

Ute Ritterfeld/Christoph Klimmt/Petra Netta: Media Use of Preschool Children with and without Specific Language Impairment (SLI)

Beitrag aus Heft »2010/06: Mediengebrauch von Kindern im Alter von 0 bis 6 Jahren«

A diary study with preschoolers age four to five compared media usage of children with (n = 19) and without Specific Language Impairment (SLI) (n = 79). As SLI affects language processing, we expected differences in usage of audio-visual versus audio only media. Data confirm that SLI children have a stronger preference for television than their peers and avoid media situations that demand effective language processing, such as listening to audio tapes attentively or looking at picture books together with parents. Anhand einer Tagebuchstudie wird der Mediengebrauch vier- bis fünfjähriger Kinder mit (n = 19) und ohne spezifische Sprachentwicklungsstörungen (SSES) (n = 79) verglichen. Da SSES die Sprachverarbeitung beeinträchtigen, erwarteten wir Unterschiede beim Gebrauch audio-visueller versus rein auditiver Medien. Ergebnisse bestätigen, dass die auffälligen Kinder im Vergleich zu unauffälligen das bildlastige Medium Fernsehen bevorzugen, aber sprachlastige Medien wie Hörgeschichten oder das gemeinsame Bilderbuchlesen meiden.

Literatur

Aram, Dorothy M./Ekelmann, Barbara L./Nation, James E. (1984). Preschoolers with language disorders: Ten years later. *Journal of Speech and Hearing Research*, 27, pp. 232-244.

Arnett, Jeffrey Jensen (Ed.) (2007). *Encyclopedia of children, adolescence, and the media*. London: Sage.

Anderson, Daniel R./Pempek, Tiffany A. (2005). Television and very young children. *American Behavioral Scientist*, 48 (5), pp. 505-522.

Arnold, David H./Lonigan, Christopher J./Whitehurst, Grover J./Epstein, Jeffery N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology*, 86, pp. 235-243.

Baddeley, Alan D. (1997). *Human memory*. Prentice Hall: Ingram. Baddeley, Alan D./Gathercole, Susan E./Papagno, Costanza (1998). The phonological loop as a language learning device. *Psychological Review*, 105, pp. 158-173. Baker, Lorian B./Cantwell, Dennis P. (1982). Psychiatric disorder in children with different types of communication disorders. *Journal of Communication Disorders*, 15, pp. 113-126

Barkley, Russell A. (1998). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment*. New York: Guilford Press.

Beitchman, Joseph H./Nair, Rama/Clegg, Marjorie/Patel, P. G. (1986). Prevalence of speech and language disorders in 5-year-old kindergarten children in the Ottawa - Carlton region. *Journal of Speech and Hearing Disorders*, 51, pp. 98-110.

Bishop, Dorothy V. M./Adams, Catherine (1992). Comprehension problems in children with specific language impairment: Literal and inferential meaning. *Journal of Speech and Hearing Research*, 35, pp. 119-129.

Clahsen, Harald (1988). *Normale und gestörte Kindersprache: Linguistische Untersuchungen zum Erwerb von Syntax und Morphologie*. Amsterdam: John Benjamins B. V.

Conti-Ramsden, Gina/Botting, Nicola/Simkin, Zoë/Knox, Emma (2001). Follow-up of children attending infant language units: Outcomes at 11 years of age. *International Journal of Language and Communication Disorders*, 36 (2), pp. 207-219.

Cutler, Anna (1996). Prosody and word boundary problems. In: Morgan, James/Demuth, Katherine (Eds.), *From signal to syntax*. Hillsdale, NJ: Lawrence Erlbaum Associates, pp. 87-100.

Ellis Weismer, Susan (1996). Capacity limitations in working memory: The impact on lexical and morphological learning by children with language impairment. *Topics in Language Disorders*, 17(1), pp. 33-44.

Esser, Günter (1996). Umschriebene Entwicklungsstörungen. In: Petermann, Franz (Ed.), *Lehrbuch der klinischen Kinderpsychologie. Modelle psychischer Störungen im Kindes- und Jugendalter*. Göttingen: Hogrefe, pp. 267-285.

Feierabend, Sabine/Klingler, Walter (2004). Was Kinder sehen: Eine Analyse der Fernsehnutzung Drei- bis 13-jähriger. *Media Perspektiven*, 4, pp. 163-177.

