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Instructor's Resource Manual and Test Bank

for

Teaching Students with Language and Communication Disabilities

Fifth Edition

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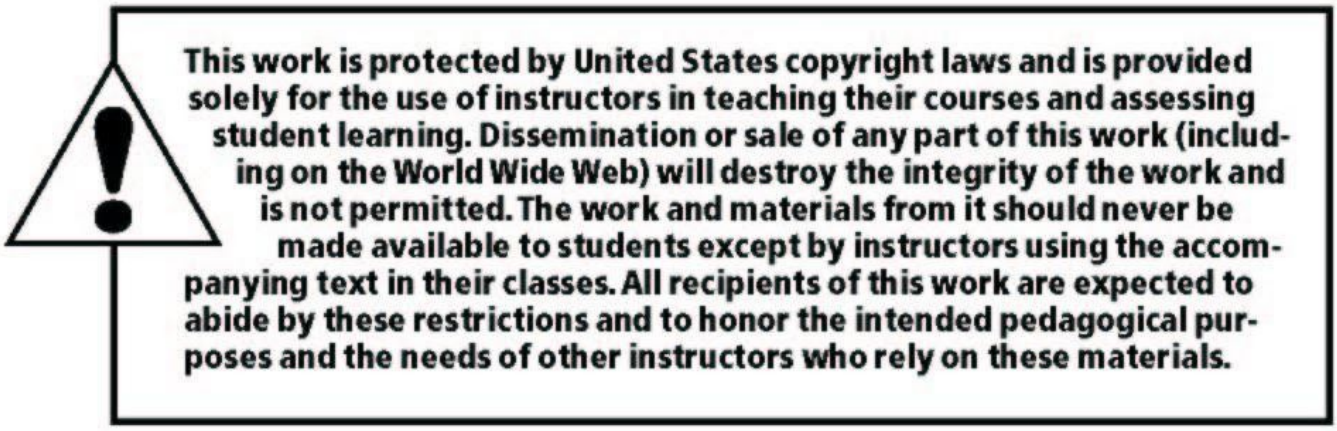

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INTRODUCTION

This instructor's manual has been designed to complement the Pearson etext, ***Teaching Students with Language and Communication Disabilities*** (5th edition). The fifth edition of this text includes the following digital elements to make this a more interactive edition:

Note that 3rd party etexts such as VitalSource, Kindle, etc. do NOT contain these digital elements:

- **Video** illustrations are video examples of concepts, professional strategies and techniques, child development; roughly 6-8 per chapter.

- **Video-based or case-based exercises called "Apply Your Knowledge"** contain short-answer questions that provide application opportunities; one to three per chapter. These also contain feedback.

- **Self-check multiple choice assessments called "Check Your Understanding"** provide student checks on comprehension. The feedback, revealed after student clicks "submit", is the correct answer and can reinforce understanding or guide a student to deeper understanding; one assessment is located at the end of every major chapter section. These questions have been written to align with the Learning Outcomes.

Throughout this Instructor's Resource Manual, reference will be made to these elements and how they can be incorporated into instruction. You might choose to include the Apply Your Knowledge exercises on your syllabus along with chapter reading assignments to make class discussion more productive.

Each chapter of this manual also includes the chapter Learning Outcomes, an outline of the chapter content, key terms from the chapter, teaching strategies, classroom activities, and additional test questions that may help you in developing your own exams.

I hope that you will find both the text and this manual helpful. I would appreciate your comments on either the textbook itself or on this manual.

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Chapter 1 - Language and Language Disorders

This chapter provides the foundation for the remainder of the book. In order to understand the language development and language characteristics of individuals with disabilities it is essential to understand what we mean by language and related terms, such as speech and communication. In addition, this chapter presents an introduction to the definition and identification of language disorders.

Chapter Goals

After reading this chapter students should be able to:

1. Differentiate between speech, language, and communication.
2. Explain the characteristics of a language.
3 Identify characteristics of language disorder.

