



**McGILL UNIVERSITY**  
**Faculty of Medicine**  
**School of Communication Sciences & Disorders**  
**Winter 2020**

**3-SCSD 643**  
**Course Title**  
**Number of Credits: 3 Credits**  
**Course Time: Day; Tuesday 9:30 to 11:30 am**  
**Lab times: Friday 11 am 12pm**  
**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)  
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**Lab Instructor: Amanda Ovidia, B.Sc., M.Sc.(A), S-LP(C),**  
**[amandaovadia.slp@gmail.com](mailto:amandaovadia.slp@gmail.com)**

**COURSE OVERVIEW:** Communication Sci & Disorders: Major theories of language disorders are translated into intervention principles used in language treatment programs. Adaptations of intervention techniques to suit specific disorders (including augmentative communication) will be explored.

**LEARNING OBJECTIVES:**

**ROLE 1:EXPERT**

<b>Knowledge Expert</b>	
<b>Apply knowledge of different therapy approaches, planning intervention for monolingual and bilingual children, applying EBP to language intervention with children</b>	
Identify the theoretical underpinnings of major approaches to intervention with children. Develop therapy plans and specific therapy activities for a given intervention goal from the perspective of different theoretical approaches	Class discussion, midterm, final exam, class presentation
Conclude on the merits and limitations of particular intervention approaches based on research evidence and clinical considerations. Develop an assessment scheme for tracking the efficacy of an intervention in a clinical context	Class presentation, class discussion final exam
<b>Intervention Planning</b>	
<b>Develop a Realistic and Measurable Intervention Plan</b>	
Plan interventions for monolingual, bilingual and multilingual children taking into account their individual language experiences.	Final exam
Plan long term goals and short term objectives for intervention in	Labs

the context of case studies. Develop detailed lesson plans with specific activities to be used in successive sessions for a particular target.	
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**ROLE 2: COMMUNICATOR**

<b>Oral and Written Communication</b>	
<b>Communicate expert knowledge to peers</b>	
Present a researched topic to class in an organized and clear manner with visual support (slides with adequate amount of relevant information). Cover specific information.	Class presentation
<b>Lead a critical discussion</b>	
Formulate discussion questions on another group's presentation topic. Lead class discussion	Class presentation
<b>Formulate discussion/reflection presenting a point of view related to intervention for DLD with appropriate justification</b>	
Write short papers on topics of own choice presented in class, going beyond restating facts (e.g. agree, disagree, provide new link)	Short papers

**ROLE 3: COLLABORATOR**

<b>Collaborate with Other Professionals</b>	
<b>Collaborate with classmates</b>	
Collaborate effectively with others in the group, contribute actively to the group work, respect and support other team members	Group presentations, group discussions, class and lab discussion

**ROLE 4: ADVOCATE**

<b>Evaluate policy and policy making</b>	
<b>Critical appraisal of policies</b>	
Identify and critically appraise the foundations/justifications for current policy on eligibility for language intervention. Reflect on and discuss the appropriateness of policy in the context of research evidence and on the factors that affect policies.	Class discussion, midterm and final exam

**ROLE 5: SCHOLAR**

<b>Developing skills for life-long learning</b>
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<b>Search for and critically evaluate published research</b>	
Research published studies on particular intervention methods. Evaluate published studies in terms of how strongly particular intervention methods are supported by theoretical and empirical evidence.	Group presentations
Integrate information from class discussions, published materials and other experiences and reflect on how these apply to intervention decisions	Short papers

**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 and lab attendance are mandatory and students must discuss all absences with the instructor, ahead of time if at all possible. 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 strictly on active participation, not on the ability to come up with the “correct” answer. Students are encouraged to use this time effectively.

**REQUIRED COURSE MATERIALS:**

- Required Text: Paul, R, Norbury, C. & Gosse, C. (2017). Language disorders from infancy through adolescence: Listening, speaking, Reading, Writing and Communicating, 5<sup>th</sup> Edition. St Louis, MO: Mosbys.
- The chapters to be read in this class are specified in the course outline below.
- Other readings include published articles. These are listed in the outline.

**COURSE CONTENT**

The goal of the course is to familiarize students with principles and procedures of language intervention for individuals with developmental language disorders (DLD), 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, how these are implemented in clinical practice, methods of documenting intervention efficacy and the available evidence supporting best practice. The place of experimental and controversial treatments will be discussed.

