

# Major themes

- Differential diagnosis
  - Underlying causes
    - Genes don't help (Dorothy)
  - Presenting difficulties
    - DSM criteria, esp. Lang Dis and SCD (Courtenay)
    - Distinguishing from ASD (Vicky)
    - Overlapping needs (Julie)
  - Response to intervention (Vicky & Claudine)
- What name?

# Differential diagnosis (presenting difficulties) - Non-verbal IQ

- NVIQ scores decline with age in children with language impairments (Courtenay & Vicky)
- Most SLCN children who change diagnosis change to MLD (Julie)
- Should this be a criteria for language disorder?
  - What level of NVIQ?
  - On what test?
  - At what age?
- Can you have Intellectual Developmental Disability and Language Disorder?

# Differential diagnosis (presenting difficulties) - ASD

- DSM-V states ASD should have repetitive interests and behaviours (Courtenay)
- Children switch from SLCN to ASD and vice versa (Julie & Vicky, quoting Dorothy)
- Lots of overlap in profiles and needs (Julie)
- ASD get more LSA and SLT support, despite on average better language (Julie)

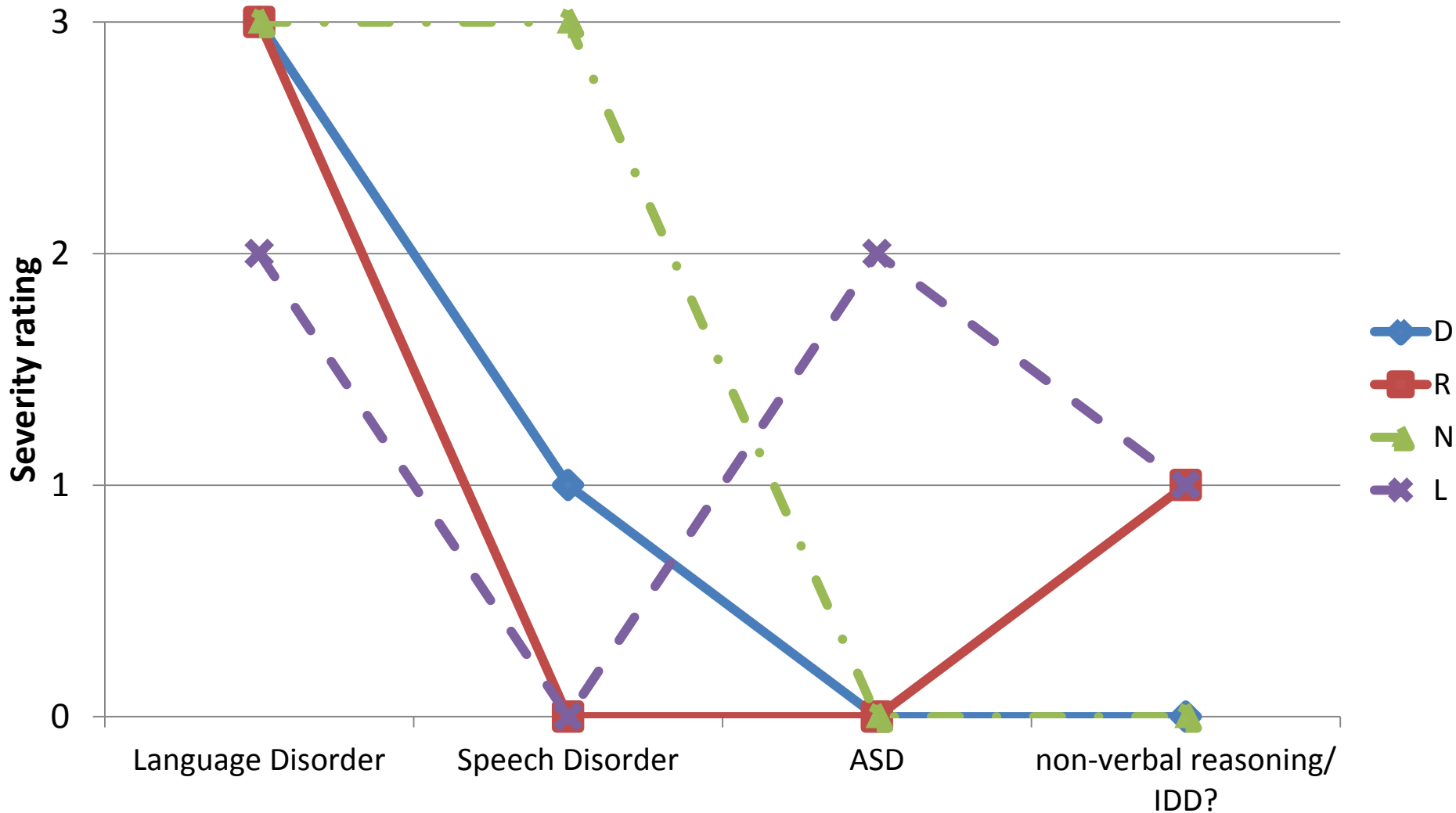
# Differential diagnosis (presenting difficulties) – SCD / PLI

