Year 1 Winter 2023
SCSD 643 – Developmental Language Disorders II

Number of credits: 3 credits
Course Time: Thursday 10 am to 12 pm
Labs: **Thursday 1 to 2 pm**
Location: SCSD Room 869 (lectures), Room 862 (labs)

Instructor: Prof. Elin Thordardottir, Ph.D., Speech-Language Pathologist-Audiologist
Office: SCSD, Room 861; **Phone: 514 398 5356**
Office Hours: By appointment (please set up by email, or talk to me before or after class, or stop by my office)
Email: elin.thordardottir@mcgill.ca
Lab Instructor: Amanda Ovadia, B.Sc., M.Sc.(A), S-LP(C), amandaovadia.slp@gmail.com

LAND ACKNOWLEDGMENT
McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

COURSE DESCRIPTION/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.

Instructor Message Regarding Course Delivery

- This course will be delivered in class, unless the pandemic situation makes on-line delivery necessary. We are aware of the many challenges encountered by students during the pandemic, including social isolation. With a return to class, we hope to better support student's learning, well-being and sense of community.

- In myCourses you will find links to the Guidelines for Students on Teaching, Learning, and Assessment and Learning Resources:

- https://www.mcgill.ca/tls/instructors/policies/guidelines-teaching-and-learning-w2022

- https://www.mcgill.ca/tls/students/learning-resources

- Efforts have been made to ensure that the readings and assignments in this course are manageable for students. However, as there is a lot of information to cover, it is not uncommon for students to feel over-loaded at times. If you experience difficulty understanding course materials or course assignments or feel over-whelmed by the workload, do not hesitate to

contact the course instructor at your earliest convenience. We are here to help and to promote your learning and well-being

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

UNIT ONE: Basic Requirements (Audiology and Speech-Language Pathology)
1.3.ii Infant, child, and adolescent development.
1.4.ii Health psychology approaches to behavior change and enablement.
1.4.iii Cultural and linguistic factors that may affect clinical relationships, assessment, and treatment outcomes; including but not limited to race, ethnicity, and gender identity.
1.4.v The psychosocial effects of health conditions that may include a communication disorder (e.g., stroke, cancer), including the implications of acute versus chronic illness, stable versus progressive conditions, and congenital versus acquired conditions.
1.4.vi Coping mechanisms used by clients/families.
1.4.vii The role of communication in interpersonal relations.
1.4.viii Interviewing and counselling methods for clients, their caregivers, and their significant others, in the context of family-centered care.
1.5.i Normal and abnormal communication behaviour throughout the lifespan in both auditory and visual modalities (e.g., sign language) in the following areas: phonetics and phonology, morphology and syntax, semantics, pragmatics, nonverbal communication, and sociolinguistics.
1.5.ii Methods of observation and analysis useful in the description of communicative behaviour in the following areas: phonetics and phonology, morphology and syntax, semantics, pragmatics, nonverbal communication, and sociolinguistics.
1.9.ii Quantitative and qualitative research methods.
1.9.iv Commonly used research designs.
1.9.vi Systematic evaluation of the reliability and validity of assessment procedures, and of treatment efficacy

UNIT TWO: Knowledge Expert
2.3 Developmental Language Disorders
2.3.iii Different theoretical frameworks relevant to spoken and written language disorders.

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.
2.3.v Profiles of special populations at risk for developmental language disorders (e.g., autism spectrum disorder, hearing impairment, Down syndrome).
2.3.vi The impact of developmental language disorders on learning and educational achievement.
2.3.vii The impact of developmental language disorders on psychosocial development, and vocational opportunities of the client.

UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards
3.2 Plan, conduct, and adjust an assessment:
3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.
3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical,

emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate

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.

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

3.7. Consider sociodemographic and sociocultural factors in all aspects of assessment and intervention, including but not limited to factors such as race, ethnicity, gender identity, and differential access to services by Indigenous and other underserved populations; and intersections among these factors, communication, and swallowing.

UNIT FOUR: Clinical Expert - Disorder-Specific Assessment and Intervention Standards

4.3.i Develop assessment plans that include the impact of monolingual versus multilingual language development

UNIT FIVE: Communication

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

5.1.ii Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., spoken, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.

