McGILL SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS
SCSD-637/B
DEVELOPMENTAL LANGUAGE DISORDERS I

January - April 2015
Professor: Elin Thordardottir, Ph.D., Speech-Language Pathologist
Room 868, phone: 398-5356, e-mail: elin.thordardottir@mcgill.ca
Lab Instructor: Myrto Brandeker, M.Sc, Doctoral Candidate
Lecture: Wednesday 11 am to 1 pm
Lab: Thursday 2-4 pm (labs on Jan 15, 22 & 29; Feb 5 & 11 (Exam Feb 19 &26). Make-up lectures April 2 & 9)
Office Hours: by appointment (or feel free to e-mail or stop by my office)

COURSE CONTENT AND ORGANIZATION

This course is concerned with language impairment in children, focusing on the nature and manifestations of such impairments and on methods used to assess them. The course addresses the theoretical and practical underpinnings of assessment methods and diagnostic criteria and discusses the significance of research findings on language disorders in children for theories of language development and for clinical decision making. After taking this course, students should 1) have a good idea of what language impairments look like in children from preschool age through adolescence, 2) be able to plan clinical assessment of language disorders in children, administer several language tests and know how to report assessment results, and 3) should be familiar with current research issues in this area and understand how they relate to clinical issues.

The first part of the course surveys language and cognitive characteristics of individuals (age birth to young adulthood) from a variety of populations of developmental language impairments, including children with specific/primary language impairment, learning disability, cognitive challenges, emotional and motoric challenges, and sensory impairments. The course also addresses cultural diversity and its implications for the assessment of language impairment.

The second part of the class focuses on the assessment of language disorders. This part includes a discussion of the goals of assessment (screening, diagnostic assessment, selection of therapy goals, intervention efficacy), and assessment methods (standardized tests, naturalistic assessment, language sampling, parent report measures, and informal assessment procedures).

READINGS

Textbook:

Other Required Readings:
As specified in the course outline.
REQUIREMENTS AND GRADING

Class attendance is required and reasons for absences should be discussed with the professor. Students are expected to read all required readings. Supplementary readings are optional. Due dates for assignments and page limits are firm.

Grading will be based on completion of the following:

1) Fact sheet (25%) Due March 25

2) Language sample analysis (20%) Due March 11

2) Labs (15%).

2) Final exam (40%). Date to be announced.

McGILL UNIVERSITY VALUES ACADEMIC INTEGRITY. THEREFORE ALL STUDENTS MUST UNDERSTAND THE MEANING AND CONSEQUENCES OF CHEATING, PLAGIARISM AND OTHER ACADEMIC OFFENCES UNDER THE CODE OF STUDENT CONDUCT AND DISCIPLINARY PROCEDURES.
(See http://www.mcgill.ca/integrity for more information)

L'UNIVERSITÉ McGill ATTAQUE UNE HAUTE IMPORTANCE À L'HONNÉTETÉ ACADÉMIQUE. IL INCOMBE PAR CONSÉQUENT À TOUS LES ÉTUDIANTS DE COMPRENDRE CE QUE L'ON ENTEND PAR TRICHERIE, PLAGIAT ET AUTRES INFRACTIONS ACADÉMIQUES, AINSI QUE LES CONSEQUENCES QUE PEUVENT AVOIR DE TELLES ACTIONS, SELON LE CODE DE CONDUITE DE L'ÉTUDIANT ET DES PROCÉDURES DISCIPLINAIRES (Pour plus amples renseignements, veuillez consulter le site http://www.mcgill.ca/integrity)

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
Fact Sheet

For this assignment, you will select a particular population of children with a language disorder, for example, a particular syndrome or diagnostic category. You may select any population or disorder that is of interest to you, except Specific Language Impairment and Late Talkers (a list of suggestions will be handed out). You should clear your topic with the professor before you start so that we can avoid duplication and try to cover as many disorders as possible as a class.

As long as class members agree, the fact sheets will be compiled in a reference manual on language disorders and distributed to class members (by a volunteer in the class). You should keep this purpose in mind when you write your fact sheet. The content should be up to date, relevant and well organized, so that others may use the fact sheet to look up information. The fact sheet should include the following information:

- name of the disorder
- other names if applicable
- incidence-prevalence
- etiology
- physical/motor characteristics and development
- behavioral/social/emotional characteristics and development
- cognitive characteristics and development
- speech/language characteristics and development
- implications for educational needs
- references

Fact sheets may not exceed 3 pages in length (Times New Roman 12 pt. minimum font size, 1" margins). Format as you like, but organize the information clearly. Provide a full reference for all materials cited (references need not fit into the 3 pages). You may use additional pages for the reference list. Use APA style for the reference list. Proofread your work carefully.

