

Instructor's Manual and Test Bank
to accompany

**Language Disorders in Children:
Fundamental Concepts of Assessment and Intervention,
2e**

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**Language Disorders in Children:
Fundamental Concepts of Assessment and Intervention**

**Instructor's Manual
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Language Disorders in Children: Fundamental Concepts of Assessment and Intervention, 2e

Instructor's Manual Introduction

This manual is designed to help you present the fundamental concepts of assessment and intervention for children with language disorders to pre-service students in a way that is meaningful and engaging. I have written the text in the first person to connect directly with your students. I suggest that you continue this informal style by using the materials provided in this manual to initiate classroom dialogue and develop the clinical problem-solving and decision-making skills of your students. The ultimate goal is to give your students the knowledge and skills they need to become effective speech and language pathologists or special educators.

I have developed the following materials for each chapter to assist as you prepare to teach this course. The Power Points for each chapter are in separate files. I suggest that you print out copies of the Chapter-at-a-Glance grids and the “Notes” for the PowerPoint presentations.

1. Chapter-at-a-Glance Grid – Grids correlate all the materials for the chapter and show you how to integrate the materials into your lesson plans. The grids provide a quick reference as you teach each chapter.
2. Chapter Guide – Guides include a summary, overview questions, key terms, a PowerPoint presentation guide, and discussion questions for the chapter. Reading the chapter guide can serve as an introduction or review of the chapter.
3. Test Bank – Banks contain multiple choice, matching, true/false, short answer, and essay questions based on the material from each chapter. The questions can be used as chapter quizzes or combined for mid-term or final exams.
4. Chapter Power Points- Presentations are designed to walk students through the essential points of the text while engaging them in the learning process. Teaching suggestions and additional information from the text are included in the “Notes” section of most slides. A copy of these “Notes” can serve as an outline as you present the PowerPoints to your students.

I hope that you find these materials useful. You are encouraged to use the materials as created or to edit them to meet the needs of the course or the students you are teaching. Please contact me with any ideas or suggestions for future editions of the book.
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CHAPTER-AT-A-GLANCE

Chapter 1: The Foundations of Language and Clinical Practice

Outline	Instructor Resources	Print Supplements	Media Supplements	Instructor Notes
Chapter Overview Questions	Text page 1 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.1, 1.2, 1.3	
Definitions and Background Information	Text pages 2- 3 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.4, 1.5	
The Speech Chain Model	Text pages 3-5 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slide 1.6, 1.7	
Form, Content & Use: The Cornerstones of Language	Text pages 5-7 Table 1.1 Figure 1.2 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slide 1.8, 1.9, 1.10	
Evidence-Based Practice: A Cornerstone of Clinical Practice	Text pages 7-13 Table 1.2 Figure 1.3 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slide 1.11, 1.12, 1.13, 1.14 , 1.15	<u>See Appendix A in instructor's manual</u> for Gillam et al, 2014 paper

Summary	Text pages 13	Chapter guide		
Discussion and In-Class Activities	Text page 13-14	Chapter guide		
Case Study	Text page 14	Chapter guide	PowerPoint slide 1.16	

CHAPTER GUIDE

Chapter 1: Language Theory and Language Development

Chapter 1 Summary

A language disorder is impaired comprehension or use of spoken, written, or other symbol systems. An individual with a language disorder is different from someone with a language difference. Language difference is a result a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. Sometimes a young child (2 to 3 years old) who exhibits a developmental lag in language is called language delayed or a late talker; experts use this terminology because language impairment cannot be reliably diagnosed in young children in the absence of a primary disorder.

Receptive and expressive language occurs at the linguistic level of the speech chain. Other communication processes that are within the motor/physical and the acoustic levels contribute to the communication system.

A hierarchy of research quality is used to rank the scientific merit of a particular intervention with respect to evidence-based practice (EBP). Both internal evidence (an individual client's and the SLP's perspective and beliefs and external evidence (expert opinion, case studies, and well-designed and controlled experimental studies) impact EBP decision-making. Level I research, evidence resulting from randomized controlled trials (RCT) is considered the best or "gold standard" research design. Level II research reflects high quality, but nonrandomized, experiments. Level III evidence represents well-designed nonexperimental studies; Level IV represents expert opinions. Other factors are considered when evaluating the quality of research including control-group design, randomization, limiting extraneous factors that contaminate results, use of reliable and valid assessment instruments, fidelity of intervention procedures, and documentation of effect sizes that demonstrate the "clinical meaningfulness" of the results.

