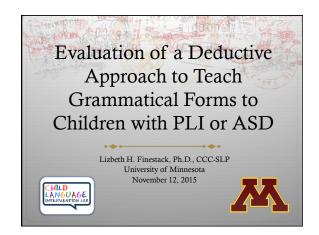
Evidence-Based Assessment and Treatment of Children's Grammatical Weaknesses

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Background

- Current grammatical treatment approaches for children with PLI yield only moderately significant gains after extensive treatment periods (e.g., Leonard et al., 2004; 2006: 2008)
- Traditional treatments use inductive approaches (e.g., providing models and recasts of problematic forms at a high frequency).
- **Deductive** approaches may be more effective than traditional approaches alone.

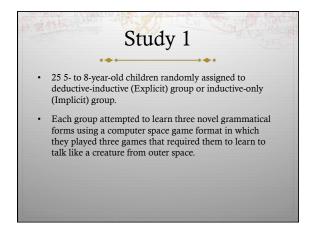
Primary Language Impairment

- Children with PLI may be particularly well suited for interventions that use an explicit approach because of relative strong cognitive abilities.
- Finestack & Fey (2009) conducted an early efficacy study examining the use of an explicit approach for teaching a novel grammatical marker.
 - Results indicated a significant advantage for the deductive, explicit approach relative to the implicit approach

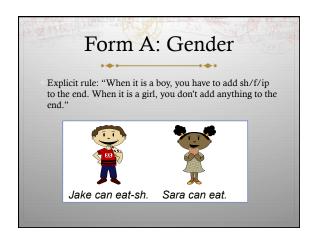
Autism Spectrum Disorder

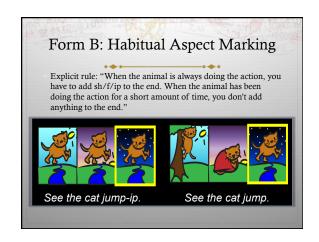
- * There is a subset of children with ASD who experience difficulties with grammatical forms similar to those of children with PLI.
- Explicit approaches may be particularly beneficial for children with ASD who are less in tune to subtle implicit intervention strategies.

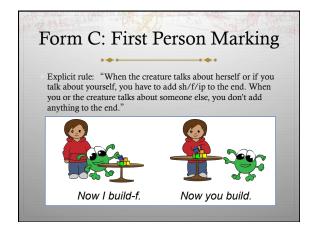
Does a combined deductive-inductive teaching approach lead to more accurate use of novel grammatical forms than an inductive-only approach for 5- through 8-year-old children with PLI? What are the language and cognitive profiles of the participants who are successful learners when taught with a combined deductive-inductive approach?

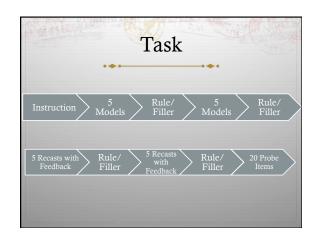


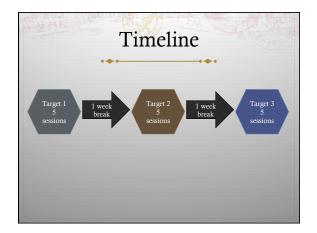
Characteristic	Explicit n = 12	Implicit n = 13	
Age (years)			
Mean	6.77	7.34	
SD	0.62	0.71	
Min-Max	5.50-7.75	5.92-8.08	
Sex			
Female:Male	2:10	6:7	
Race			
White:Other	5:7	4:9	
Nonverbal IQa (SS)			
Mean	96.83	85.39	
SD	19.18	12.77	
Min-Max	71-124	67-107	
SPELT-3 ^b (SS)			
Mean	77.58	71.31	
SD	17.48	17.77	
Min-Max	40-94	44-95	
TACL-3c (SS)			
Mean	93.75	77.62	
SD	18.69	15.03	
Min-Max	64-121	55-117	

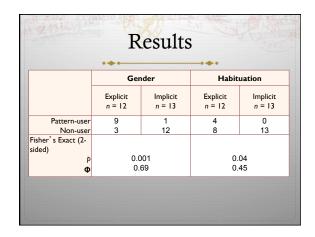


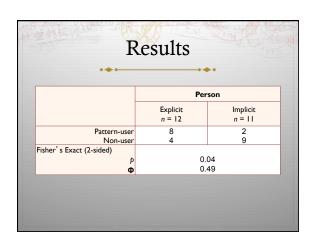


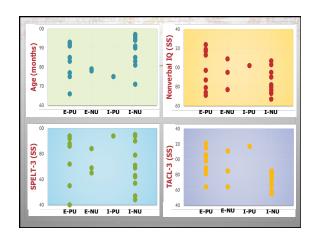


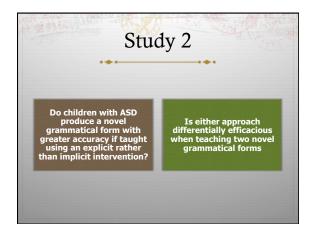


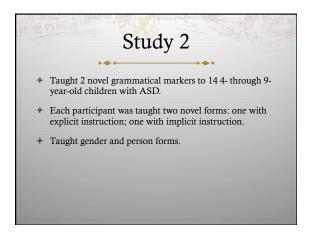


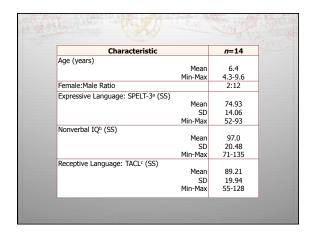


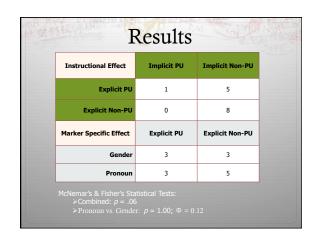


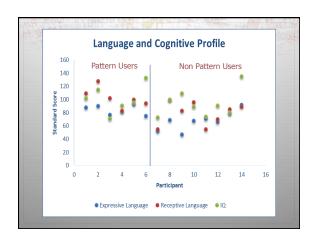


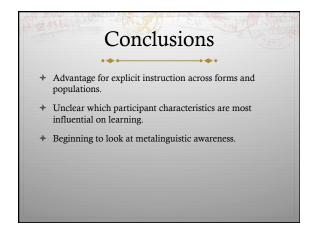












Future Directions * Is explicit instruction effective when targeting true grammatical forms in naturalistic therapy environments? * Does increasing metalinguistic awareness improve explicit treatment outcomes? * What other child factors contribute to successful language learning under different conditions? * Relationship with executive function * Impact of stress/anxiety



