

Exploring the Efficacy of Verb Intervention for Children with Language Impairment: A Critical Review

Jacqueline Nyhout & Stephanie Scott

M.Cl.Sc SLP Candidates

University of Western Ontario: School of Communication Sciences and Disorders

nonsense verbs in play activities where presentations of verbs were manipulated by frequency (12 or 18 presentations) and spacing (exposures in a single day or spread over 4 days). Each child was trained in one of four different treatment schedules that were derived from these parameters. Children's learning of these novel verbs was assessed using both comprehension and production probes post- treatment. Appropriate logistic regression analysis revealed no difference in overall rate of learning between both groups of children. As well, comprehension was more accurate when verbs were presented more frequently and spaced apart for the group with SLI compared to the control group. The authors suggest that this supports the hypothesis that children with SLI can benefit from therapies that

In related work, Dollaghan examined the verb systems of preschool with SLI and age-matched typically developing peers qualitatively. Results revealed that a child's most frequent verbs were used less frequently in multiword utterances by the SLI than control groups. Consistent with this notion Nyhout, Skarakis-Doyle, and Scott (2012) found that children with SLI deploy their verbs in different syntactic and semantic contexts from typically developing children, and used their most frequent verbs in fewer contexts. Based on her findings, Dollaghan suggested the concept of verb