5.1.v Participate respectfully in challenging conversations

UNIT SIX: Collaboration

6.1.i Interact effectively and positively with all team members.

6.1.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative.

6.1.iii Recognize and respect the roles and perspectives of other professionals.

6.1.iv Participate actively and respectfully in shared responsibilities and decision-making

UNIT SEVEN: Advocacy

7.1 Advocate for necessary services and resources that support an individual client.

UNIT EIGHT: Scholarship

8.1.iii Develop a plan and implement strategies, including selecting appropriate resources (e.g., literature, mentorship, continuing professional education), for continued development in all competency roles.

INSTRUCTIONAL METHODS:

- This course uses a mixed method of lectures and hands-on lab exercises. Students are encouraged to read assigned readings 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.
- Class attendance is mandatory. This applies to in-class lectures and to zoom lectures which could occur if dictated by the pandemic situation.
- As long as the pandemic situation continues to require students to stay home if they have any potential symptoms of COVID, lectures will be streamed through zoom in MyCourses and recorded to ensure that all students can access them.
- The readings provide students with a broader context regarding intervention methods as well as more in-depth research findings on selected topics; however, the lectures provide a focus on the main topics. Coming together during lectures allows students to ask questions for clarification, which helps ensure that the content is adequately delivered and understood, and also allows students to share their thoughts, opinions, agreements and disagreements, for the benefit of the entire class.
- Class slides are provided in myCourses prior to the lecture for students' convenience. Note that the slides were not designed to be stand-alone material – to understand the slide content, students need to listen to, and ideally, participate in, the lectures. Note that the slides are protected by copyright and that it is strictly prohibited to share them or post them anywhere (see statement at the end of the syllabus).
- One of the assignments will require you to work in groups.
- In order to fully benefit from the course materials, students need access to a computer and internet (to access materials in MyCourses). Please consult your myCourses periodically for announcements.
- The midterm (and final if dictated by the pandemic situation) will take place through myCourses. If you do not have access to a computer to use for these exams, please advise the instructor.
- **Note that the delivery of this class is subject to change based on Public Heath Protocols**. In the event that lectures need to be conducted through zoom, a link to the zoom lecture will be available in MyCourses. As for in-person lectures, your presence at the designated lecture time of zoom lectures is strongly recommended, your internet access permitting. In zoom lectures, students are asked to keep their video on. However, note that if participating in zoom presents a technological challenge or if you are not comfortable being in a class or a component of class that is recorded, you can choose not to take part by turning off your video or logging off Zoom. Depending on the preference of the majority of the class, zoom recording can also be paused during designated discussion sections of lectures. See statement at end of the syllabus. McGill Learning Resources provide information on how to use Zoom.
- Based on the guideline that one credit equals about 45 hours of student work, students should work on a three-credit course for a total of about 135 hours. These 135 hours include all contact time for a course, as well as the time students spend doing assignments, and preparing and reviewing for that course.

Expectations for Student Participation

- Students are expected to participate actively in the lectures by listening attentively, asking questions, and offering their viewpoints on matters being discussed as well as to participate actively in activities such as break-out room discussions.
- Students are encouraged to ask any questions they have. There is no such thing as a stupid or unimportant question. Consider that if you don´t understand something that is presented in a lecture, chances are some other students don´t understand it either and would thus benefit from someone asking for clarification. Feel free to share viewpoints that differ from those presented by the instructor or by classmates, but please do so in a professional manner, justifying your opinion and acknowledging that many different viewpoints can be valid.
- Active participation in lab activities (as presented by the lab instructor) is required throughout as applicable in activities presented by the lab instructor.
- Please respect that class-time is an important time of learning for everyone. Please put your telephones aside during class-time and use your computer only for class materials during class time
- Please check myCourses and your Mcgill e-mail periodically for announcements

REQUIRED COURSE MATERIALS

Required textbook:
Paul, R., Norbury, C. & Goose, C. (2018). *Language Disorders from infancy through adolescence* (5th ED): *Listening, speaking, reading, writing, communicating.* St. Louis, MO: Mosby.

