McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
FALL SEMESTER 2014

Developmental Language Disorders II
SCSD-643+
Number of Credits: 3 Credits
Lectures: Fridays 12:30 to 2:30 pm
Labs Mondays 1 to 2 pm

Instructor:
Elin Thordardottir, Ph.D., Speech-Language Pathologist/Audiologist

Office: 2001 McGill College, Office 868
Office Phone: 398-5356
Office Hours: By appointment (right after class on Fridays or set up by phone or by email, or stop by my office any time)
Email: elin.thordardottir@mcgill.ca

Lab Instructor
Sophie Vaillancourt, M.O.A, M.B.A., Coordinator of Clinical Education, Speech-Language Pathologist

COURSE CONTENT:
The goal of the course is to familiarize students with principles and procedures of language intervention for individuals with developmental language impairments, including preschool children, school-age children, adolescents and adults and including monolingual and multilingual individuals, within a framework of evidence based practice. The course includes an overview of general intervention principles as well as specific intervention techniques and special considerations for different age groups and populations. The course will emphasize the theoretical bases of different intervention approaches and methods of documenting intervention efficacy. The place of experimental and controversial treatments will be discussed.

LEARNING OUTCOMES:
By the end of this course students will be able to:
- plan and justify long term therapy goals and short term objectives based on assessment results,
- select appropriate intervention methods
- plan data collection for demonstration of intervention efficacy
- understand how theoretical perspectives influence intervention methods and how intervention results can inform theory
- understand the concept of evidence based practice and ways that it can be implemented in clinical work.
INSTRUCTIONAL METHOD:

The course has a mixed format. Class time will be devoted to lectures, questions and answers, and discussion, including structured discussions in which students will explore and debate issues of controversy. Class attendance is mandatory and students must discuss all absences with the instructor, ahead of time if at all possible (an exception to this is made in the case of student illness. Students who are ill should not come to class).

Lab exercises will be held on Mondays as announced. The goal of the labs is for students to get hands-on practice planning interventions, writing lesson plans, and discussing matters related to clinical practice. Readings associated with the labs are mostly clinical reports which should be read ahead of the labs. In order to benefit from the labs, attendance and participation are necessary. Therefore, students should make every effort to attend all labs and to participate fully in all activities. The focus of the labs is to give students guided practice in planning intervention and selecting appropriate goals and procedures for individual clients. This is a learning experience involving repeated practice solving multiple cases. The grade associated with the labs is based on strictly on active participation, not on the ability to come up with the “correct” answer. Students are encouraged to use this time effectively.

COURSE MATERIALS:

- This is the same textbook that was used in Developmental Language Disorders I. The chapters to be read in this class are specified in the course outline below.
- Other required readings are listed as well in the outline. Any readings mentioned under the heading ‘Readings’ are required. ‘Supplementary readings’ are provided as a further resource for you, and are NOT required.

ASSIGNMENTS & EVALUATION

- Grading will be based on the following:
- Midterm exam: 30%
- Final exam: 40%
- Short papers and quizzes: 15%
- Labs: 15%

Three surprise multiple choice quizzes will be given in class – grades will be counted for the 2 best of these. Two short papers will be assigned (one-page max) addressing issues discussed in class.

The exams will have a mix of very short questions (definitions and such), questions requiring somewhat longer answers and essay questions. The majority of exam questions will target issues that have been covered in class. However, some exam questions may target issues discussed in the required readings that may not have been discussed explicitly in class.

Grading of the labs is based on your active participation and effort in trying to solve the cases presented. The emphasis here is not on a “correct” answer but on your willingness to use this time effectively.
McGILL POLICY STATEMENTS:
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 www.mcgill.ca/students/srr/honest/ for more information).

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.

LECTURE TOPICS AND READINGS

1) September 5
WHAT IS LANGUAGE INTERVENTION?
WHO QUALIFIES FOR IT, WHO DOES NOT, AND WHAT ARE THE ANTICIPATED OUTCOMES?