**TECHNOLOGY ETIQUETTE:**

Please 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 not only unprofessional and disruptive to classmates and to the instructor but also limits your own ability to benefit from the lecture and class discussion.

Date	Topics and Readings
Jan 7	<p><u>WHAT IS LANGUAGE INTERVENTION? WHO QUALIFIES FOR IT, WHO DOES NOT, AND WHAT ARE THE ANTICIPATED OUTCOMES?</u>  <u>INTRO TO EVIDENCE BASED PRACTICE</u></p> <p>Textbook, Chapter 3, Principles of Intervention</p>
<p>Jan 14  <b>MOVED TO FRIDAY</b>  <b>Jan 10</b>  <b>11am to 1pm</b></p> <p><b>Check lab schedule</b></p>	<p><u>WHAT TO TREAT AND HOW TO PROMOTE CHANGE</u>  <u>INSIGHTS FROM MAJOR THEORETICAL ACCOUNTS OF LANGUAGE DEVELOPMENT</u></p> <p>Fell, D. (2007). How do they do it: Understanding the different therapeutic techniques. <i>Parents guide to speech and language problems</i>, Ch. 5. McGraw Hill: Professional Publishing. READ TO PAGE 105</p> <p>Fell, D. (2007). How do they do it: Home/work: Creating a communication-friendly home. <i>Parents guide to speech and language problems</i>, Ch. 9. McGraw Hill: Professional Publishing</p>
<p>Jan 21  <b>MOVED TO FRIDAY</b>  <b>Jan 24</b>  <b>11am to 1pm</b></p> <p><b>Check lab schedule</b></p>	<p><u>MAIN APPROACHES IN INTERVENTION – THE CONTINUUM OF NATURALNESS</u></p> <p>Textbook, Chapter 9, Intervention for Developing Language</p>
Jan 28	<p><u>SPECIFIC CURRENT APPROACHES</u>  <u>FOCUSED STIMULATION</u>  <u>DIALOGIC BOOK READING</u>  <u>NATURALISTIC LANGUAGE RECASTING</u>  <u>WHOLE LANGUAGE</u></p> <p>Ellis Weismer, S. &amp; Robertson, S. (2006). Focused stimulation approach to language intervention. In R.J. Cauley and M.Fey (Eds.), <i>Treatment of language disorders in children</i> (Ch.8), pp.,175-202. Baltimore, MA: Paul Brookes.</p> <p>Zevenberger, A. &amp; Whitehurst, G. (2003). Dialogic book reading: A shared picture book reading intervention for preschoolers. In A. van Kleeck, S. Stahl and E. Bauer (Eds), <i>On reading books to children</i> (Ch.9), pp.177-200. Mahwah, NJ: Lawrence Erlbaum</p>
Feb 4	<p><u>GOAL SETTING, LESSON PLANNING, BASICS OF INTERVENTION ORGANIZATION</u>  <u>GENERAL STRATEGIES</u></p> <p>Textbook, Chapter 7: Assessment and Intervention for emerging language (Required reading second part of chapter focusing on intervention)</p>