Chapter 1 Focus Questions

1. What are the differences between a language disorder, a language difference, and a language delay?
2. What are the three levels of communication described within the speech chain? Which level is the focus of this book?
3. What are examples of communication behaviors that represent form, content, and use?
4. What differentiates Level I, Level II, Level III, and Level IV research in EBP? How does an interventionist use EBP to guide intervention?

Chapter 1 Key Terms

Communication	Page 2
Speech	Page 2
Language	Page 2
Language Disorder	Page 2
Expressive language	Page 2
Receptive language	Page 2

Language delay	Page 3
Late talker	Page 3
Late language emergence	Page 3
Descriptive-developmental approach	Page 3
Speech-chain model	Page 3
Morphology	Page 6
Syntax	Page 6
Phonology	Page 6
Pragmatics	Page 7
Semantics	Page 7
*Morphosyntax	Page 7
Evidence-based practice (EBP)	Page 8
Internal evidence	Page 8
External evidence	Page 8
Level I, Level II, Level III, Level IV EBP evidence	Page 8-9
Randomization	Page 9
Blinding	Page 10
Fidelity	Page 10
Effect-size estimates	Page 10-11

* The term morphosyntax is used to avoid wordiness throughout this book and because the lines between syntax and morphology are blurred.

Chapter 1 PowerPoint Presentation Outline

Please note: Additional suggestions and information from the text are included in the notes section of most slides.

1. Introduction
 - a. Present slide 1.1 and introduce the textbook and chapter 1
 - b. Present slide 1.2 and discuss the characteristics of each child described.
 - c. Present slide 1.3 and review the focus questions.
2. Definitions and Background Information
 - a. Present slide 1.4 and carefully go over the definition of each term.
 - b. Present slide 1.5 and discuss the information presented
3. The Speech Chain
 - a. Present slide 1.6 and discuss the acoustic, motor and linguistic levels of the speech chain model
 - b. Present slide 1.7 and review the characteristics of each level
4. Form, Content, & Use: The Cornerstone of Language
 - a. Present slide 1.8 and introduce form, content, and use. Discuss how this Venn diagram is a classic model of the domains, but that students will be introduced to a different way of thinking about domains (the 5 subdomains) in Chapter 2 and the subdomains will help them problem solve how to choose assessments and interventions for students when they are SLPs

- b. Present slide 1.9 and discuss the different aspects of form, content, and use
 - c. Present slide 1.10 and carefully review the definitions of each language component
5. Evidence-based practice: A cornerstone of clinical practice
- a. Present slide 1.11 and discuss the importance of understanding how SLPs use research evidence to make decisions about the most appropriate assessments and interventions for students
 - b. Present slide 1.12 and discuss the differences between internal and external evidence.
 - c. Present slide 1.13 and discuss how SLPs evaluate the research quality of different studies.
 - d. Present slide 1.14 and lead a class discussion evaluating the example show in the book in Figure 1.3
 - e. (Optional) Present slide 1.15 and have students read the Gillam article (Classroom-based narrative and vocabulary instruction: Results of an early stage, non-randomized comparison study) and consider what “level of evidence” the study provides. You may want to eliminate the cover page so that students cannot see the rest of the title that indicates the study is a non-randomized comparison study.

Chapter 1 Discussion Questions and Activities

1. In groups, give examples of communication behaviors in children’s morphology, pragmatics, semantics, and syntax that will be demonstrated as the child matures.
2. Explain the speech chain model to an individual who is not in your class. Draw a simple diagram to illustrate your explanation. Role-play this explanation in class.
3. Go to the video library at the Colorado Department of Education <http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm>
Watch several of the child-interaction videos and discuss the behaviors or language that illustrate the domains of form, content, and use. How do these domains overlap in the communication that you see?
4. Using the process outlined in Figure 1.3, evaluate the research studies listed below. Discuss in class if you feel these studies would qualify as Level I or Level II in the levels of evidence hierarchy.
 - Gillam, S. L., Gillam, R. B., Reece, K. (2012). Language outcomes of contextualized and decontextualized language intervention: Results of an early efficacy study. *Language, Speech, & Hearing Services in Schools*, 43, 276-291.
 - Ruston, H. P., & Schwanenflugel, P. J. (2010). Effects of a conversation intervention on the expressive vocabulary development of prekindergarten children. *Language, Speech, & Hearing Services in Schools*, 41, 303-313.