Readings:

Textbook, Chapter 3, Principles of Intervention

Supplementary Readings:


2) September 12
WHAT TO TREAT AND HOW TO PROMOTE CHANGE
INSIGHTS FROM MAJOR THEORETICAL ACCOUNTS OF LANGUAGE DEVELOPMENT

Readings:


3) September 19
GOAL: SETTING, LESSON PLANNING, BASICS OF INTERVENTION ORGANIZATION

Readings:

Textbook, Chapter 9, Intervention for Developing Language
4) September 26
APPROACHES TO INTERVENTION – WAYS OF CLASSIFYING INTERVENTIONS
The Continuum of naturalness

Readings:

Textbook, Chapter 12, Intervening at the language-for-learning period

5) October 3
APPROACHES TO INTERVENTION – CONTINUED

Readings:

Textbook, Chapter 7: Assessment and Intervention for emerging language (Required reading second part of chapter focusing on intervention)


6) October 10
APPROACHES TO INTERVENTION - CONTINUED

Implicit/explicit learning
Modularity or not in target selection
Enhancing general processing and memory abilities
Intensity and timing


Supplementary Readings:


7) October 17
MIDTERM EXAM

The midterm exam covers materials discussed in class up to that point.


8) October 24

CONSIDERATIONS FOR CLIENTS OF DIFFERENT AGES
CONSIDERATIONS FOR CLIENTS WITH COGNITIVE DELAYS

Readings:

Textbook, Chapter 14, Intervention for advanced language


Supplementary readings:


9) October 31

INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL CHILDREN

Readings:


10) November 7

BILINGUAL CHILDREN – CONTINUED

11) November 14

EVIDENCE BASED PRACTICE

Readings:


Supplementary readings:


12) November 21

ASSESSMENT OF CLINICAL PROGRESS AND EFFICACY

CONTROVERSIAL TREATMENTS – HOW MUCH EVIDENCE IS NEEDED?


13) November 28

SERVICE DELIVERY MODELS

Speech, Language and Hearing Services in School, 38, 72-83.


Supplementary readings:

McGILL UNIVERSITY
Faculty of Medicine - School of Communication Sciences & Disorders
Fall 2014

Developmental Language Disorders II - SCSD-643+
Lab Sessions - Overview
Course Time: Mondays, 12:00 to 1:00 pm; Location: Room 862

Instructor: Sophie Vaillancourt, M.O.A., M.B.A.
Office: Room 864
Office Phone: 514-398-3071
Email: sophie.vaillancourt@mcgill.ca

As seen in your course syllabus:
• The goal of the labs is for students to get hands-on practice planning interventions, coming up with lesson plans, and discussing matters related to clinical practice. Readings associated with the labs are mostly clinical reports which should be read ahead of the labs. In order to benefit from the labs, advance reading of the reports, attendance and participation are necessary. Therefore, students should make every effort to attend all labs and to participate fully in all activities. The focus of the labs is to give students guided practice in planning intervention and selecting appropriate goals and procedures for clients. This is a learning experience involving repeated practice solving multiple cases.
• Grading of the labs (15%) is strictly based on active participation and effort in trying to solve the cases presented, not on the ability to come up with the “correct” answer. Students are encouraged to use this time effectively.

<table>
<thead>
<tr>
<th>Labs</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review. Language modalities, spheres and components. Language framework. Decisions to be made after an assessment. Intervention goals.</td>
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<tr>
<td>2</td>
<td>Sept. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Report #1 – Preschooler</td>
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<td>3</td>
<td>Sept. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Target of intervention. Prioritizing goals.</td>
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<td>4</td>
<td>Oct. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Continuum of naturalness. Types of activities/stimuli.</td>
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<td>---</td>
<td>Oct. 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No class – Thanksgiving Holiday</td>
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<td>5</td>
<td>Oct. 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Report #2 – School-aged</td>
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<td>6</td>
<td>Oct. 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Service delivery models. Response-to-Intervention Model (RTI).</td>
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<td>7</td>
<td>Nov. 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Individualized Educational Plan (IEP). MELS codes.</td>
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<td>8</td>
<td>Nov. 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Adaptation of goals throughout intervention.</td>
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<td>9</td>
<td>Nov. 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Report #3 – Bilingualism</td>
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<tr>
<td>10</td>
<td>Nov. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Impact on conclusion and recommendations.</td>
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This semester, in the lab sessions, you will practice:
• What to do with the information gathered in a language assessment;
• To come up with intervention goals for both the intervention and treatment plans;
• To come up with lesson plans;
• To use the different procedures, approaches and methods seen in the class;
• To select games, books and activities;
• To adapt your goals throughout the evolution of the child.