Developmental Language Disorders II
SCSD-643+
Number of Credits: 3
Course Time: Lectures: Mondays 9.30 to 11.30 pm
Labs Thursdays 11:15 to 12:15

Professor:
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Lab Instructor
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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, 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.

LEARNING OUTCOMES:

By the end of this course students will be able to:
- plan and justify long term therapy goals and short term objectives in language intervention for children and adolescents 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.

Lab exercises will be held weekly 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 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:

- 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:
  - Group presentation and discussion: 20% (February 18 and 25 – handouts are due to discussion group one week before the group’s presentation)
  - Short papers, one paper due before March 25, all papers due by April 8, 15%
  - Assessment results from Superlab, February 25, pass/fail. If the assignment is not passed, it needs to be repeated until it is.
  - Midterm exam, February 4, 20%
  - Final exam: 30%, April 15
  - Labs: 15%

In the group presentation project, each group will research a specific issue related to intervention and present the information to the class. Each student will participate in two types of groups: 1) a group presenting findings on their topic, 2) a group providing questions for discussion and moderating the discussion.

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 done by the lab instructor.
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) January 7
WHAT IS LANGUAGE INTERVENTION?
WHO QUALIFIES FOR IT, WHO DOES NOT, AND WHAT ARE THE ANTICIPATED OUTCOMES?
INTRO TO EVIDENCE BASED PRACTICE

Readings:

Textbook, Chapter 3, Principles of Intervention

Supplementary Readings:


2) January 14
WHAT TO TREAT AND HOW TO PROMOTE CHANGE
INSIGHTS FROM MAJOR THEORETICAL ACCOUNTS OF LANGUAGE DEVELOPMENT

Readings:


Supplementary Readings:

3) January 21
MAIN APPROACHES IN INTERVENTION – THE CONTINUUM OF NATURALNESS

Readings:
Textbook, Chapter 9, Intervention for Developing Language

4) January 28
SPECIFIC CURRENT APPROACHES
FOCUSED STIMULATION
DIALOGIC BOOK READING
NATURALISTIC LANGUAGE RECASTING
WHOLE LANGUAGE

Readings:


5) February 4
MIDTERM 1 hour

Readings:
Textbook, Chapter 7: Assessment and Intervention for emerging language (Required reading second part of chapter focusing on intervention). THIS READING WILL NOT BE ON THE MIDTERM

6) February 11
GOAL SETTING, LESSON PLANNING, BASICS OF INTERVENTION ORGANIZATION
CURRENT ISSUES – NEW PERSPECTIVES

Readings:


Supplementary Readings:


**7) February 18**

CLASS PRESENTATIONS

Readings:

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

**8) February 25**

CLASS PRESENTATIONS

Readings:

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.

**MARCH 4 NO CLASS**

**9) March 11**

CONSIDERATIONS FOR CLIENTS OF DIFFERENT AGES
DIFFICULTIES WITH READING AND WRITTEN LANGUAGE

Readings:

Textbook, Chapter 14, Intervention for advanced language

*Supplementary Readings:*


**10) March 18**

CONSIDERATIONS FOR CLIENTS WITH COGNITIVE DELAYS
SERVICE DELIVERY MODELS

Readings:


**Supplementary readings:**


**11) March 25**

INTERVENTION FOR CULTURALLY DIVERSE POPULATIONS AND BILINGUAL CHILDREN

**Readings:**


**12) April 1**

BILINGUAL CHILDREN – CONTINUED

**Readings:**


**13) April 8**

BILINGUAL CHILDREN-CONTINUED

EVIDENCE BASED PRACTICE – ITS CLINICAL IMPLEMENTATION

CONTROVERSIAL TREATMENTS – HOW MUCH EVIDENCE IS NEEDED?

**Supplementary readings:**