- Justice, L. M., Mashburn, A., Pence, K. L., & Wiggins, A. (2008). Experimental evaluation of a preschool language curriculum: Influence on children's expressive language skills. *Journal of Speech, Language, & Hearing Research*, 51, 983-1001.

TEST BANK

Chapter 1: The Foundations of Language and Clinical Practice

Chapter 1 Multiple Choice Questions

1. A child who does not comprehend the spoken word or is unable to communicate verbally with others has a
 - a. language difference.
 - b. language delay.
 - c. language disorder.
 - d. all of the above.
2. Clinical practitioners who work with children who have language impairments need
 - a. the ability to synthesize information.
 - b. the ability to weigh scientific evidence.
 - c. the ability to see connections between basic principles.
 - d. all of the above.
3. The Speech Chain Model includes all of the following, except
 - a. the speaker's production of words.
 - b. the transmission of sound.
 - c. the cause and effect relationship.
 - d. the listener's perception of what has been said.
4. The domains of language include form, content, and use. The components of language include
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.
5. When a child adds begins to add "s" to nouns to indicate more than one, he/she is demonstrating the use of
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.
6. When a child stops calling all males "da-da" and identifies only his/her father as "daddy," he/she is demonstrating the use of
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.

7. A hierarchy of research quality is used to rank the scientific merit of a particular intervention with respect to evidence-based practice (EBP). The highest quality evidence resulting from randomized experimental research is
 - a. Level I.
 - b. Level II.
 - c. Level III.
 - d. Level IV.
 - e. Level III and Level IV.

8. Level IV research reflects:
 - a. High-quality, non-randomized experimental research
 - b. Well-designed non-experimental research
 - c. Case studies
 - d. None of the above

9. If I ask a subject (who has agreed to participate in my study) which experimental group he/she would like to be in--the one that will require 3 days a week participation or the intervention that meets 1 day a week--I have evidence that my study will meet the requirements for:
 - a. Randomization
 - b. Fidelity
 - c. Blinding
 - d. Subject equivalency across control and experimental groups
 - e. Effect-size estimates
 - f. None of the above

10. In an experimental study, if I videotape the intervention and carefully document the interventionist's behaviors it is likely that I am trying to control which feature of experimental design quality?
 - a. Randomization
 - b. Fidelity
 - c. Blinding
 - d. Subject equivalency across control and experimental groups
 - e. Effect-size estimates
 - f. None of the above

11. In an experimental study, if I conduct the experimental intervention and also administer and score students' pre- and post-intervention assessments, I may have violated which aspect of high-quality experimental design?
 - a. Randomization
 - b. Fidelity
 - c. Blinding
 - d. Subject equivalency across control and experimental groups
 - e. Effect-size estimates
 - f. None of the above

12. In a study, if I report my statistically statistical results, but do not indicate the magnitude of the statistical effect, I have violated which aspect of high-quality research?
- Randomization
 - Fidelity
 - Blinding
 - Subject equivalency across control and experimental groups
 - Effect-size estimates
 - None of the above
13. I frown at you because I do not agree with what you are saying. I am using
- Speech
 - Language
 - Communication
 - All of the above
14. I am your instructor for a course in which we will learn about how sound waves travel and learn how sound is measured (in dB). We are focusing on the level of the speech chain at the
- Acoustic level
 - Physical/Motor level
 - Linguistic level
 - All of the above
15. You are an SLP and you worry that without a specific diagnosis you will be unable to develop an effective language intervention approach. To avoid this problem you should
- Refer the student to a physician for a specific diagnosis
 - Consider the situation from a descriptive-developmental approach
 - Continue to administer assessments until a diagnosis is made
 - Refuse to provide intervention until the student receives a diagnosis

Chapter 1 Matching Questions

Evidence-Based Practice	Key Insight
1. Fidelity	A. The experimental goal of documenting the intervention was administered as intended
2. Internal evidence	B. A series of different researchers have found similar results, but the studies were not randomized
3. External evidence	C. After the subjects agree to the study, the experimenter pulls numbers “out of a hat” to assign subjects to the intervention group or the control group
4. Blinding	D. The researcher reports, “the language ability of the subjects in group A was not

	statistically different from the language ability of the subjects in group.
5. Randomization	E. The experimenter has graduate students (who do not know if subjects were in the control or experimental intervention group) administer and score the assessments used during an experiment
6. Subject equivalency	F.
7. Meta-analysis	G. Practitioner expertise
8. Level II evidence	H. The results of several studies investigating a specific experimental question are statistically summarized
	I. Case studies and expert opinion

Chapter 1 True/False Questions

1. A language disorder is impaired comprehension or use of spoken, written, or other symbol systems.
2. Language difference is a result a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors.
3. A young child (2 to 3 years old) who exhibits a developmental lag in language is called autistic.
4. The terminology *late language emergence* or *late talker* is used because language impairment cannot be reliably diagnosed in young children in the absence of a primary disorder.
5. Language disorders are caused when there is a disruption in language form, content, and/or use.
6. The speech chain includes three levels; the motor/physical, the acoustic, and the linguistic.
7. Receptive and expressive language occurs at the acoustic level of the communication system.
8. Receptive language refers to an individual's ability to understand and process language.
9. Expressive language refers to an individual's ability to express and communicate meaning with language. If a researcher implements an experimental intervention, randomization has occurred. An SLP doesn't consider expert opinion since it is Level I EBP evidence. There are many clinical approaches that lack Level IV EBP evidence.

Chapter 1 Short Answer Questions

1. Diagram and explain the Speech Chain Model.
2. The Speech Chain Model demonstrates significant challenges confronting the language learner. Identify and explain these challenges.
3. How can a researcher assure that an experimental study design is implemented as intended? Use EBP terminology in your answer.
4. Define each term and give a language example of each:
 - a. Morphology

- b. Syntax
 - c. Phonology
 - d. Semantics
 - e. Pragmatic
5. Read the following statement: “Forty children between the ages of 2 and 3 years with moderate levels of expressive-only language impairment were assigned to participate in either intervention A or intervention B.” What aspects of high-quality research are evidenced in this statement? Use EBP terminology in your answer.

Chapter 1 Essay Questions

1. Explain what this chapter has taught about speech disorders, how you will use this information in your work with children, and what additional skills and knowledge you need to become a practitioner.
2. Read the following statement: “Children were assigned to Intervention A or Intervention B for four weeks. Intervention A was administered by trained SLPs; all intervention was videotaped and analyzed for the number of language targets administered each session. Intervention B consisted of a no-treatment group. The SLP administering the intervention pre- and post-tested the subjects with the assigned assessments for subjects in Intervention A and B. The researcher analyzed the scores submitted by the SLPs.” Which aspects of high-quality EBP were met in this study? What aspects of high-quality EBP may have been violated in this study? Which aspects of the study design do we still need to know about (but are not discussed in this statement)? Explain your answer and use EBP terminology

Chapter 1 Answer Key

Matching:	True/False:	Multiple Choice:
1. A	1. True	1. c
2. G	2. True	2. d
3. F	3. False	3. c
4. E	4. True	4. f
5. C	5. True	5. a
6. D	6. True	6. c
7. H	7. False	7. a
8. B	8. True	8. c
	9. False	9. f
	10. False	10. b
	11. False	11. C
	12. True	12. e
		13. c
		14. a
		15. b

CHAPTER-AT-A-GLANCE

Chapter 2: Language Theory and Communication Subdomains

Outline	Instructor Resources	Print Supplements	Media Supplements	Instructor Notes
Chapter Overview Questions	Text page 15 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.1, 2.2	
Language Development: Nature vs. Nurture	Text page 16 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.3	
Behaviorist Theory	Text pages 17-18 Table 2.1, 2.2 Figure 2.2 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slide 2.4, 2.5	
Constructivist Theory	Text pages 18.23 Table 2.1 on page 6 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.6, 2.7, 2.8, 2.9	
Social Interaction Theory	Text pages 23-25 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.16, 2.17, 2.18	
Emergentist Theory	Text pages 25-26 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.10	
The Five Communication Subdomains	Text pages 25-28 Figure 2.3 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.11, 2.12	
Subdomain #1: Early Pragmatic Skills	Text pages 28-33 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.13, 2.14	
Subdomain #2: Vocabulary Development	Text pages 33-35 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.15, 2.16	
Subdomain #3: Multiple Word Combinations	Text pages 35-37 Table 2.4 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.17, 2.18	
Subdomain #4: Morphosyntax Development	Text pages 37-39 Table 2.3 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.19, 2.20	
Subdomain #5: Advanced Pragmatic and Discourse Development	Text pages 39-41 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.21, 2.22	
Summary	Text pages 41-42	Chapter guide		
Discussion and In-Class Activities	Text page 42	Chapter guide		
Case Study	Text page 43	Chapter guide	PowerPoint slide 2.23	

CHAPTER GUIDE

Chapter 2: Language Theory and The Communication Subdomains

Chapter 2 Summary

A historical debate centers on whether language is an innate ability of humans or whether language is a function of an individual's environment; often referred to as nature versus nurture. The nature position is that certain fundamental language skills are innate and language capacity is present from birth; the nurture viewpoint underscores the effects of environment on children's language development. Behaviorist theory suggests that learning occurs when an environmental stimulus triggers a response or behavior. Cognitive constructivist theory is based on the writings of Jean Piaget who proposed that children demonstrate a sequence of progressively more sophisticated cognitive abilities. Social interactionist theory is based on the principle that communication interactions play a central role in children's acquisition of language; this theory is often connected to the writings of Vygotsky. A theory proposed in more recent years--emergentist theory--uses computer modeling and computerized analysis of language transcripts to study how children actively use and process language input.

This textbook presents children's development of form, content and use via five communication subdomains. Communication Subdomain 1 encompasses early pragmatic skills including joint visual attention, imitation, and turn taking. Vocabulary (Communication Skill 2) progresses from early one-word level and continues to develop through adulthood. Once children have more than 50 words they typically begin to produce two-word combinations during the development of Communication Subdomain 3. Syntax and morphological development, often described in terms of Brown's stages of language development, are evidenced during Communication Subdomain 4. Children's discourse skills continue to develop in Communication Subdomain 5. Early pragmatic functioning (Communication Subdomain 1) is fundamental to all communication and may be the focus of intervention for individuals with severe social communication deficits. Practitioners may target teaching children a variety of semantic meanings at the one-word level and facilitate advanced vocabulary learning for children with vocabulary deficits (Communication Subdomain 2). Practitioners use language facilitation techniques and/or train caregivers to develop children's use of multiple-word utterances. Some children with severe disabilities may use augmentative forms of communication to communicate at this level (Communication Subdomain 3). If children are having difficulty with morphosyntax in Communication Subdomain 4, practitioners use language analysis to determine appropriate linguistic targets. Practitioners facilitate social use of communication to enhance the child's social and academic achievement; this is the focus of Communication Subdomain 5.

Chapter 2 Focus Questions

1. What are the primary differences between the nature and nurture perspective of language development?
3. What are the four different theories influencing language development as described in this chapter? How does each theory influence intervention approaches?
5. What are five different communication subdomains? What is the most important communication characteristic associated with each subdomain?
6. How do practitioners use information regarding the subdomains to guide clinical interventions?

Chapter 2 Key Terms

Behaviorism	Page 17
Positive reinforcement	Page 17
Negative reinforcement	Page 17
Behavioral Chaining	Page 17
Cognitive Constructivist Theory	Page 18
Social Interactionist Theory	Page 23
Zone of proximal development	Page 23
Emergentist Theory	Page 25
Code switching	Page 31
Linguistic chauvinism	Page 32
Syntactic bootstrapping	Page 34
Classroom discourse	Page 40
Oral narrative	Page 40
Expository narrative	Page 40

Chapter 2 PowerPoint Presentation Outline

Please note: Additional suggestions and information from the text are included in the notes section of most slides.

1. Introduction
 - a. Present slide 2.1 and 2.2 and review the focus questions.
2. Nature versus nurture
 - a. Present slide 2.3 and discuss basic “dichotomy” of nature versus nurture
 - b. Present slide 2.4 and explain that the theories will be reviewed to identify significant contributions to our understanding of language development.
 - c. Present slide 2.5 and review the behaviorist theory and the significant findings of B.F. Skinner
 - d. Present slide 2.6 and review the work of Piaget and the significance of cognitive constructivist theory
 - e. Present slide 2.7 and discuss how SLPs use a cognitive approach to evaluate children’s play
 - f. Present slide 2.8 and 2.9 and introduce social interactionist theory and the implications of Vygotsky and Brunner on our understanding of child language development
 - g. Present slide 2.10 and discuss the implications of emergentist theory
3. The Five Communication Subdomains
 - a. Present slide 2.11 and 2.12 and discuss how the subdomains reflect what students learned in Chapter 1 about form, content, and use. Underscore that this model reflect a developmental perspective that is useful for thinking about assessment and intervention.

- b. Present slides 2.13 and 2.14; review the characteristics of language in Subdomain 1: Early Pragmatic Skills and discuss clinical implications for skills learned in Subdomain 1.
 - c. Present slides 2.15 and 2.16; review the characteristics of language in Subdomain 2: Vocabulary Development and discuss clinical implications for skills learned in Subdomain 2.
 - d. Present slide 2.17 and 2.18; review the characteristics of language in Subdomain 3: Multiple Word Combinations and discuss clinical implications for skills learned in Subdomain 3.
 - e. Present slide 2.19 and 2.20; review the characteristics of language Subdomain 4: Morphosyntax and discuss clinical implications for Subdomain 4.
 - f. Present slide 2.21 and 2.22 and review the characteristics of language Subdomain 5: Advanced Pragmatic and Discourse Development and discuss clinical implications for subdomain 5.
4. Case Study
- a. Present slide 2.23 and have students identify the Subdomain for each child described.

Chapter 2 Discussion Questions and Activities

1. In groups, brainstorm three activities that you could implement with an individual who demonstrated a deficit in each of the communication subdomains. Share your ideas in class. List the ideas and prioritize them. Why did you select some activities rather than others?
2. Following the activity above, try to identify the theoretical approach(es) supporting the particular activity that you see as best.
3. Find a number of catalogs that contain intervention materials and assessments. In small groups, locate materials listed in the catalog that you believe are based on the following theoretical approaches: behaviorism, social interactionist, and cognitive constructivist approaches (i.e., sensorimotor emphasis). List or underline the words in the item description that support your conclusion. Share what you find with the entire class.
4. View video recordings of individuals with communication impairments. If you had to pick only one communication subdomain to target in intervention, which one would it be? Explain your answer.
5. Watch a YouTube clip on African American English (AAE) at One of the speakers discusses how and when he decides to code-switch. Does everyone code-switch to some degree? Give examples.
6. Listen to American dialects posted on the Internet at

<http://www.dialectsarchive.com/united-states-of-america>

Have students break into groups and take an area of the country and summarize differences in vocabulary (i.e., word choice), prosody, and phonology. What stereotypes are sometimes associated with the dialects?

TEST BANK

Chapter 2: Language Theory and the Communication Subdomains

"Children with language disorders evidence strengths in conversation skills. They are. at intervention will be inadequate. In this chapter, first I review studies that look at social and pragmatic impairments in children with SLI, considering how frequent these are, and how far they can be regarded as secondary con Organized by disorder groups and theme, Language Disorders in Children helps students easily make connections between theoretical information and clinical practice through a number of thoughtful features such as case histories, clinical decision trees, and hot topic discussions. It's an approach that meets the needs of today's students to learn lifetime critical thinking skills, to see relationships between isolated ideas and facts, and to think like a speech-language pathologist. PowerPoint Presentation (Download only) for Language Disorders in Children: Fundamental Concepts of Assessment and Intervention. Download PowerPoint Presentations (application/zip) (5.0MB). Order.