- Is SCD / PLI required? (Courtenay)
- Many meet criteria for ASD (Vicky & Courtenay)
- Others have structural language difficulties (Courtenay)

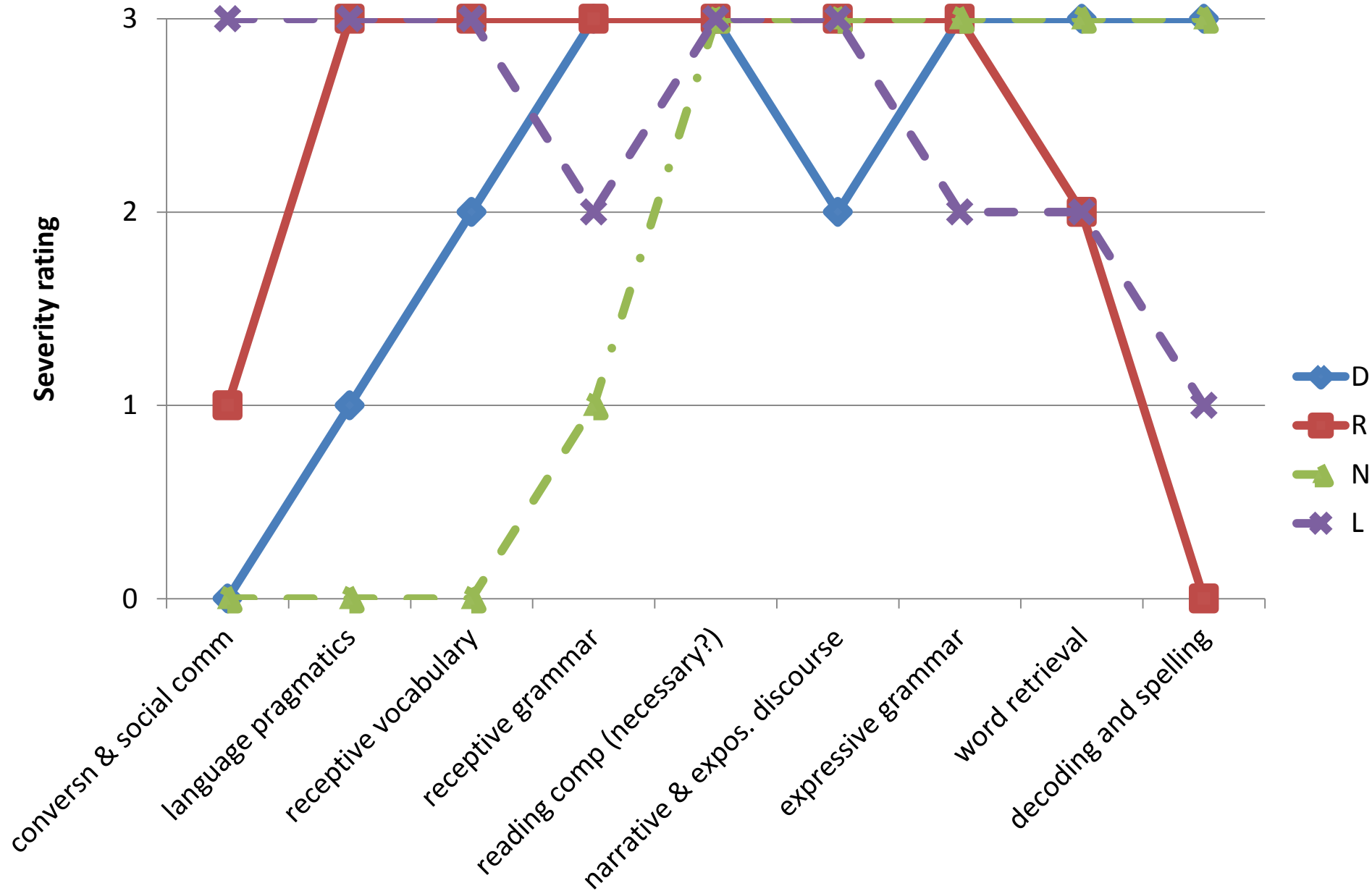
# Possible solution

- Specify current presentation of language impairment on several dimensions (Courtenay)
- Maybe each could be rated on the severity scale 1-3 (requiring support / substantial support / very substantial support). *This needs to be carefully specified.*
- Could also give multiple diagnoses and adding in severity ratings for other diagnoses would “reveal” the “primary” diagnosis; the one with the most severe rating