Feierabend, Sabine/Mohr, Inge (2004). Medienverhalten von Klein- und Vorschulkindern. *Media Perspektiven*, 9, pp. 320-332.

Fikkert, Paula (1994). *On the acquisition of prosodic structure*. Dordrecht: ICG Printing.

Fisch, Shalmon M./Truglio, Rosemarie T./Cole, Charlotte F. (1999). The impact of Sesame Street on preschool children: A review and synthesis of 30 years' research. *Media Psychology* 1, pp. 165-190.

Gathercole, Susan/Baddeley, Alan (1990). Phonological memory deficits in language disordered children: Is there a causal connection? *Journal of Memory and Language*, 29, pp. 336-360.

Greenberg, Bradley S./Eastin, Matthew S./Skalski, Paul/ Cooper, Len/Levy, Mark/Lachlan, Ken (2005). Comparing survey and diary measures of internet and traditional media use. *Communication Reports*, 18 (1), pp. 1-8.

Grimm, Hannelore (1999). *Störungen der Sprachentwicklung*. Göttingen: Hogrefe.

Hoffner, Cynthia/Buchanan, Martha (2005). Young adults' wishful identification with television characters: The role of perceived similarity and character attributes. *Media Psychology*, 7, pp. 325-351.

Leonard, Lawrence B. (1998). *Children with specific language impairment*. Cambridge, MA: MIT Press.

Montgomery, James (1995). Examination of phonological working memory in specifically language-impaired children. *Applied Psycholinguistics*, 16, pp. 355-378.

Moore, David R./Rosenberg, Joy F./Coleman, John S. (2005). Discrimination training of phonemic contrasts enhances phonological processing in mainstream school children. *Brain and Language*, 94 (1), pp. 72-85.

Morgan, James/Newport, Elissa (1981). The role of constituent structure in the induction of an artificial language. *Journal of Verbal Learning and Verbal Behavior*, 20, pp. 67-85.

Naigles, Letitia R./Mayeux, Lara (2001). Television as incidental language teacher. In: Singer, Dorothy G./Singer, Jerome L. (Eds.), *Handbook of Children and the Media*. Thousand Oaks: Sage, pp. 135-152.

Penner, Zivi/Gross, Manfred/Krügel, Christian (2005). Early brainstem evoked response audiometry and delays in language acquisition. Paper presented at the X. International Congress for the Study of Child Language, July 25-29 2005, Berlin.

Rideout, Victoria J./Vandewater, Elizabeth A./Wartella, Ellen A. (2003). *Zero to six: Electronic media in the lives of infants, toddlers, and preschoolers*. Menlo Park, CA: Kaiser Family Foundation.

Ritterfeld, Ute (1999). Pragmatische Elternpartizipation in der Behandlung dysphasischer Kinder. *Sprache Stimme Gehör*, 4, pp. 192-197.

Ritterfeld, Ute (2004). Die Spezifische Sprachentwicklungsstörung: Phänomenbeschreibung und Erklärungsmodelle. *Heilpädagogische Forschung*, 2, pp. 70-91.

Ritterfeld, Ute (2005). Interventionsprinzipien bei Sprachentwicklungsstörungen. *Heilpädagogik online*, 3, pp.4-29. www.heilpaedagogik-online.com/2005/heilpaedagogik_online_0305.pdf [access: 07.31.2005]

Ritterfeld, Ute (2007). Elternpartizipation. In: Schöler, Hermann/Welling, Alfons (Eds.), *Förderschwerpunkt Sprache. Handbuch der Pädagogik und Psychologie bei Behinderungen*. Band 3 (p. 922-949). Göttingen: Hogrefe.

Ritterfeld, Ute/Vorderer, Peter (2000). Beeinträchtigen unterhaltsame Medienangebote den Spracherwerb? Klischees, Fakten und Vermutungen. *Sprache Stimme Gehör*, 4, pp. 164-157.

Ritterfeld, Ute/Niebuhr, Sandra/Klimmt, Christoph/Vorderer, Peter (2006). Unterhaltsamer Mediengebrauch und Spracherwerb: Evidenz für Sprachlernprozesse durch die Rezeption eines Hörspiels bei Vorschulkindern. *Zeitschrift für Medienpsychologie*, 18, pp. 60-69.

Ritterfeld, Ute/Rindermann, Heiner (2004). Mütterliche Einstellungen zu einer sprachtherapeutischen Behandlung ihres Kindes. *Zeitschrift für Klinische Psychologie und Psychotherapie*, 3, pp. 172-182.

