where possible, that may be used with children with sm. the checklist is organized into modules such as language, social communication, and behavior and describes relevant instruments for both administration and interpretation. they highlight the following instruments as appropriate for use in conjunction with a thorough history and physical examination: the child behavior checklist-behavior rating inventory of executive function (cbcl-brief) (achenbach, 1995), the social communication questionnaire (rutter, bailey, & lord, 1999), the developmental behavior checklist (dbc) (elliott, 2000), the unified test of behavioral function (ute) (elliott et al., 2008), the test of recent memory (trm) (back, o'hagan, & castleton, 2006), and the behavior rating inventory of executive function (brief) (gioia & isquith, 1998). the authors suggest the use of the multimodal executive and language assessment scales (melas) (noel, 2013) to evaluate clients with sm and reduced or absent verbal skills. available to the clinician is an adult version of the melas (melas-a) and a revised version of the wechsler adult intelligence scale iii (wais-iii) memory checklist (wms-iii) (wms-iii memory checklist, 2007). in addition to factors affecting the communication system, children may have other co-occurring disorders. huntington's disease is a hereditary condition that begins with the death of nerve cells in a part of the brain that controls voluntary movements. as the disease progresses, the brain damage causes a decline in cognitive functions that may include memory, language, problem solving, attention and judgment. this list may be expanded to include asperger's, williams syndrome, and selective mutism. many individuals

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with these disorders also have intellectual disability or developmental delay. these conditions along with sm, must be considered when providing an individualized intervention plan. 5ec8ef588b

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