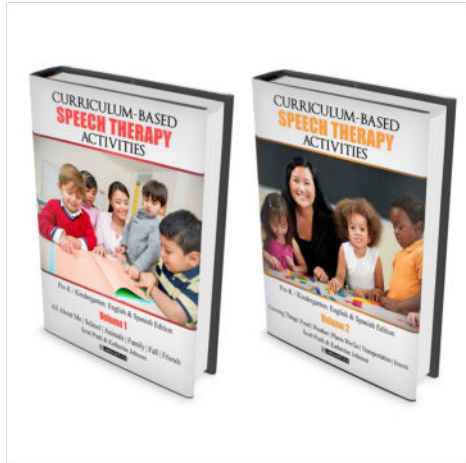


Comparison Chart for Category Generation
monolingual - bilingual – typical – language impairment

The following is a reference chart clinicians can use to assist them in the assessment process. The chart contains research findings in the area of categorization skills. It provides an easy way to compare and contrast typical and atypical monolingual and bilingual populations.

	Typical Development	Language Impairment
Monolinguals	<ul style="list-style-type: none"> • Semantic substitutions (e.g. violin for guitar) • Younger children relied on context more in generating category items (e.g. name foods you eat for breakfast) • Older children generated more category items without context (e.g. name foods) • Development from slot-filler to taxonomic 	<ul style="list-style-type: none"> • Few semantic substitutions • Errors on naming tasks • “I don’t know” responses • Circumlocutions • Wrong-name responses • Use of noise or gestures
Bilinguals	<ul style="list-style-type: none"> • Culture and language influence categorization skills • Frequency of word use in each language influences output • Possible different organization of categories based on languages • Development from slot-filler to taxonomic • Earlier shift to broad categorization (prior to 2nd grade) 	<p>PREDICTED BEHAVIORS</p> <ul style="list-style-type: none"> • Few semantic substitutions • Errors on naming tasks • “I don’t know” responses • Circumlocutions • Wrong-name responses • Use of noise or gestures • Later shift to context-independent categorization than bilinguals with typical development

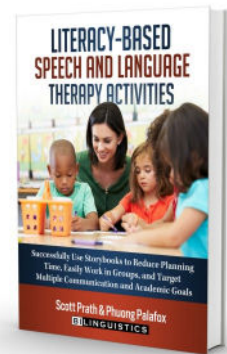
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