This textbook is available at the McGill bookstore as well as from on-line bookstores and is available at McGill libraries (the 4th edition is acceptable as well). This book is fairly costly, but it is a good resource on clinical procedures and clinical materials. You may find it to be a good investment in particular if you plan to work with children. This book is available in the McGill library system, including as an e-book.

Journal articles and other readings in addition to the textbook that are **required readings** are presented in the course schedule below as required readings. These are provided in MyCourses, and most can also be found through the Library.

OPTIONAL COURSE MATERIALS

Readings listed under the heading "Supplementary Readings" are **optional**. You may find them interesting now or at a later time. In some cases, supplementary readings are additional articles that have been published on selected topics, and in some cases they are studies that are discussed in detail in class. These readings are **not required** will not be the subject of exam questions beyond the amount of detail covered in lectures.

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/LD). The following is an overview of the topics presented in the class:

- An overview of the theoretical bases of language learning will be presented and all subsequently presented intervention methods will be considered for their theoretical underpinnings in relation to this overview. Specific commonly used intervention techniques and procedures will be presented and their theoretical justification will be analyzed in terms of how they might produce changes in language knowledge and use.
- Specific methods for different age groups (preschool, school-age, adolescence) and different groups of clients (e.g. those with DLD versus those with more global syndromes or intellectual disability) will be presented.
- Findings of recently published cutting edge research will be presented to highlight new advances in the field and to sensitize students to innovative intervention techniques, how to keep up to date on such advances, how to assess their clinical applicability and feasibility and how to incorporate such changes into clinical work.
- The concept of evidence based practice (EBP) will be introduced, along with an overview of the currently available evidence base supporting intervention methods for DLD/LD, gaps in current state of the art knowledge, and the steps involved in assessing the available evidence for a given method. The place of controversial treatments and the balance between innovation and verification will be discussed. This section will also discuss barriers to the clinical application of EBP and reasonable ways that clinicians can ensure that they use methods that are regarded as best practice.
- Intervention methods for bilingual/multilingual children will be presented, along with a discussion of the influence that cultural diversity has on clinical intervention and its efficacy.
- The labs will provide hands-on experience planning interventions based on case examples.

Class	Date	Description	Course Materials	Assignments Due
1	Jan 5	WHAT IS LANGUAGE INTERVENTION? WHO QUALIFIES FOR IT, WHO DOES NOT? WHAT ARE THE ANTICIPATED OUTCOMES? INTRO TO EVIDENCE BASED PRACTICE	Textbook, Chapter 3, Principles of Intervention	
2	January 12	WHAT TO TREAT AND HOW TO PROMOTE CHANGE INSIGHTS FROM MAJOR THEORETICAL ACCOUNTS OF LANGUAGE DEVELOPMENT	Lyons, R. & Roulstone , S. (2017). Labels, identity and narratives in children with primary speech and language impairment. *IJSLP, 19* (5), 503-518. Jensen de Lopez, K. et al. (2021). Exploring parental perspectives of childhood speech and language	

			disorders across 10 countries: A pilot qualitative study. *JSLHR (Research Note), 64,* 1739-1747. SUPPLEMENTARY READINGS: An overview chapter on major accounts of child development including language (e.g. in Berko-Gleason or Owens).	
3	January 19	MAIN APPROACHES IN INTERVENTION – THE CONTINUUM OF NATURALNESS	Textbook, Chapter 9, Intervention for Developing Language	
4	January 26	SPECIFIC CURRENT APPROACHES FOCUSED STIMULATION DIALOGIC BOOK READING NATURALISTIC LANGUAGE RECASTING	Ellis Weismer, S. & Robertson, S. (2006). Focused stimulation approach to language intervention. In R.J. Cauley and M.Fey (Eds.), *Treatment of language disorders in children (*Ch.8), pp.,175-202. Baltimore, MA: Paul Brookes. Zevenberger, A. & Whitehurst, G. (2003). Dialogic book reading: A shared picture book reading intervention for preschoolers. In A. van Kleeck, S. Stahl and E. Bauer (Eds), *On reading books to children* (Ch.9), pp.177-200. Mahwah, NJ: Lawrence Erlbaum	
5	February 2	GOAL SETTING, LESSON PLANNING, BASICS OF INTERVENTION ORGANIZATION	Textbook, Chapter 7: Assessment and Intervention for emerging	

