



SHS 30th Anniversary Event

Clinical Updates on Language Intervention for Children with Developmental Language Disorder (DLD)

May 23, 2018 (Wednesday)

15:00 – 17:00

Room LG-109, KK Leung Building, HKU

Hosts: Professor Stephanie Stokes, Dr Anita Wong

Early Language Intervention for Children with Developmental Language Disorder (DLD)

By Dr Mary Alt, University of Arizona

Abstract:

In this talk, we will explore the concept of statistical learning and how it relates to vocabulary intervention for late-talking toddlers and preschoolers with Developmental Language Disorder. We will be focusing on the concepts of variability, complexity, and dosage. We will review how people have integrated these principles of statistical learning into treatments for vocabulary. We will share the results of those treatment studies, both completed and ongoing, and see how they fit into the context of current treatment practices. We will end with a discussion of future directions for this work, and the clinical implications of this work.

Grammar Intervention for Children with Developmental Language Disorder (DLD)

By Professor Elena Plante, University of Arizona



Abstract:

A series of principles have emerged from the last 30 years of work on statistical learning by children and adults that can be translated to make treatment practices more effective and efficient. In this talk, I will share these principles as well as the research evidence that supports them. In particular, I will focus on the Regularity and Variability principles, which address how clinicians and educators can structure learning activities in ways that promote learning. I will show how these principles have been applied in treatment research for children with grammatical deficits.

About the speakers:

Mary Alt is an Associate Professor and certified speech-language pathologist at the Department of Speech, Language and Hearing Sciences at the University of Arizona. Her research focuses on answering the question: How do people learn words and the concepts associated with those words? She is currently interested in understanding the cognitive mechanisms that underlie learning and applying that understanding to improving word learning interventions. She explores this question with a wide range of populations from toddlers to adults, with monolingual and bilingual populations, and with people with and without language impairments.



Elena Plante is a Professor of Speech, Language, and Hearing Sciences at the University of Arizona and is a Fellow of the American Speech-Language-Hearing Association. Her work has explored the biological and behavioral foundations of Developmental Language Disorder in children and adults. This has led to over 100 publications on the brain basis of this disorder, its behavioral presentation, assessment validity, and treatment methods. Her most recent work integrates statistical learning theory with brain imaging, and translates this work to test methods for improving treatment outcomes in children.

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For enquiries, please contact the Office of Research at 3917 8254.