

## **Abstracts**

### **Julianna Vig: Facts and neuromyths about crossed lateral dominance**

In the past few decades, the notion that „crossed dominance” or „crossed laterality”, namely „inconsistent” laterality of paired limbs and sensory organs is a pathological phenomenon, the assesment of which could help screening of learning disorders. Are these claims supported by our current knowledge about the function of these organs? What are the neurobiological bases of asymmetries in the human body? What kind of relationship exists between crossed laterality and learning disorders? In this review I would like discuss these questions on the basis of recent publications.

*Keywords:* laterality, crossed dominance, learning disorders, cognitive functions

### **Éva Tar – Erika Tóth: Characteristics of speech sound errors between 5;6–6;0 years**

The present study focuses on the speech and language characteristics of 10 preschool boys with reduced intelligibility in terms of the developmental level of phonological knowledge, the degree of severity of speech sound disorders, and the development of some receptive language skills (such as vocabulary and syntax). Speech data was elicited by a picture naming task. Results revealed that children demonstrated limited consonant inventory, with stability in production of the early-acquired phonemes only, and inter-word variability featured prominently. Percentage of Consonant Correct index determined mild to severe speech sound disorders. Some children had difficulty in receptive syntax, however, there was no clear association between the degree of speech involvement and the receptive language skills.

*Keywords:* Speech sound disorders, within-child variability, percentage of consonant correct, comorbidity of speech- and language disorders

### **Péter Lajos: Studies of attachment in persons who stutter**

The field of psychology, special education, speech therapy and neurology are all also dealing with the phenomom of stuttering. The causes of stuttering have been the subject of research since antiquity, but until today there are new theories and statistically supported researches which enrich scientific knowledge. The phenomom of stuttering can not be described and defined unequivocally. Attachment, as the etiological factor of stuttering, is the focus of several domestic and international scientific papers, but not so many research is available for supporting the relationship between them. This paper attempts to demonstrate the importance of attachment in the etiology of stuttering with examples from the literature and, supporting of the theoretical argument, presents recent domestic and international research in this area.

*Keywords:* stuttering, attachment, research, psychology, speech therapy.

### **Alexandra Rohár: Language development and literacy readiness in persons with Down-syndrome**

This research aimed at the thorough and diverse acquaintance of the language development of children with Down syndrome. Based on Hungarian and international specialized literature, the hypotheses would like to prove that in the case of persons with Down syndrome the backwardness is more significant than the reasonable level of the mental age at the necessary level of the acquaintance of active vocabulary, morphology and syntax, the basic of reading and writing skills. Three groups took part in the research. Besides the target group of people with Down syndrome, one of the control groups consisted of mental agematched typically developing children while the other group consisted of mental and normal agematched people with other types of intellectual disability.

With the help of the examinations we could gain a more precise overview of a special, atypical language development due to which the therapy can be realised in a more tendentious way.

Down syndrome, language skills, active vocabulary, morphology, syntax, phonological awareness

**Ágnes Kránczné Szabó: Comprehension based narratives in college students with hearing impairment**

Hearing is a high –priority to be able to acquire the language. Its damage has an effect on the quality of speech production. Trouble with pronunciation, poorish vocabulary, difficulties of sentence and text comprehension are typical of hearing impaired people’s speech (Gósy 2008). The aim of our examination is to discover how the features of young hearing impaired people’s comprehension reflect in speech production. We examined the time of speech, the talking pace of the informants, we analysed the content of narratives, the number of words, the occurrence of mute pauses and the phenomena of halt (Gósy 2012). The uncertainty of comprehension can be caught out in the narratives which could have been caused by memory problems, lack of vocabulary, perceptual trouble, the disturbance of mental vocabulary. The students have to do a final exam and excellent comprehension is necessary for it. School performance and further education of hearing impaired people can be more successful with aimed development.

*Keywords:* hearing impairment, text comprehension, mental vocabulary, narrative

**Anikó Binder: Does she speak well? Lessons of assessing 5-year-olds’ language development**

The study investigates language abilities in preschool children using clinical screening and assessment batteries. The analysis of the results considered three aspects: differences according to gender, chronological age and correspondences between memory capacity and language. The latter domain has been assessed through corresponding phonological short term memory with language abilities. The paper focuses on the role of verbal memory capacity in language development.

*Keywords:* language ability, gender differences, nonword-repetition, memory, sentence comprehension

**Ildikó Szilvia Dombóvári, Mária Szűcs, Réka Molnárné Bogáth, Emőke Mosányi: The development and introduction of online parental counselling in Pedagogical Services of Budapest**

The development and introduction of online parental counselling is an innovative approach aiming to renew the counselling methods applied within basic speech and language therapy services. Awareness of this method has been brought to life by needs present in clinical practice. Firstly, the counselling method supporting intervention for language delay has been put forward and has been published on the website of the Pedagogical Services Centre of Budapest. Methods for supporting correction of articulatory distortions will follow subsequently and there are plans for online counselling methods to support phonological awareness training.

*Keywords:* online counselling, language delay, articulatory distortions, support