



**Karolinska
Institutet**

Course syllabus for

Children and youth with language disorders, 4.5 credits

Språkstörningar hos barn och ungdom, 4.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Autumn2011 , Autumn2012 , Autumn2013 , Autumn2014 , Autumn2015 , Autumn2016

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|----------------------------|---|
| Course code | 2LG030 |
| Course name | Children and youth with language disorders |
| Credits | 4.5 credits |
| Form of Education | Higher Education, study regulation 2007 |
| Main field of study | Speech and Language Pathology |
| Level | G1 - First cycle 1 |
| Grading scale | Pass, Fail |
| Department | Department of Clinical Science, Intervention and Technology |
| Decided by | Programnämnd 4 |
| Decision date | 2011-05-04 |
| Revised by | Programme Committee 4 |
| Last revision | 2015-04-27 |
| Course syllabus valid from | Autumn 2015 |

Specific entry requirements

For admission to semester 5, it is required that student may lack no more than 15 credits from preceding semesters within the Study Programme in Speech and Language Pathology

Objectives

On completion of the course, the student is expected to be able to:

- Characterize language and communication in children and adolescents with a language disorder, according to language domains in a developmental perspective
- Describe speech and communication problems in children with various types of developmental deviations and discuss comorbidity and differential diagnostics
- Describe, explain and compare different theories of causes of language and communication disorders
- Describe methods for assessing language and communication as well as analysing and interpreting

- results as a basis for diagnostics of language disorder
- Explain how language disorders can be examined and diagnosed in children with multilingual development
- Describe, explain and compare models of, and explain the choice of, intervention
- Characterise different means of alternative and augmentative communication and discuss their advantages and disadvantages and describe procedures for constructions of the vocabulary

Content

The course includes basic theoretical knowledge of the occurrence and causes of speech and communication disorders in children and adolescents. Further, it contains characteristics of the difficulties from different language domains (phonology, grammar, semantics and pragmatics) and under different conditions (e.g. hearing impairment, neurological developmental aberrations and cognitive disabilities), diagnostics and models of intervention. Aspects of multilinguality and language disorder are highlighted, as well as possible consequences of the difficulties for the individual and their family. A developmental perspective on language disorders pervades the perspective of the course. Knowledge is established on such a level that it can be discussed with individuals from other professions.

Teaching methods

Lectures, group discussions, seminars and exercises.

Group discussions, seminars and exercises are compulsory.

The course coordinator decides whether, and if so how, absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

Examination

Individually written assignment, active participation in compulsory group discussion/seminars and written examination

In case of absence from a compulsory part, the student is responsible for contacting the course coordinator for a complementary assignment.

The written examination is graded anonymously (using an identification number for each student). Students who do not pass the written examination are entitled to five more examination sessions, the first within fourteen days of the notification of the exam result. The third examination session is the next regular examination session of the course. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Transitional provisions

Examination is conducted according to the previous reading list during a period of one and a half years after the date of any renewal of the reading list. Examination will be provided during a period of three years after a possible discontinuation of the course.

Other directives

The course evaluation will be carried out in accordance with the guidelines established by the Board of

Education. The course evaluation for each module will be mainly web-based.

Literature and other teaching aids

Mandatory literature

Articles on a maximum of 150 pages

Nettelbladt, U.; Salameh, E-K.

Språkutveckling och språkstörning hos barn.n D. 1,p Fonologi, grammatik, lexikon

Lund : Studentlitteratur, 2007 - 325 s.

ISBN:978-91-44-01771-6 LIBRIS-ID:9933760

[Library search](#)

Hartelius, L.; Nettelbladt, U.; Hammarberg, B.

Logopedi

1. uppl. : Lund : Studentlitteratur, 2008 - 540 s.

ISBN:978-91-44-03886-5 (inb.) LIBRIS-ID:10352718

[Library search](#)

Beukelman, David R.; Mirenda, Pat; Beukelman, David R.

Augmentative and alternative communication : supporting children and adults with complex communication needs

4. ed. : Baltimore : Paul H. Brookes Pub., cop. 2013 - 593 s.

ISBN:978-1-59857-196-7 (inb.) LIBRIS-ID:13496609

[Library search](#)

KomIgång : en föräldrakurs om kommunikation och kommunikationsstöd : kursbok

Thunberg, Gunilla; Carlstrand, Anna; Claesson, Britt; Rensfeldt Flink, Anna

Göteborg : DART, 2011 - 108 s.

ISBN:9789163382390 LIBRIS-ID:12545332

[Library search](#)

Nettelbladt, Ulrika

Språkutveckling och språkstörning hos barn. : teorier, utveckling och svårigheter D. 2 Pragmatik

Salameh, Eva-Kristina

1. uppl. : Lund : Studentlitteratur, 2013 - 536 s.

ISBN:9789144017648 LIBRIS-ID:12445723

[Library search](#)

Tidiga kommunikations- och språkinsatser till förskolebarn inom habiliteringen.

Blomgren A; Brevik R; Eberhart B; Forsberg J; Nilsson L; Nolemo M,; Thunberg G

Rapport inom EBH, Föreningen Sveriges Habiliteringschefer sid 5-15, 2011

Schwartz, Richard G.

Handbook of child language disorders Child language disorders

New York : Psychology Press, 2009. - xviii, 590 p.

ISBN:978-1-84169-433-7 (hbk.) LIBRIS-ID:12109162

[Library search](#)

Prosser, Lucy

Svårigheter med social kommunikation : instruktionsbok med kopieringsunderlag

Frylmark, Astrid

1. uppl. : Härnösand : OrdAF, 2013 - 72 s.

ISBN:9789198106800 (spirallh.) LIBRIS-ID:14207631

[Library search](#)

Nettelbladt, Ulrika

Språkutveckling och språkstörning hos barn. : teorier, utveckling och svårigheter D. 2 Pragmatik

Salameh, Eva-Kristina

1. uppl. : Lund : Studentlitteratur, 2013 - 536 s.

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