		GENERAL STRATEGIES	language (Required reading second part of chapter focusing on intervention)	
6	February 9	<u>CURRENT ISSUES – NEW PERSPECTIVES</u>	Kapa,L., Meyers-Denman, C., Plante, E. & Doubleday, K. (2020). Predictors of treatment response for preschool children with developmental language disorder. *AJSLP, 29,* 2082-2096. Alt, M., Figueroa, C., Mettler, H., Evans-Ritz, N. & Erikson, J. (2021). A vocabulary acquisition and usage for late talkers treatment efficacy study : The effect of input utterance length and identification of responder profiles. *JSLHR, 64,* 1235-1255. SUPPLEMENTARY READINGS: Ebert, K., Rentmeester,-Disher J. & Kohnert, K. (2012). Nonlinguistic cognitive treatment for bilingual children with primary language impairment. *Clinical Linguistics and Phonetics, 26,* Plante, E. et al. (2014). Variability in the language input to children enhances learning in a treatment context. *American Journal of Speech Language Pathology, 23,* 530-545. Pruitt, M. & Morini, G. (2021). Examining the role	Mid-term exam on-line

			of physical activity on word learning in school-age children. *JSLHR, 64,* 1712-1725.	
7	February 16	<u>CLASS PRESENTATIONS</u>	Textbook, Chapter 12, Intervening at the language-for-learning period 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.	Groups 1, 2 and 3 present Groups 4, 5 and 6 control time and prepare and ask questions
8	February 23	<u>CLASS PRESENTATIONS</u>	Textbook, Chapter 12, Intervening at the language-for-learning period 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.	Groups 4, 5 and 6 present Groups 1, 2 and 3 control time and prepare and ask questions
STUDY BREAK NO CLASS ON MARCH 2nd				
9	March 9	<u>CONSIDERATIONS FOR CLIENTS OF DIFFERENT AGES DIFFICULTIES WITH READING AND WRITTEN LANGUAGE</u>	Textbook, Chapter 14, Intervention for advanced language SUPPLEMENTARY READING: Lowe, H. Henry, L. & Joffe, V. (2019). The efficacy of classroom vocabulary intervention for adolescents with language disorders. *JSLHR, 62,* 2829-2846.	First short paper due

10	March 16	CONSIDERATIONS FOR CLIENTS WITH LD (presumed known cause, presence of ID)	Brady, N., Bredin-Oja, S., & 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, & S. Warren (Eds.), *Speech and language development and intervention.* Baltimore, MD: Paul Brookes. Frizelle, P., Ceroni, A., Bateman, L. & Hart, H. (2021). Speech and language therapy services for people with Down syndrome : The disparity between research and practice. *Journal of policy and Practice in Intellectual Disabilities,* 1-3.	
11	March 23	EVIDENCE BASED PRACTICE – ITS CLINICAL IMPLEMENTATION CONTROVERSIAL TREATMENTS – HOW MUCH EVIDENCE IS NEEDED? Effective intervention approaches, effective dosage	Rinaldi, S. et al. (2021). Efficacy of the treatment of Developmental Language Disorder – A systematic review. *Brain Sciences, 11, 407. https://doi,org/1-.3.10.3390/brainsci.11030407* Frizelle, P., Tolonen, A.-K., Murphy, C.A., Saldana, D.. & McKean, C. (2021).The impact pf intervention dose form on oral language outcomes for children with Developmental Language Disorder. *JSLHR, 64*, 3253-3268. SUPPLEMENTARY READINGS:	

Frizelle, P., Tolonen, A.-K., Murphy, C.A., Saldana, D.. & McKean, C. (2021). The influence of quantitative intervention dosage on oral language outcomes for children with Developmental Language Disorder: A systematic review and narrative analysis. *LSHSS, 52*, 738-754.

Law, J., Garrett, Z., & Nye, C. (2004). The efficacy of treatment for children with developmental speech-language delay/disorder: A meta-analysis. *Journal of Speech, Language and Hearing Research, 47,* 924-943.