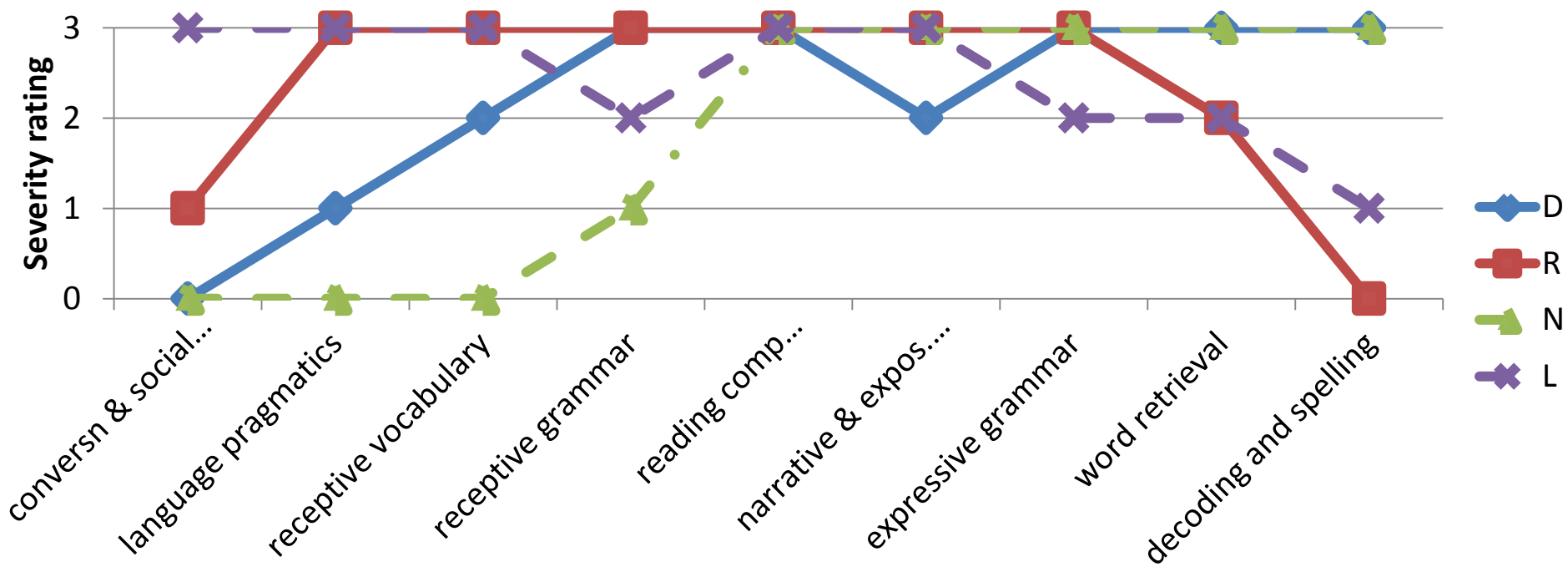
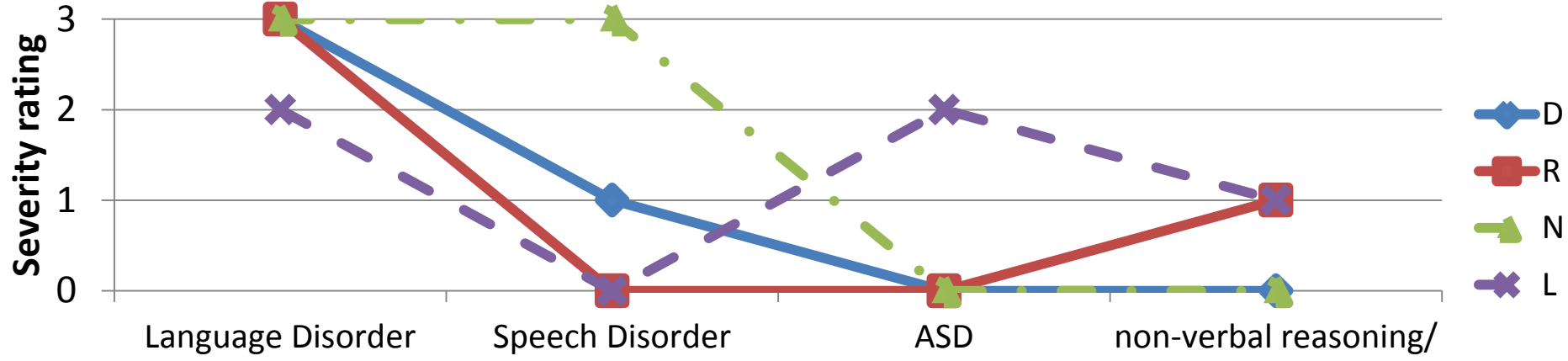
# Multiple diagnoses with severity levels



# Language difficulties with severity levels



# SCD at which level of diagnosis?





# Differential diagnosis (response to intervention) – Language Delay

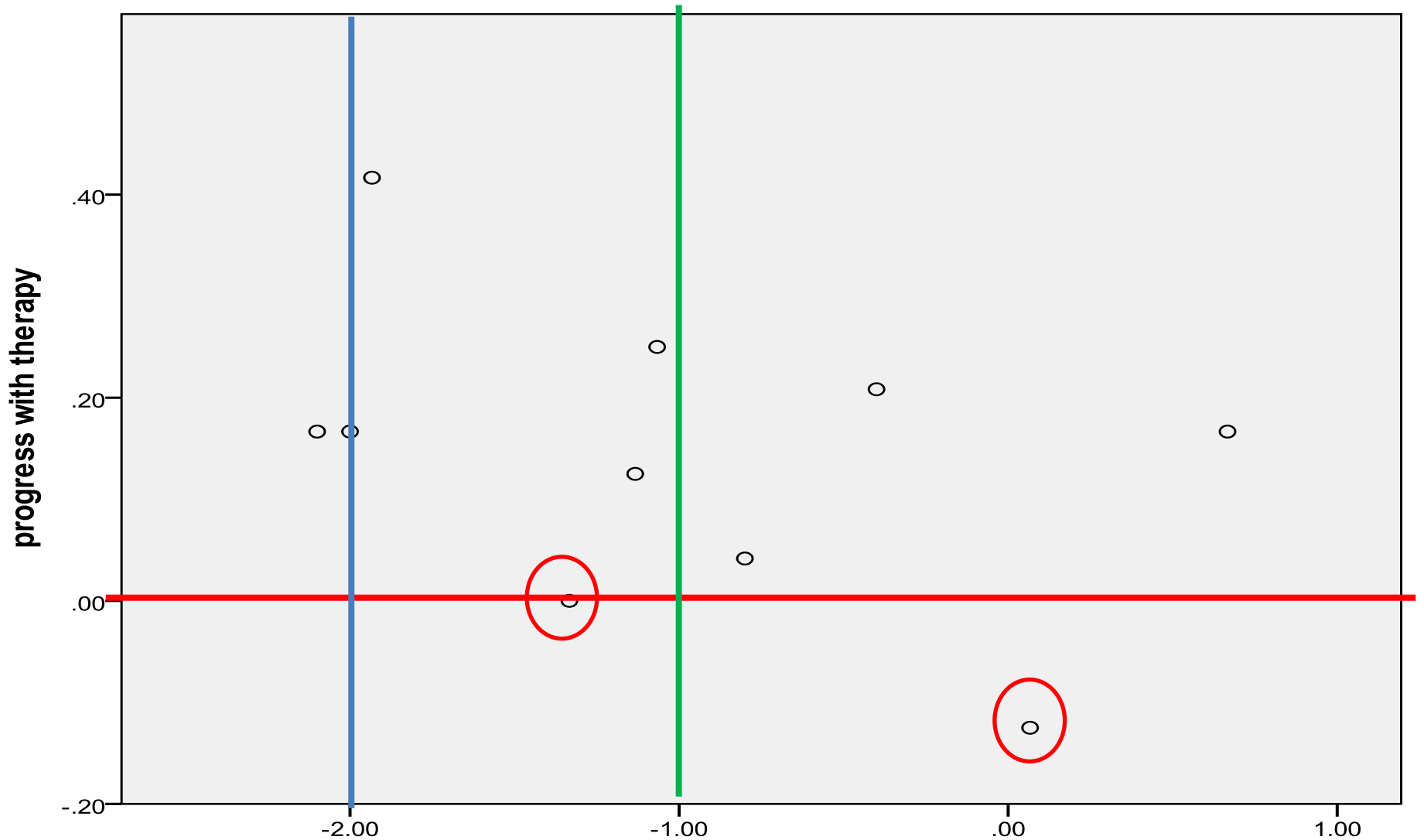
- Need to distinguish
  - Resolve
  - Respond, but don't resolve (Claudine)
- If children resolve with a language rich environment / universal services, then probably a language delay
- If they don't resolve (after how long / by what age?), probably language disorder

# Predictors of response to intervention

- Non-verbal IQ (Claudine)
  - NVIQ doesn't affect response to OL
  - Does affect response to P+R
- Receptive language
  - Didn't improve with targeted help (Vicky)
- Age
  - Maybe intervention provided at an older age is more effective (Vicky)

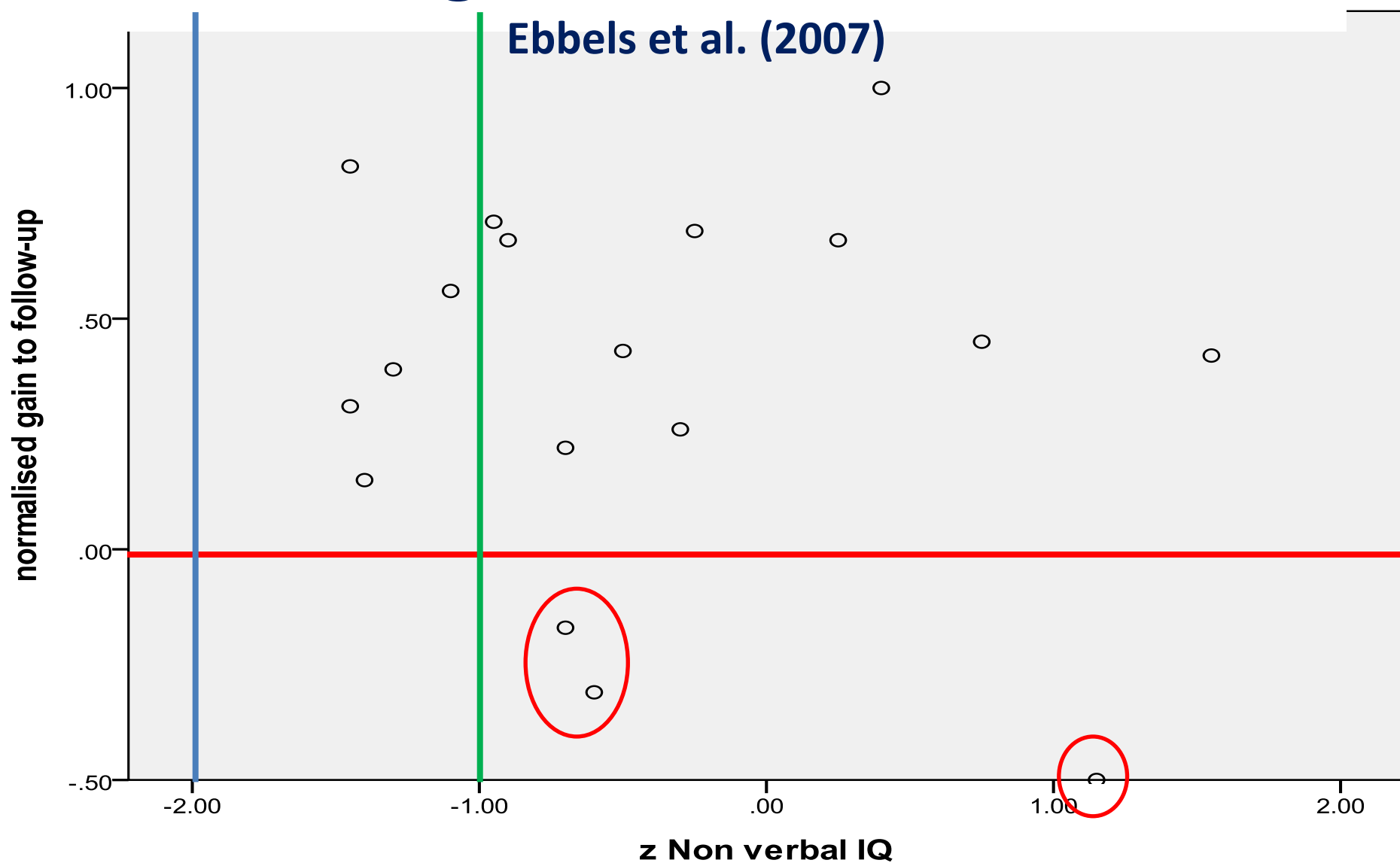
# Relationship between NVIQ and progress in comprehension of targeted constructions

Ebbels et al. (in prep.)



# Non-verbal IQ vs. progress with verb argument structure

Ebbels et al. (2007)



# Predictors of response to intervention

- Non-verbal IQ (Claudine)
  - NVIQ doesn't affect response to OL or explicit teaching (Susan)
  - Does affect response to P+R
- Receptive language
  - Didn't improve with targeted help (Vicky)
  - Can improve with targeted help (Susan)
- Age
  - Maybe intervention provided at an older age is more effective (Vicky)
  - Intervention at an older age does seem to be effective (Susan)

# What name? and does it matter?

- SLI (Specific Language Impairment)
- Language Disorder
- SLCN (Speech, Language and Communication needs)
- SCD (Social Communication Disorder)

# Over to you and reminder of main themes

- Differential diagnosis
  - Underlying causes
  - Presenting difficulties and differential diagnosis from
    - ASD
    - NV IQ
    - SCD
  - Response to intervention
    - Differential diagnosis from Language Delay
- What name?