



Scaringi Lecture Series in Speech Language Pathology

McGill's School of Communication Sciences and Disorders is proud to be hosting a **lecture** on enhancing the language of adolescents with DLD and a **workshop** on using narratives in clinical assessment and intervention.

These events are funded by the Scaringi Lecture Series grant. This year the events are also co-sponsored by the FROSC group on Cognitive plasticity and language acquisition.

Speaker:

**Victoria Joffe
School of Health and Social Care
University of Essex**



Research Talk and Reception

April 5, 2024, 5:00 to 7:00 pm

Leacock, room 232

855 Sherbrooke St W, Montreal, Quebec H3A 2T7

There is strong evidence for the pervasiveness of Developmental/Language Disorder (D/LD), and its long-term impact on academic performance, employment, socialisation and wellbeing. These difficulties persist over time and can increase during adolescence and adulthood. Adolescents and young adults with (D)/LD are a significantly under-researched and under-serviced client population. However, there is an emerging evidence base for enhancing language and communication in this group, and Speech and Language Therapy services are typically offered at three levels of service provision: universal, targeted, and specialist.

The talk will describe these different service delivery models, providing evidence for the effectiveness of intervention in storytelling and vocabulary at the targeted and universal levels in the adolescent group. Consideration will be given to the factors that contribute to the selection of service provision, including severity of the disorder, school setting, staff experh5leEq00 G tar0 g0 (e)-3(r)12(m)-4(i)10(m)-4(p)3(act)6)-5(n)3(a)9(ca

importance of narratives as a predictor of language and educational performance, as well as its role in the social and emotional development of children.

The importance of narratives in enhancing language and communication across the curriculum in children and young people with Speech, Language and Communication Needs (SLCN) will be discussed. The value of narratives as an assessment tool, both standardised and non-standardised, and as an intervention, in enhancing language and communication across the lifespan, is explored, as well as its utility in measuring outcomes.

A critical overview of the evidence base for narrative therapy with children and young people with SLCN will be discussed. Strategies to facilitate narrative skills across abilities and ages will be highlighted. There will also be time for further discussion and questions around specific client groups or individual cases, as well as exploration of future implications and directions for research and clinical and educational practice.

The workshop is free of charge and open to all, space permitting. A lunch and coffee break refreshments will be provided. Please sign up by March 15 using this form: