

Contents

1. Introduction	-1-
1.1 Problem Analysis and Subject Matter	-1-
1.2 Reflections on the Relation Between Language Development and Behavioural Development	-2-
1.2.1 The Philosophy of Education	-2-
1.2.2 Linguistics	-4-
1.2.3 Speech and Language Pathology	-5-
1.3 Subject of Research	-13-
1.4 Outline of the Thesis	-14-
2. A Model on Behavioural Problems in Children with SLI	-15-
2.1 Introduction	-15-
2.2 The Child with SLI	-16-
2.3 Interactions with Peers	-19-
2.4 Parents of the Child with SLI	-22-
2.4.1 Parental Language Input	-22-
2.4.2 Changes in the Child-rearing Process	-25-
2.5 Self-concept of Children with SLI	-27-
2.6 A Model on Behavioural Problems in Children with SLI	-30-
3. Methods	-33-
3.1 Introduction	-33-
3.2 Sampling Procedure	-33-
3.3 Data Collection Procedure	-35-
3.3.1 Behavioural Problems	-35-
3.3.2 Self-concept	-39-
3.3.3 Parental Feelings and Educational Problems According to Parents	-43-
3.3.4 Problematic Parenting Styles According to the Children	-48-
3.4 Model and Instruments	-52-
3.5 Statistical Procedure	-53-
4. Results	-55-
4.1 Subjects	-55-
4.2 Behavioural Problems	-58-
4.2.1 Behavioural Problems According to parents ..	-58-
4.2.2 Behaviour According to Teachers	-59-
4.2.3 Behaviour According to Parents and/or Teachers	-61-
4.3 Self-esteem	-62-
4.4 Parental Feelings and Educational Problems	-64-
4.4.1 Parental Feelings and Educational Problems According to Parents	-64-

Contents

1. Introduction	-1-
1.1 Problem Analysis and Subject Matter	-1-
1.2 Reflections on the Relation Between Language Development and Behavioural Development	-2-
1.2.1 The Philosophy of Education	-2-
1.2.2 Linguistics	-4-
1.2.3 Speech and Language Pathology	-5-
1.3 Subject of Research	-13-
1.4 Outline of the Thesis	-14-
2. A Model on Behavioural Problems in Children with SLI	-15-
2.1 Introduction	-15-
2.2 The Child with SLI	-16-
2.3 Interactions with Peers	-19-
2.4 Parents of the Child with SLI	-22-
2.4.1 Parental Language Input	-22-
2.4.2 Changes in the Child-rearing Process	-25-
2.5 Self-concept of Children with SLI	-27-
2.6 A Model on Behavioural Problems in Children with SLI	-30-
3. Methods	-33-
3.1 Introduction	-33-
3.2 Sampling Procedure	-33-
3.3 Data Collection Procedure	-35-
3.3.1 Behavioural Problems	-35-
3.3.2 Self-concept	-39-
3.3.3 Parental Feelings and Educational Problems According to Parents	-43-
3.3.4 Problematic Parenting Styles According to the Children	-48-
3.4 Model and Instruments	-52-
3.5 Statistical Procedure	-53-
4. Results	-55-
4.1 Subjects	-55-
4.2 Behavioural Problems	-58-
4.2.1 Behavioural Problems According to parents ..	-58-
4.2.2 Behaviour According to Teachers	-59-
4.2.3 Behaviour According to Parents and/or Teachers	-61-
4.3 Self-esteem	-62-
4.4 Parental Feelings and Educational Problems	-64-
4.4.1 Parental Feelings and Educational Problems According to Parents	-64-

4.4.2. Problematic Educational Styles as perceived by Children with SLI	-66-
4.5 Model on Behavioural Problems in Children with SLI ..	-67-
4.5.1 The Construction of the Criterion Variable ‘Behavioural Problems’	-67-
4.5.2. The Regression Analysis	-71-
5. Discussion	-73-
5.1 Behavioural Problems	-73-
5.1.1 The Extent of Behavioural Problems in Children with SLI	-73-
5.1.2 Relation Between Specific Language Impairments and Behavioural Problems	-74-
5.1.3 Interrater Differences of Questionnaires on Behaviour	-75-
5.1.4 Outcomes on Behaviour Compared to Other Studies	-77-
5.1.5 Type of Behavioural Problems	-78-
5.2 Behavioural Problems Related to Child and Educator Variables	-80-
5.2.1 Social Acceptance	-81-
5.2.2 Gender	-81-
5.2.3 Other Subscales of the CBSK	-82-
5.2.4 Problematic Educational Styles	-84-
5.2.5 Educator Variables	-85-
6. Conclusions and Recommendations	-87-
Summary	-95-
Nederlandse samenvatting	-101-
Reference List	-109-
Appendices	-121-
1 Adapted version of the ‘Vragenlijst problematische opvoedingsstijlen’ - rater version	
2 Adapted version of the ‘Vragenlijstproblematische opvoedingsstijlen’ - child version	
Nawoord	-147-