Tallal, P. (2004). Improving language is a matter of time. *Nature Review – Neuroscience, 5,* 721-728.

Strong, G., Torgerson, C., Torgerson, D. & Hulme, C. (2011). A systematic meta-analytic review of evidence for the effectiveness of the Fast Forword language intervention program. *Journal of Child Psychology and Psychiatry, 52*, 224-235.

Elin Thordardottir & Rioux, E-J. (2019). Does efficacy equal lasting impact? A study of intervention short term gains, impact on diagnostic status, and association with background variables.

			Folia Phoniatrica et Logopaedica, 71, 71-82. DOI: 10.1159/000493125	
12	March 30	<u>INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL/MULTLINGUAL CHILDREN</u>	Harvey, H. & Allaway, S. (2021). The effectiveness of therapies for dual language children with developmental language disorder: A systematic review of interventional studies. *IJBEB, 24*(7), 1043-1064. Elin Thordardottir (2010). Towards evidence based practice in language intervention for bilingual children. *Journal of Communication Disorders, 43, 523-537.* **Focus on pp. 526-533**. vanKleeck, A. (1994). Potential cultural bias in training parents as conversational partners with their children who have delays in language development. *American Journal of Speech Language Pathology, 3,* 67-78.	
13	April 6	<u>INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL CHILDREN CONTINUED</u>	Lewis, A. (2021). Cultural and linguistic diversity among children and families referred for diagnostic evaluation of developmental language delay and disability: Implications for service delivery. *Journal of Policy and Practice in Intellectual Disability, 18* (2), 113-119.	Remaining two short papers due

			Restrepo, M-A., Morgan, G. & Thompson, M. (2013). The efficacy of a vocabulary intervention for dual-language learners with language impairment. *Journal of Speech, Language and Hearing Research, 56,* 67-78.	

EVALUATION

Grading will be based on completion of the assignments in the table below.

NOTE THAT DUE DATES MAY BE MODIFIED AS THE DEPARTMENT STREAMLINES DUE DATES ACROSS COURSES

Detailed instructions on the group assignment and the short paper assignment are provided in separate documents posted in MyCourses. The midterm exam will have a set of multiple choice and true/false questions and essay questions. The midterm will be open-book. Lab activities and evaluations will be explained by the lab instructor. The final exam will be held in class. Its format will be a set of multiple choice – true-false questions and essay questions and will not be open-book if conducted, as planned, in class. Note that it may be held on-line if required by the pandemic situation.

Two classes are devoted to the Group assignments. As group presentations occur during class time and are attended by all, their timing cannot be changed. It is, therefore, imperative that students note the date of their assigned group presentation and view it as firm. In rare cases involving legitimate reasons, groups can swap their presentation time with another group presenting on the other day. Note that this is difficult, however, as it involves whole groups swapping times and must involve the consent of everyone involved as well as that of the instructor. The group assignment is an **Entrustable Professional Activity (EPA)** and will be graded as such (see EPA forms for this activity). Each group will be graded as a whole.

The deadlines for short papers are flexible – these can be turned in whenever over the entire semester with minor restrictions to avoid having all papers handed in at the very end. This schedule is meant to allow students to write about any class lecture that interests them and to provide them a flexible schedule to complete this assignment,

If you experience difficulty meeting the deadlines of the scheduled evaluations, please contact the class instructor ahead of the deadline.

All written assessments may be checked with text-matching software.

Name of Assignment or Exam	Targeted Competencies	Due Date	% of Final Grade

Short papers	5.1; 6.1.ii; 8.1.iii Any other unit as appropriate for the chosen topic	First paper due March 9 All 3 papers due April 6	15
Group presentation (EPA)	1.3.11; 1.4.ii; 1.4.iii; 1.9.ii; 1.9.vi; 6.1.i; 6.1.ii; 6.1. iv; 7.1; 8.1iii	Presentations February 16 and 23 Presenting group to give a handout to discussant group 1 week before presentation	20
Lab participation and lab exercises	1.4.ii; 1.4.ii; 1.4.iv; 1.4.viii; 1.5.ii; 23.iii; 3.1.i; 3.2.ii; 3.2.iii; 4.3.i; 5.1.iv; 8.1	As specified by lab instructor	15
Midterm exam	1.3.ii; 1.4.ii; 1.4.vii; 1.5.i; 2.3.iii; 3.2iii; 8.1.iii	On-line Feb 9 The exam will be 45 min, available over a 12 hour period	
Final exam	1.4.ii; 1.4.ii; 1.4.iii; 1.5.i; 1.9.ii; 1.9.iv; 1.9.vi; 3.1.i; 3.2.ii; 3.2.iii; 4.3.i; 5.1.ii; 7.1; 8.1iii	TBA during final exam week This exam will be in class, the situation permitting	35

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 any 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)

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" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).
« L'université McGill attache une haute importance à l'honnêteté 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 conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.»

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."

"Work submitted for evaluation as part of this course may be checked with text matching software within myCourses."

"© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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."

"Please read the Guidelines for Instructors and Students on Teaching, Learning, and Assessment and this course outline. You will be notified through a "pop-up" box in Zoom if part of a class is being recorded (see image below). By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course."

"The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:
>   1. Zoom sessions, including Username (use only your legal or preferred name), virtual backgrounds, "chat" boxes, whiteboard annotations, breakout rooms
>   2. myCourses discussion fora"

"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."

"Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus and online."
"If you have difficulty affording food or if you lack a safe and stable place to live and believe that this may affect your performance in this course, I encourage you to contact the Dean of Students who can connect you with support services. If you feel comfortable doing so, please let me know as well, so we can discuss how I can best support your learning."
[adapted from Goldrick-Rab, 2017]

"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."

[Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights.

McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability

Faculty of Medicine and Health Sciences | School of Communication Sciences and Disorders

Year 1 Winter 2023 **SCSD 643 - Developmental Language Disorders 2 - LAB** **Number of credits: 3 Credits** **Course Time: Thursday 1:00pm – 2:00pm** **Location: SCSD Room #862**

Instructor: Amanda Ovadia **Office:** N/A**; Phone:** N/A **Office Hours**: By appointment (please set up by email) **Email**: amandaovadia.slp@gmail.com

COURSE DESCRIPTION/OVERVIEW:

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.

Instructor Message Regarding Course Delivery

- 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 (dates in bold). 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 with multiple cases.

- I hope that this course will engage you, as this will be a close model for some of your future experiences in the field. You are encouraged to participate as much as possible, to help prepare you for your profession.

- If you are feeling overloaded with your work or other factors, please be in touch so that we can address your concerns, and find a solution, together.

INSTRUCTIONAL METHODS:

- At this time, the semester will begin the week of January 4, 2023, and lab courses will be taught in-person. Note that instructional methods are subject to change based on public health protocols.
- The majority of the material that will be covered and applied, will be during our allotted class time; however, some time spent outside of class should be expected, in order to finish proposed lesson plans or activity planning.
- Group work and presentation will be expected several times throughout the semester.

- A device enabled with a camera, microphone and the Zoom application is required to participate, in the case of remote learning.
- If for some reason you cannot participate in any of the abovementioned course components, please let me know so that we can work out an alternate solution.

Expectations for Student Participation

- Students are expected to participate in the course by way of the following:
  - Being up to date on readings & class materials taught by Dr. Thordardottir
  - Reading posted Evaluation Reports and completing frameworks
  - Participating in class discussions regarding: the Evaluation Reports & formulating goals
  - Participating in small group work to develop appropriate lesson plans and present such activities to the class
- MyCourses will be updated weekly with class slides and new report uploads will be announced before posting.

REQUIRED COURSE MATERIALS

- Readings will be provided by Dr. Elin Thordardottir, in conjunction with her class lectures.
- Evaluation Reports – to be read and used for analysis – as well as any extra articles or materials will be posted to the "Lab" section of MyCourses.

COURSE CONTENT

- This semester, in the lab sessions, you will practice:
  - What to do with the information gathered in a language assessment;
  - Formulating intervention goals for an intervention plan;
  - Formulating lesson plans;
  - Using the different procedures, approaches and methods;
  - Selecting games, books and activities;
  - Adapting your goals throughout the evolution of the child.