Chapter Outline

I. Speech, Language, and Communication
- A. Speech
  - 1. Differentiated from language
  - 2. Definition
- B. Language
  - 1. Differentiated from speech
  - 2. Features
  - 3. Dialects
  - 4. Definition
- C. Communication
  - 1. Differentiated from language
  - 2. Definition
  - 3. Elements

II. Language Disorders
- A. Definition
  - 1. Comprehension (receptive)
  - 2. Production (expressive)
- B. Disorder versus difference
  - 1. Dialect differences
  - 2. Delay and deviance
- C. Related problems
- D. Language disorders and specific disabilities
- E. Criteria for determining language disorders

I. Speech, Language, and Communication

Key Terms

Language
Speech
Communication
Dialect

Teaching Strategies:

- Discuss the case study of "Kevin." What are some of the challenges that Kevin faces in the

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classroom? What is the implication of the fact that his comprehension skills seem to be superior to his ability to identify words? How might Kevin's literacy skills be related to his language abilities?

- The issue of communicative skills in animals is both interesting in its own right as well as useful in understanding the distinctions between terms such as speech, language, and communication. Discuss the implications of the video about Kanzi and BOX 1.1 in the text for understanding human language.
- After watching the video of Professor Chomsky, discuss what "universality" means in the context of language.

1. Use the example of American Sign Language to discuss what characteristics are necessary for a system of communication to be called "language."

Activities:

1.1 Ask students to observe an animal and give real examples of what they saw as a prelude to discussing what constitutes human language.

1.2 Assign the "Apply Your Knowledge" Activity 1.1. In class, place students in groups to discuss their answers and report on their findings.

1.3 Ask students to provide examples of dialect differences and discuss the difference between regional and socio-cultural dialects.

II. Language Disorder

Key Terms:

Language disorder
Language differences

Teaching Strategies:

- Ask students to compare the concept of language disorders with language differences. How are they similar? Different?
- Discuss why language disorders may be underidentified.
- Emphasize the various terms that may be used to identify children with speech and language difficulties and how those terms may be associated with different professional roles.

Activity:

1.4 Return to the case study about "Kevin" at the beginning of the chapter. Ask students to describe the language and communication difficulties Kevin is experiencing. Might Kevin have a language disorder? A language difference?

Chapter 1 - Testbank

Multiple Choice

1.1. Considering the features that are common to all languages, which of the following would be considered language?
   a. babble produced by an infant

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b. American Sign Language
c. barking produced by a dog
d. grunts made during exercise

1.2. Which of the following is *not* a feature of language?
a. generative
b. symbolic
c. verbal
d. creative

1.3. Mrs. Watts said to Jason, one of the students in her third grade class, "Can you sit down." Jason responded by saying, "Yes." But he did not sit. This exchange is an example of:
a. language without communication.
b. communication without language.
c. speech without language.
d. language without speech.

1.4. Hector has difficulty following two-step directions in the classroom and often appears inattentive during class discussions. Given this information, it is most likely that Hector has which type of language difficulty?
a. expressive language disorder
b. disorder in language production
c. receptive language disorder
d. a dialect difference

1.5. Scientists who have studied communication in animals have generally concluded that animals can not develop language because:
a. they cannot communicate their intentions.
b. their communication does not follow rules.
c. they cannot make sounds.
d. they cannot generate new combinations of words.

1.6. Babble produced by babies is an example of:
a. speech without language.
b. communication without speech.
c. communication without language.
d. language without speech.

1.7. A deaf person and a hearing person are trying to talk to each other, but the deaf person can only use sign and the hearing person does not understand signing. This is an example of:
a. speech without language.
b. language without communication.
c. communication without language.
d. the use of pre-language skills.

<u>True-False</u>

1.8. Any sound that can be produced is a speech sound in some language.

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1.9. Echolalia is an example of speech without language.

1.10. Research on the acquisition of a manual language by chimps demonstrated that chimps were unable to learn signs.

1.11. In order to be considered a language, a symbol system must be shared by a group of people.

1.12. According to linguists, a person talking to themselves would not be considered to be communicating.

1.13. It is not possible to have communication without language.

1.14. Students with language differences are considered to have a language disorder.

Short Answer

1.15. _____ can be defined as the neuromuscular act of producing sounds that are used in language.

1.16. Language consists of arbitrary _____.

1.17. Language is a _____ symbol system for communicating _____through a shared code of _____symbols.

1.18. In order for communication to take place, there must be a sender, a _____ , a shared intent to communicate, and a shared _____ of communication.

1.19. Children who have difficulty producing spoken language have an _____language disorder.

1.20. Children with language _____develop language later than other children and/or develop language more slowly.

Extended Response

1.21. Why have most linguists concluded that non-human primates are unable to produce language? Refer to the features of language in your answer.

1.22. How would you respond to a parent who asks whether their child's difficulties with language are severe enough to require intervention?

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