



**McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2019**

**SCSD 637
Developmental Language Disorders I
Number of Credits: 3 Credits
Course Time: Monday 9 to 11 am
Labs Wednesday 9 to 11 am
(but see below some switches of class and lab times)
Location: SCSD, Room 862**

Instructor: Elin Thordardottir, Ph.D. Speech-Language Pathologist/Audiologist
Office: SCSD, Room 868; Office Phone: 514-398-5356
Office Hours: By appointment (set up by phone or by email or feel free to drop by any time)
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Lab instructor: Eve-Julie Rioux, M.Sc, Speech-Language Pathologist

COURSE OVERVIEW: Communication Sci & Disorders : The nature of developmental language disorders and the assessment of language competence and performance in both speaking and non-speaking children will be studied.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

| Foundational Principles | |
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| Apply specialized knowledge of typical and disordered language development from infancy to young adulthood to plan and interpret diagnostic assessment protocols. | |
| Identify the main tenets of major theoretical accounts of the nature of Developmental Language Disorder (DLD) and their relationship to clinical identification of DLD and long term prognostic outcomes. .Describe the manifestation of DLD in English speaking and bilingual children and adolescents. | Class discussion, midterm, final exam |
| Identify the main current assessment methods for DLD and the factors that impact their validity, reliability and diagnostic accuracy. | Class discussion, midterm, exam, assignment |

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

| Assessment of Developmental Language Disorders | |
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| Develop an assessment strategy to evaluate language disorders | |
| Identify and justify the aspects of language to include in an assessment plan to differentially diagnose DLD at various ages. | Class discussion, exam, Assignment |

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| Identify specific assessment tests for diagnostic evaluation and intervention planning. | |
| Correctly administer and score a selected set of standardized tests and spontaneous language assessments | Lab exam, Assignment |

ROLE 2: COMMUNICATOR

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| Oral and Written Communication | |
| Communicate expert knowledge in a clear and concise manner | |
| Present results of language sample analysis in a clear manner | Assignment |

ROLE 3: COLLABORATOR

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| Collaborate with Other Professionals (classmates) | |
| Interact according to differing roles and responsibilities of team members | |
| Collaborate effectively and respectfully with other team members to effectively administer standardized language tests Provide appropriate feedback to peers | Lab exercises, class discussion |

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| Relationships with Other Professionals (Classmates) | |
| Respect personal and professional differences and support positive team dynamics | |
| Contribute actively to group work and class discussion. Respect and support classmates | Lab exercises, class discussion |

ROLE 4: ADVOCATE

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| Client Advocacy and Public Education | |
| Advocate for resources to enhance service provision by critically appraising policies | |
| Identify and critically appraise the foundations/justification for current policy on the identification of DLD, the diagnostic labels currently in use and how they relate to criteria for allocation of services. | Class discussion, midterm and final exam |

INSTRUCTIONAL METHOD:

This course uses a mixed method of lectures and hands-on lab exercises. Students are encouraged to read assigned reading before each class to be able to participate actively in the discussion. Students are encouraged to ask any questions, offer opinions or alternative interpretations, and relate their experiences relative to the class discussions..

TECHNOLOGY ETIQUETTE:

Refrain from using your phone during class for any purpose. During class, do not check your mail, browse the internet or use social media. Doing so is unprofessional and disruptive to classmates and to the instructor and limits your own ability to benefit from the lecture and class discussion.

REQUIRED COURSE MATERIALS:

Readings consist of chapters from the assigned textbook and various articles and chapters which are listed below. In each case, the readings provide background material or in some cases in-depth coverage of aspects of the topic of the class for which they are assigned. All reading materials under the heading “Readings:” are obligatory and can be the subject of exam questions.

OPTIONAL COURSE MATERIALS

Readings listed under the heading “Supplementary Readings” are optional. You may find them interesting now or at a later time. These readings will not be the subject of exam questions and whether you read them or not at this time has no impact on your grade,.

COURSE CONTENT

This course is concerned with language impairment in the developmental period (birth through adolescence to young adulthood), 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 class focuses on the clinical assessment of various aspects of language using standardized tests and language sampling methods to assess vocabulary, morphology, syntax and conversational and narrative skills. For each skill assessed, findings on that skill in typical and disordered language development will be discussed, together with the clinical applicability of each measure (diagnostic accuracy for the identification of DLD, planning of treatment), . This part includes a discussion of the goals of assessment (screening, diagnostic assessment, selection of

The second part of the course is concerned with the theoretical underpinnings of DLD, including major accounts of presumed underlying causes. The course also addresses cultural diversity and its implications for the assessment of language impairment in bilingual and multilingual children.

- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”

NOTE: “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”

| Date | Topics and Readings |
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| Sept 11 | <p>Introduction – logistics of course</p> <p>Language disorders in children – an introduction Assessment of language disorders – purposes of assessment</p> <p>Readings: Textbook Chapter 1: Models of child language disorders</p> <p>Supplementary Reading: Tomblin, J.B., & Records, N. (1996). A system for the diagnosis of specific language impairment in kindergarten children. <i>Journal of Speech, Language and</i></p> |

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| | <i>Hearing Research</i> , 39, 1284-1295. |
| Sept 12 | <p>Assessment of language disorders using standardized tests Properties of tests Administration Scoring – score conversion and reporting</p> <p>Readings: Textbook Chapter 2. Assessment Hutchinson, T. (1996). What to look for in the technical manual: Twenty questions for users. <i>Language, Speech and Hearing Services in Schools</i>, 27, 109-121.</p> <p>Supplementary readings: Language assessment test manuals available in Beatty Hall. Gray, S., Plante, E., Vance, R., & Henrichsen, M. (1999). The diagnostic accuracy of four vocabulary tests administered to prechool-age children. <i>Language, Speech and Hearing Services in Schools</i>, 30, 196-206. Merrell, A., & Plante, E. (1997). Norm-referenced test interpretation in the diagnostic process. <i>Language, Speech, and Hearing Services in Schools</i>, 28, 50-58.</p> |
| Sept 19 | <p>Naturalistic assessment Language sampling – how to collect a language sample SALT analysis – how to, theoretical basis and interpretation</p> <p>Readings: Class handout on Language Sample Analysis Miller, J. (1981). <i>Assessing language production in children: Experimental procedures</i>. Austin, TX: Pro-ed. Chapter 2: Procedures for analyzing free-speech samples: syntax and semantics (pp. 21-27 and 32-40). Heilmann, J., Miller, J. & Nockerts, A. (2010). Using language sample databases. <i>Language, Speech and Hearing Services in Schools</i>, 41, 84-95.</p> <p>Supplementary Readings: Elin Thordardottir (2016). Long versus short language samples: A clinical procedure for French language samples. <i>Canadian Journal of Speech Language Pathology and Audiology</i>, 40, 176-197. Leadholm, B., & Miller, J. (1992). <i>Language sample analysis: The Wisconsin guide</i>. Madison, WI: Wisconsin department of public instruction. Nippold, M., Mansfield, T, & Tomblin, J.B. (2008). Syntactic development in adolescents with a history of language impairments – A follow up investigation. <i>American Journal of Speech-Language Pathology</i>, 18, 241-251.</p> |
| Sept 26 | <p>Naturalistic assessment continued Analysis of complex syntax</p> |

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| | <p>CI-index</p> <p>Readings: Textbook Chapter 13, Assessing advanced language Class handout on Language Sample Analysis</p> <p>Supplementary Readings: SALT manual: Analysis of complex syntax Hadley, P. (1998). Language sampling protocols for eliciting text-level discourse. <i>Language, Speech, Hearing Services in Schools, 29</i>, 132-147.</p> |
| Oct 3 | <p>Naturalistic assessment continued Narrative analysis Introduction to ENNI Other narrative contexts</p> <p>Informal assessment</p> <p>Assessment of processing skills, working memory and executive function</p> <p>Readings: Textbook Chapter 7. Assessment and intervention for emerging language (focus only on assessment part of chapter, not intervention or management) ENNI administration and scoring instructions (on internet – ENNI, University of Alberta) Dollaghan, C., & Campbell, T. (1998). Nonword repetition and child language impairment. <i>Journal of Speech, Language, and Hearing Research, 41</i>, 1136-1146.</p> <p>Supplementary Readings: Adams, A-M., & Gathercole, S. (2000). Limitations in working memory: implications for language development. <i>International Journal of Language and Communicative Disorders, 35</i>, 95-116. Ellis Weismer, S., Tomblin, B., Zhang, X., Buckwalter, P., Chynoweth, J., & Jones, M. (2000). Nonword repetition performance in school-age children with and without language impairment. <i>Journal of Speech, Language, and Hearing Research, 43</i>, 865-878.</p> |
| Oct 10 | <p>Language impairment in young children- late talkers.</p> <p>Readings: Textbook Chapter 8, Assessment of developing language Rescorla, L. (2011) Late talkers: Do good predictors of outcome exist? <i>Developmental disabilities Research Reviews, 17</i>, 141-150.</p> |

