

Executive functions and language development in deaf and hearing children.

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ALL WELCOME

Abstract

Environmental influences on development are of great theoretical and practical interest. Studies have suggested that language and Executive Function (EF) are strongly associated. Indeed, the two are difficult to separate, and it is particularly hard to determine whether one skill is more dependent on the other. Deafness provides a unique opportunity to disentangle these skills because in this case, language difficulties have a sensory not cognitive basis. Deafness can lead to both early difficulties in establishing communication as well as later deficits in verbal reasoning. In this study, deaf children (n=108) and hearing peers (n=125) were assessed on language and a wide range of non-verbal EF tasks. Deaf children performed significantly less well on EF tasks, even controlling for nonverbal intelligence and speed of processing. Findings suggest that language is key to EF performance rather than vice-versa but I will suggest that the language-EF relationship may change during development.

Directions

University Place building is on Oxford Road, building 37 on the [Campus Map](#).

Further information

For further information about this seminar, please contact michaeline.k.glover@manchester.ac.uk or about LuCiD, please contact helen.allwood@manchester.ac.uk