Due date: March 25
Week 1. January 7

**Topic:**
Definition of a developmental language impairment:
- Language delays and language impairments
- Diagnostic criteria - how are they determined
- Theories of language development - how do they influence clinical assessment, how are they influenced by it

**Readings:**
Textbook Chapter 1, Definitions and Models of Child Language Disorders in Children.

Week 2. January 14

**Topics:**
Purposes of assessment.
Administration of standardized tests
Administration of ENNI

**Reading:**
Textbook Chapter 2, Assessment

Week 3. January 21

**Topic:**
Major models of language disorders.

Characteristics of developmental language impairment:
- Primary/Specific language impairment.

**Readings:**
Textbook Chapter 6, Assessment and Intervention in the Prelinguistic Period (focus on
those parts of the chapter that discuss the characteristics and assessment of communicative skills – not on management).

DSM-V – Language Disorders (Available on-line through library)

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**Week 4. January 28**

**Topic:**

Primary/Specific language impairment.
Major theoretical frameworks.

**Readings:**

TBA


**Supplementary Readings:**


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**Week 5. February 4**

**Topics:**

Screening
Diagnostic testing
  case history
  standardized tests:
    administration, scoring, interpretation
  advantages and limitations

**Readings:**


Supplementary readings:

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Week 6. February 11

Topics:
Diagnostic testing
- standardized tests - what to assess
- cut-off criteria
- interpretation
- administration to hard-to-test populations

Reading:
Textbook Chapter 11, Assessment of Language for Learning

Supplementary readings:
Language assessment test manuals available in Beatty Hall.

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Week 7. February 18

Topics:
Naturalistic assessment
- language sampling
- ENNI analysis

Readings:
TBA
First half, Textbook Chapter 13, Assessing Advanced Language
Week 8. February 25

Topics:
Naturalistic assessment
    more on language sampling.
Informal assessment procedures
    criterion-referenced assessment
assessment by parent report

Readings:
Second half of Chapter 13
Chapter 5, Child Language Disorders in a Pluralistic Society (to p. 160).

Supplementary readings/resources:


March 4 STUDY BREAK

Week 9. March 11 CLASS WILL BE MOVED TO OTHER DATE

LANGUAGE SAMPLE ANALYSIS DUE ON THIS DATE (REGARDLESS ON WHEN THE LECTURE IS HELD)

Topic: Specific (expressive) language impairment in young children- late talkers.

Readings:
    Textbook Chapter 7: Assessment and Intervention for Emerging Language (pp 234-255)
    Textbook Chapter 8: Assessment of Developing Language (first half)

Supplementary Readings:
Week 10. March 18  CLASS WILL BE MOVED TO OTHER DATE

**Topic:**
Language impairment in older children (school age and adolescence)

**Readings:**
Textbook Chapter 8: Assessment of Developing Language (2\textsuperscript{nd} half)

**Supplementary Reading:**

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Week 11. March 25

**FACT SHEET DUE**

**Topics:**
Nonspecific language impairment:
- Children with cognitive challenges and language impairment
- Children with sensory impairments and language impairment
  - hearing impairment
  - early otitis media

**Readings:**
Textbook Chapter 4, Special Considerations for Special Populations


**Supplementary readings:**

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Week 12. April 1

**Topics:**
Language impairment in bilingual children
Assessment of culturally diverse populations.
Assessment of bilingual children

Readings:


Supplementary readings:


Week 13. April 8. Wrap up and review

MAKE UP CLASSES FOR MARCH 11 AND 18 WILL BE HELD ON THURSDAY APRIL 2 AND THURSDAY APRIL 9, 2-4 PM.
SCSD 637, WINTER 2015
DEVELOPMENTAL LANGUAGE DISORDERS I

LAB OUTLINE

Instructor: Myrto Brandeker, PhD candidate (myrto.brandeker@mail.mcgill.ca)
Office hours: By appointment

Labs are held Thursdays at 2-4 pm, in room 862, 2001 McGill College. Class attendance is required and reasons for absences should be discussed with the instructor.

Readings from Paul (2011):
- Highly recommended: In Paul (2011) Chapter 1 (Models of Child Language Disorders) and Chapter 2 (Assessment; not the section on Oral motor assessment)
- Optional: Chapters 6-8, 10-11, 13 in Paul (2011).

LAB 1 – January 15

LAB 2 – January 22
How to look at tests and how to score. Start practicing tests.

LAB 3 – January 29
Practicing tests.

LABS 4 – February 5
Practicing tests.

LAB 5 – February 12
Bilingual assessment and working with interpreters. Informal assessment. Q & A.

ORAL EXAM – February 19 or 26
Each student will attend ONE of these labs for a 10 minute oral exam (administration of test). The students will be informed of their assigned time slot on January 29.