Ritterfeld, Ute/Weber, René (2006). Video games for entertainment and education. In: Vorderer, Peter/Bryant,

Jennings (Eds.), Playing video games – Motives, responses, and consequences. Mahwah, NJ: Lawrence Erlbaum, pp. 399-413.

Ritterfeld, Ute/Klimmt, Christoph/Vorderer, Peter/Steinhilper, Leila K. (2005). The effects of a narrative audio tape on preschoolers' entertainment experience and attention. *Media Psychology*, 7 (1), pp. 47-72.

Roberts, Donald F./Foehr, Ulla G./Rideout, Victoria J. (2005). *Generation M: Media in the lives of 8-18 yearolds*. Menlo Park, CA: Kaiser Family Foundation.

Schneider, Wolfgang/Ennemoser, Marco/Roth, Ellen/Küspert, Petra (1999). Kindergarten prevention of dyslexia: Does training in phonological awareness work for everybody? *Journal of Learning disabilities*, 32/5, pp. 429-436.

Schöler, Hermann/Fromm, Waldemar/Kany, Werner (1998c). Die Spezifische Sprachentwicklungsstörung – eine sprachspezifische Störung? In: Schöler, Hermann/Fromm, Waldemar/Kany, Werner (Eds.), *Spezifische Sprachentwicklungsstörung und Sprachlernen*. Heidelberg: Schindele, pp. 275-294.

Spitz, Ellen H. (2000). *Inside Picture Books*. New Haven, CT: Yale University Press.

Tallal, Paula/Piercy, Malcom (1973a). Defects of nonverbal auditory perception in children with developmental aphasia. *Nature*, 241, pp. 468-469.

Tallal, Paula/Piercy, Malcom (1973b). Developmental aphasia: Impaired rate of non-verbal processing as a function of sensory modality. *Neuropsychologia*, 11, pp. 389-398.

Tallal, Paula/Stark, Rachel E./Mellits, David (1985a). The relationship between auditory temporal analysis and receptive language development: Evidence from studies of developmental language disorder. *Neuropsychologia*, 23, pp. 527-534.

Tallal, Paula/Stark, Rachel E./Mellits, David (1985b). Identification of language-impaired children on the basis of rapid perception and production skills. *Brain and Language*, 25, pp. 314-322.

Tallal, Paula/Miller, Steve L./Bedi, Gail/Byma, Gary/Wang, Xiaqin/Nagarajan, Srikanth S./Schreiner Christoph/Jenkins, William M./Merzenich, Michael M. (1996). Language comprehension in language-learning impaired children improved with acoustically modified speech. *Science*, 271, pp. 81-84.

Tomblin, J. Bruce/Smith, Elaine/Zhang, Xuyang (1997). Epidemiology of specific language impairment: Prenatal and perinatal risk factors. *Journal of Communication Disorders*, 30, pp. 325-344.

Tomblin, J. Bruce/Freese, Paula/Records, Nancy L. (1992). Diagnosing specific language impairment in adults for the purpose of pedigree analysis. *Journal of Speech and Hearing Research*, 35, pp. 832-843.

Vorderer, Peter/Böcking, Saskia/Klimmt, Christoph/Ritterfeld, Ute (2006). What makes preschoolers listen to

narrative audio tapes? Zeitschrift für Medienpsychologie, 18 (1), pp. 9-18.

Weinert, Sabine (1996). Prosodie-Gedächtnis-Geschwindigkeit: Eine vergleichende Studie zu Sprachverarbeitungsdefiziten dysphasisch-sprachgestörter Kinder [Prosody, memory, tempo. A comparative study on deficits in language processing of dysphasic-language impaired children]. Sprache & Kognition, 15, pp. 46-69.

Whitehurst, Grover J./Falco, F. L./Lonigan, Christopher J./Fischel, Janet E. (1988). Accelerating language development through picture book reading. Developmental Psychology, 24, pp. 552-559.

Wright, John C./Huston, Aletha C./Vandewater, Elizabeth A./Bickham, David S./Scantlin, Ronda M./Kotler, Jennifer A./Gilman Caplovitz, Allison/Lee, June H./Hofferth, Sandra/Finkelstein, Jonathan (2001). American children's use of electronic media in 1997: A national survey. Applied Developmental Psychology, 22, pp. 31-47.