



**Fall 2022**

**SCSD 637 – Developmental Language Disorders**

**Lab component**

**Course Time:** Thursdays 2:45 – 4:45 pm, from September 21 to Nov 2, 2023

**Instructor: Eve Julie Rioux, M.Sc.(A), S-LP**

**Office Hours:** By appointment (please set up by email)

**Email:** eve.rioux@mail.mcgill.ca

**COURSE DESCRIPTION/OVERVIEW:** The nature of developmental language disorders and the assessment of language competence and performance in both speaking and non-speaking children will be studied.

**Instructor Message Regarding the Course**

This course will be delivered in person. Given that most of the time will be used for practical activities, the class will not be recorded.

**LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):**

<b>UNIT ONE: Basic requirements</b>
1.3.ii Infant, child, and adolescent development. 1.7.ii Virtual delivery of services. 1.7.iii Digital health-related platforms (e.g., online communication platforms, eHealth platforms) used in clinical practice. 1.9.iii Basic statistical concepts and theories. 1.9.vi Systematic evaluation of the reliability and validity of assessment procedures, and of treatment efficacy.
<b>UNIT TWO: Knowledge Expert</b>
<u>2.3 Developmental Language Disorders</u> 2.3.iv Characteristics of oral and written developmental language disorders for different age levels. These include phonologic, morphosyntactic, semantic, and pragmatic abilities in oral language, reading, and writing.
<b>UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards</b>
<u>3.2 Plan, conduct, and adjust an assessment</u> 3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports. 3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standardized and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan. 3.2. Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.
<u>3.3 Analyze and interpret assessment results</u>

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

**UNIT FIVE: Communication**

5.1.v Participate respectfully in challenging conversations.

**INSTRUCTIONAL METHODS:** This course consists of class lectures, case discussions, practical activities and two assignments.

**EXPECTATIONS FOR STUDENT PARTICIPATION:** Students are required to be present in class, participate in discussions, use the time given during the lab to practice administering tests in order to be ready for practicum and submit assignments within the given time frame. Students who are unable to do so need to inform the instructor promptly.

**REQUIRED COURSE MATERIALS:** All the material needed will be provided in class.

**CLASS SCHEDULE AND CONTENT**

Class	Date	Description	Assignment
<b>Lab 1</b>	September 21	General information Practical guidelines for test administration Demonstration and practice of standardized tests: EVT and PPVT	
<b>Lab 2</b>	September 28	Scoring and score interpretation Demonstration and practice of standardized tests: CELF Preschool, PLS and Reynell Scoring exercise	Info on scoring exercise assignment
<b>Lab 3</b>	October 5	Scoring exercise: results and questions Criteria to select tests Demonstration and practice of standardized tests: CELF, TILLS, TOLD	Scoring exercise due end of class: 5% Info on test evaluation worksheet assignment
<b>No Lab</b>	October 12		
<b>Lab 4</b>	October 19	Assessment planning Narrative Assessment: ENNI, TNL, No juice! from the CELF-P	
<b>Lab 5</b>	October 26	Case studies Worksheet assignment Independent test practice	
<b>Lab 6</b>	November 2	Considerations for assessment in telepractice Assessment via iPad using Q-Global and Q-Interactive	

## Evaluation (Total 15%)

	Due Date	% of Final Grade
<b>Participation</b> You are expected to attend all labs and participate actively		5%
<b>Scoring exercise</b> (individual) <ul style="list-style-type: none"><li>Score the CELF-P and a choice EVT or PPVT on the forms provided</li><li>Interpret the results in relation to the norms</li></ul>	October 5 End of class	5%
<b>Test evaluation worksheet</b> (teams of 2) <ul style="list-style-type: none"><li>Choose a test we have seen during the lab</li><li>Fill out the worksheet using the test manual</li></ul>	November 10	5%

### Tests List

**CELF-Preschool:** Clinical Evaluation of Language Fundamentals-Preschool

**CELF:** Clinical Evaluation of Language Fundamentals

**ENNI:** Edmonton Narrative Norms Instrument <https://www.ualberta.ca/communications-sciences-and-disorders/resources-for-clinicians-and-researchers/edmonton-narrative-norms-instrument>

**EVT:** Expressive Vocabulary Test

**PLS:** Preschool Language Scales

**PPVT:** Peabody Picture Vocabulary Test

**Reynell:** The New Reynell Developmental Scales – focus on comprehension scale

**TILLS:** Test of Integrated Language & Literacy Skills – Oral language subtests only

**TOLD:P:** Test of Language Development: Primary

**TOLD:I:** Test of Language Development: Intermediate

### **MCGILL POLICY STATEMENTS**

#### **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 written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

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### **Additional Statements**

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