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| <p>Oct 23</p> | <p>MIDTERM 1 HOUR</p> <p>Language impairment in school-age children and adolescents</p> <p>Readings: Textbook Chapter 11. Assessing students’ language for learning</p> |
| <p>Oct 24</p> | <p>Language impairment in children with other identified conditions Children with cognitive impairments – Down syndrome and Fragile X Children with visual and hearing impairment Children with cerebral palsy Gifted children Children with central auditory disorder</p> <p>Readings: Textbook Chapter 4. Special considerations for special populations</p> <p>Gritter. M. (2012) . Language and children with auditory impairment, Chapter 8. In Vicki Reed, Ed.. <i>An introduction to children with language disorders. 4th Edition.</i> Boston, MA: Pearson. pp. 168-217 on central auditory disorders , pp325 to 338.</p> |
| <p>Oct 31</p> | <p>Developmental Language Impairment as the primary disorder Primary/Specific language impairment.- what is it? Nature and possible causes Major theoretical frameworks.</p> <p>Readings:</p> <p>Leonard, L. (2014). <i>Children with specific language impairment.</i> Cambridge, MA: The MIT Press.:</p> <p style="padding-left: 40px;">PART IV Theoretical Issues: 9: SLI as a deficit in linguistic knowledge 10 Processing limitations and SLI. 6 The genetics of SLI</p> <p>Supplementary Reading: DSM-V – Language Disorders (Available on-line through library)</p> |
| <p>Nov 7</p> | <p>The move to Developmental Language Disorder What’s in a label The IQ debate Interpretation of assessment findings Diagnostic criteria Diagnostic accuracy</p> |

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| | <p>Bishop, D.M.V., Snowling, M. Thompson, P. Greenhaigh, T., CATALISE consortium (2016). Catalise> A multinational and multidisciplinary Delphi consensus study. Identifying language impairments in children. PlosOne, July 8 2016, DOI: 1-.1371/journal.pone.0159753, pp. 1-26</p> <p>Plante, E. & Vance, R. (1994). Selection of preschool language tests: A data based approach. <i>Language, Speech and Hearing Services in Schools</i>, 25, 15-24.</p> <p>Supplementary Readings: Bishop, D.V.M. (2014). Ten questions about terminology for children with unexplained language problems. <i>International Journal of Language and Communication Disorders</i>, 49,.381-415.</p> <p>Bishop, D.M.V., & Hayiou-Thomas, E. (2008). Heritability of specific language impairment depends on the diagnostic criteria. <i>Genes, Brain and Behavior</i>, 7, 365-372.</p> |
| Nov 21 | <p>More on the nature of language disorder in children Assessment of pragmatic skills and their relation to language disorder</p> <p>Readings:</p> <p>Fujiki, M, & Brinton, B. (2014). Social communication assessment and intervention for children with language impairment. In D. Hwa-Froelich (Ed.), <i>Social communication development and disorders</i>, pp.220-246. NY, NY: Psychology Press. READ TO PAGE 238</p> <p>Texbook Chapter 5. Developmental language disorders in a pluralistic society</p> <p>Supplementary Readings: Conti-Ramsden, G. & Botting, N. (1999). Classification of children with specific language impairment: Longitudinal considerations. <i>Journal of Speech, Language and Hearing Research</i>, 42, 1195-1204.</p> <p>Elin Thordardottir (2016). Morphological errors are not a sensitive marker of language impairment in Icelandic children age 4 to 14 years. <i>Journal of Communicative Disorders</i>, 62, 82-100. FOCUS ON INTRODUCTION</p> <p>Supplementary Readings: Nation, K., Clarke, P., Marshall, C., & Durand, M. (2004). Hidden language impairments in children: parallels between poor reading comprehension and specific language impairment? <i>Journal of Speech, Language and Hearing Disorders</i>, 47, 199-211.</p> |
| Nov 27 | <p>Language impairment in bilingual children Assessment of culturally diverse populations. Assessment of bilingual children</p> |