<b>Feb 11</b>	<p><u>MIDTERM EXAM 1 hour</u></p> <p><u>CURRENT ISSUES – NEW PERSPECTIVES</u></p> <p>Ebert, K., Rentmeester, -Disherm J. &amp; Kohnert, K. (2012). Nonlinguistic cognitive treatment for bilingual children with primary language impairment. <i>Clinical Linguistics and Phonetics</i>, 26, 485-501.</p> <p>Plante, E. et al. (2014). Variability in the language input to children enhances learning in a treatment context. <i>American Journal of Speech Language Pathology</i>, 23, 530-545.</p>
<b>Feb 18</b>	<p><u>CLASS PRESENTATIONS</u></p> <p>Textbook, Chapter 12, Intervening at the language-for-learning period</p>
<b>Feb 25</b>	<p><u>CLASS PRESENTATIONS</u></p> <p>One set of readings is assigned for the two presentation days so that students do not have to do readings in the week they present.</p>
<b>March 10</b>	<p><u>CONSIDERATIONS FOR CLIENTS OF DIFFERENT AGES DIFFICULTIES WITH READING AND WRITTEN LANGUAGE</u></p> <p>Textbook, Chapter 14, Intervention for advanced language</p>
<b>March 17</b>	<p><u>CONSIDERATIONS FOR CLIENTS WITH COGNITIVE DELAYS SERVICE DELIVERY MODELS</u></p> <p>Brady, N., Bredin-Oja, S., &amp; Warren, S. (2008). Prelinguistic and early language interventions for children with Down Syndrome and Fragile X syndrome, Chapter 7 (pp. 173-193). In J. Roberts, R. Chapman, &amp; S. Warren (Eds.), <i>Speech and language development and intervention</i>. Baltimore, MD: Paul Brookes.</p> <p>Girolametto, L., Weitzman, E. Lefebvre, P, &amp; Greenberg, J. (2007). The effect of in-service education to promote emergent literacy in child care centers: A feasibility study. <i>Language, Speech, Language and Hearing Services in School</i>, 38, 72-83.</p>
<p><b>March 24 MOVED TO FRIDAY March 20 11am to 1pm</b></p> <p><b>Check lab schedule</b></p>	<p><u>EVIDENCE BASED PRACTICE – ITS CLINICAL IMPLEMENTATION CONTROVERSIAL TREATMENTS – HOW MUCH EVIDENCE IS NEEDED?</u></p> <p>Law, J., Garrett, Z., &amp; Nye, C. (2004). The efficacy of treatment for children with developmental speech-language delay/disorder: A meta-analysis. <i>Journal of Speech, Language and Hearing Research</i>, 47, 924-943.</p> <p>Tallal, P. (2004). Improving language is a matter of time. <i>Nature Review – Neuroscience</i>, 5, 721-728.</p> <p>Strong, G., Torgerson, C., Torgerson, D. &amp; Hulme, C. (2011). A systematic meta-analytic review of evidence for the effectiveness of the Fast Forward language intervention program. <i>Journal of Child Psychology and Psychiatry</i>, 52, 224-235.</p>

<b>March 31</b>	<p><u>INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL CHILDREN</u></p> <p>Elin Thordardottir (2010). Towards evidence based practice in language intervention for bilingual children. <i>Journal of Communication Disorders</i>, 43, 523-537.</p> <p>vanKleeck, A. (1994). Potential cultural bias in training parents as conversational partners with their children who have delays in language development. <i>American Journal of Speech Language Pathology</i>, 3, 67-78.</p>
<b>April 7 MOVED TO FRIDAY April 3 11am to 1pm Check lab schedule</b>	<p><u>INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL CHILDREN CONTINUED</u></p> <p>Restrepo, M-A., Morgan, G. &amp; Thompson, M. (2013). The efficacy of a vocabulary intervention for dual-language learners with language impairment. <i>Journal of Speech, Language and Hearing Research</i>, 56, 67-78.</p>

**EVALUATION:**

- Group presentation and discussion: 20% (handouts are due to discussion group 1 week before the group's presentation) Feb 18 and 25
- Short papers, 15%, 3 papers, first paper due March 10, all 3 due April 7
- Midterm exam, 15% Feb 11
- Final exam: 35% (During finals week, date TBA)
- Labs:15%

Assignment	Date	Sub Roles Targeted	Expected Performance Level
Group presentation	Mid semester	Presentation of a therapy approach: theoretical basis, description of method, research evidence, critical appraisal. Another group presents questions and moderates a discussion	Advanced beginner
Short papers (3 papers about topics of own choice related to class)	anytime	Scholar, professional, advocate, communicator.	Competent
Midterm exam	midterm	Foundational principles of language intervention. Theoretical bases of different approaches	Advanced beginner
Final exam	Finals week	Foundational principles. Evidence Based Practice. Intervention planning.	Advanced beginner

Labs		Planning intervention from case studies. Writing long terms and short term goals, preparing lesson plans with specific activities over several consecutive sessions	Novice/Advanced beginner
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## 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/](http://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 following statements are optional and you are encouraged to include them on course outlines as appropriate:

- “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.”
- “© 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.”
- “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.”
- “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- In keeping with McGill's preparedness planning strategies with respect to potential pandemic or other concerns, the Administration suggests that all course outlines contain the statement: “In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.”
- 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](#).)

- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the [Guidelines](#) for a range of sample wording that may be used or adapted by instructors on their course outlines.