Class	Date	Description	Course Materials	Assignments Due
1	Jan. 12, 23	Overview. Decisions to be made after an assessment. Cut-Off Scores. Intervention goals. Intervention Plan vs. Lesson Plan.	MyCourses - Intro Module	N/A
2	Jan. 19, 23	**Report #1 – Preschool Aged** Target of intervention. Prioritizing goals.	MyCourses – Report 1 Module	N/A

		Continuum of naturalness. Types of activities/stimuli.		
3	Jan. 26, 23	**Report #1 – Preschool Aged** Target of intervention. Prioritizing goals. Continuum of naturalness. Types of activities/stimuli.	MyCourses – Report 1 Module	N/A
4	Feb. 2, 23	**Report #1 – Preschool Aged** Target of intervention. Prioritizing goals. Continuum of naturalness. Types of activities/stimuli.	MyCourses – Report 1 Module	Lesson Plan Presentations
5	Feb. 9, 23	**Report #2 – School Aged** Service delivery models. Response-to-Intervention Model (RTI). Individualized Educational Plan (IEP). MELS codes. Adaptation of goals & activities throughout intervention.	MyCourses – Report 2 Module	N/A
6	Feb. 16, 23	**Report #2 – School Aged** Service delivery models. Response-to-Intervention Model (RTI). Individualized Educational Plan (IEP). MELS codes. Adaptation of goals & activities throughout intervention.	MyCourses – Report 2 Module	N/A
7	Feb. 23, 23	**Report #2 – School Aged**	MyCourses – Report 2 Module	N/A

		Service delivery models. Response-to-Intervention Model (RTI). Individualized Educational Plan (IEP). MELS codes. Adaptation of goals & activities throughout intervention.		
8	Mar. 9, 23	**Report #2 – School Aged** Service delivery models. Response-to-Intervention Model (RTI). Individualized Educational Plan (IEP). MELS codes. Adaptation of goals & activities throughout intervention.	MyCourses – Report 2 Module	Lesson Plan Presentations
9	Mar. 16, 23	**Report #3 – Bilingualism** Impact on conclusion and recommendations. Cultural differences. How to adapt treatment.	MyCourses – Report 3 Module	N/A
10	Mar. 23, 23	**Report #3 – Bilingualism** Impact on conclusion and recommendations. Cultural differences. How to adapt treatment.	MyCourses – Report 3 Module	N/A
11	Mar. 30, 23	**Report #3 – Bilingualism** Impact on conclusion and recommendations.	MyCourses – Report 3 Module	Lesson Plan Presentations

		Cultural differences. How to adapt treatment.		
12	Apr. 6, 23	Course Wrap-Up	MyCourses – Report 3 Module	Lesson Plan Presentations Cnt'd
N.B.	Mar. 2, 22	*NO CLASS – Reading Week*	N/A	N/A
N.B.	Apr. 13, 22	*NO CLASS (Schedule make-up day from Friday, April 7)*	N/A	N/A

EVALUATION

- Grading of the labs (10% of grade for SCSD 643) 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.

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 any 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)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. »

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 (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

« L'université McGill attache une haute importance à l'honnêteté 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 conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill. »

- 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) 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.

Please read the Guidelines for Instructors and Students on Teaching, Learning, and Assessment and this course outline. Should any class be taught remote, you will be notified through a "pop-up" box in Zoom if part of a class is being recorded (see image below). By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

This meeting is being recorded

By continuing to be in the meeting, you are consenting to be recorded.

Leave Meeting   Continue

- The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:
    1. Zoom sessions, including Username (use only your legal or preferred name), virtual backgrounds, "chat" boxes, whiteboard annotations, breakout rooms
    2. myCourses discussion fora

- 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."

- Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus and online.

- If you have difficulty affording food or if you lack a safe and stable place to live and believe that this may affect your performance in this course, I encourage you to contact the Dean of Students who can connect you with support services. If you feel comfortable doing so, please let me know as well, so we can discuss how I can best support your learning.

- 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 the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.