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| | <p>Readings Elin Thordardottir (2014). Effects of exposure on vocabulary, morphosyntax and language processing in typical and impaired language development. In J. Paradis & T. Grüter (Eds), <i>Input and Experience in Bilingual Development</i> (pp. 141-160), John Benjamins: TiLAR series (Trends in Language Acquisition Research)</p> <p>Supplementary readings: Bedore, L. & Pena, E. (2008). Assessment of bilingual children for identification on language impairment: Current findings and implications for practice. <i>International Journal of Bilingual Education and Bilingualism</i>, 11 (1), 1-28. Heath, S.B. (1983). <i>Ways with words: Language, life, and work in communities and classrooms</i>. New York: Cambridge University Press. Stockman, I. (2000). The new Peabody Picture Vocabulary Test-III: An illusion of unbiased assessment? <i>Language, Speech, and Hearing Services in Schools</i>, 31, 340-353.</p> |
| Dec 2 | <p>Language impairment in bilingual children - Continued Assessment of culturally diverse populations. Assessment of bilingual children</p> <p>Readings: Elin Thordardottir (2015). Proposed diagnostic procedures and criteria for Cost Action Studies on Bilingual SLI. In Armon-Lotem, S., J. de Jong & N. Meir (Eds.), <i>Methods for assessing multilingual children: Disentangling bilingualism from language impairment</i>. Bristol, UK: Multilingual Matters.</p> <p>Elin Thordardottir & Brandeker, M. (2013). The effect of bilingual exposure versus language impairment on nonword repetition and sentence imitation scores. <i>Journal of Communication Disorders</i>, 46, 1-16.</p> <p>Supplementary Readings: Armon-Lotem, S., J. de Jong & N. Meir (Eds.), <i>Methods for assessing multilingual children: Disentangling bilingualism from language impairment</i>. Bristol, UK: Multilingual Matters.</p> |

EVALUATION:

Note that lectures do not duplicate reading materials closely. Class attendance is required and reasons for absences should be discussed with the professor. Students are encouraged to participate in class discussion, to ask questions and share ideas. The classes are an important time of learning – students are asked to devote that time to the class and to refrain from other activities (including social media) during that time.

Grading will be based on completion of the following:

- 1) Assignment: Language sample analysis, 30% Due October 31
A minimum grade of 85% is required to pass this assignment – those getting a lower grade will need to repeat the assignment.
- 2) Midterm exam (20%) October 23
- 2) Final exam (35%). December 5
- 3) Labs (15%) Lab exam November 13 and 20

| Assignment | Date | Sub Roles Targeted | Expected Performance Level |
|--------------------------|---------------|---|-----------------------------|
| Language sample analysis | Oct 31 | Collect a language sample, perform analyses of length of utterance, morphology and lexical diversity, and of syntactic complexity | Advanced beginner |
| Midterm exam | Oct 23 | Foundational principles of language development and language assessment | Advanced beginner |
| Final exam | Dec 5 | Foundational principles of language assessment (monolingual and bilingual), and of major theories of the nature of DLD. Application of foundational principles to clinical case studies | Advanced beginner |
| Lab exam | Nov 13 and 20 | Administration of selected standardized tests | Advanced beginner/competent |

McGILL POLICY STATEMENTS:

Academic Integrity

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).

Language of Submission

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.

Additional Statements

- “The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final

examinations.”

- *“As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.”*
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the Handbook on Student Rights and Responsibilities).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability.)