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Investigating the Acquisition of Regular Versus Reflexive Pronouns in Children and Adolescents with Downs Syndrome

I explore the way and extent to which children with Down’s syndrome acquire regular versus reflexive pronouns. In looking at the data on CHILDES I will try to see if, as previously observed, the two types of pronouns are acquired differently. For example, Popovic (2005) and Ring and Clahsen (2005) observed that children understood sentences with regular pronouns like “him” but not those that contained reflexives like “himself”. In order to investigate these claims of these studies, I’ve investigated transcripts of four different children interacting with their parents. The children have Down’s syndrome; their ages are not indicated. Based on the arguments from both papers I believe there could be some evidence of the children not understanding the reflexives that could be observed in the speech of the parents to the children. It is also possible that there could be evidence of them not understanding either kind of pronoun, which would require careful analysis in relation to the data presented by the two papers.