

Language Intervention Considerations for Children With Mental Retardation and Developmental Disabilities

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The ASHA Technical Report entitled *Principles for Speech-Language Pathologists Serving Persons With Mental Retardation/Developmental Disabilities (MR/DD)* and *Guidelines* document outline a number of principles that bear directly on language intervention issues for children with MR/DD (ASHA, 2005a, 2005b). This paper highlights a number of those principles and discusses their implications for providing intervention services to children with MR/DD.

Principles

Individuals with MR/DD of all ages are eligible for SLP services when enhancement of communication skills is needed to function effectively in their everyday lives, regardless of age or cognitive level relative to communication abilities.

Certainly, the central issue when considering language intervention for children with MR/DD is access and eligibility. As implied in this principle, eligibility for SLP intervention services has been a thorny issue. Historically, intervention services often have been denied based on arbitrary criteria such as age or cognitive level (National Joint Committee for the Communications Needs of Persons with Severe Disabilities, 2003a, 2003b; Whitney-Thomas, Timmons, Gilmore, & Thomas, 1999). "Cognitive referencing" is perhaps the most unfortunate myth that has operated in our field to deny potentially beneficial services. In many school districts today, SLPs are not allowed to include persons with mental retardation on their active caseloads if measured language skills are commensurate with measured cognitive level. As many as 31 state educa-

tion departments require SLPs to consider a child's IQ score as well as language performance in determining eligibility (Casby, 1992). This eligibility framework of "cognitive referencing" rests on the assumption that language skills cannot improve beyond cognitive ability.

There are several reasons why this assumption has been called into question. First, it oversimplifies the complex relation between language and cognition (Rice & Kemper, 1984). In particular, measures of discrepancy have little reliability across time or across specific language and cognitive measures (Cole & Fey, 1996; Cole, Mills, & Kelly, 1994; Krassowski & Plante, 1997). Even more relevant is the finding that language intervention benefits children with MR/DD even when no language-cognition discrepancy exists (Cole, Dale, & Mills, 1990; Cole et al., 1994). In two studies comparing response to intervention, the children with no language-cognition discrepancies actually made greater gains in response to language intervention than did children whose cognitive skills surpassed their language abilities (Cole, Coggins, & Vanderstoep, 1999; Fey, Long, & Cleve, 1994). Thus, the cognitive referencing model is an unstable predictor of children's ability to benefit from language intervention, and it may at times predict in the wrong direction. There is a continuing need for SLPs to educate decision makers of the inappropriate use of such criteria to deny services to individuals with MR/DD.

Although one could argue that the cumulative benefits of intervention services surely would be supe-

rior if intervention is begun sooner rather than later, one cannot arbitrarily designate an age at which services would no longer be beneficial. Rather, SLPs needs to consider the circumstances of persons with MR/DD and their families and must adapt to life changes.

SLPs should select intervention goals that have a meaningful impact on social, behavioral, emotional, academic, and vocational functioning within a variety of settings (e.g., home, school, community, and eventually, residential and work settings). Consequently, team members and SLPs adapt their service delivery to changes in the strengths, needs, preferences, and priorities for communication in persons with MR/DD and their changing life circumstances.

Research progress and legal mandates over the past 30 years have given rise to an expanded role for SLPs in facilitating the development and maintenance of functional communication to maximize self-sufficiency in individuals with MR/DD. Greater communication demands are apparent as children with MR/DD are more likely to interact with typical peers in their local communities and schools (Nevin, Malian, & Williams, 2002). Functional communication skills are necessary to establish and maintain an adequate quality of life within the variety of community-based settings and inclusive schools that are deemed least restrictive environments. SLPs often must educate community members that functional communication consists of far more than speech. Gestures, visual symbols, and early signs are valid means by which individuals can share thoughts, com-

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Communications Research in Learning Disabilities and Mental Retardation James E. Button, Thomas C. Lovitt, Thomas D. Rowland, 1979 Research Awards Index ,1986 American Journal of Mental Retardation ,2008 Includes the association s conference proceedings and addresses **Communication Humaine Canada** ,1984 **American Journal of Mental Deficiency** ,1985-07 Includes the association s conference proceedings and addresses Mental Disability Law Reporter ,1980 *New York Court of Appeals. Records and Briefs.* New York (State)., **Mental Retardation and Developmental Disabilities Abstracts** ,1970 *Exceptional Child Education Resources* ,1996 **Education and Training of the Mentally Retarded** ,1984 **Communication in the Third World** Centre for Area Development and Action Research Studies (India),1987 **Management of Communication Needs in People with Learning Disability** Sam Abudarham, Angela Hurd, 2002-04-29 This practically oriented book has been predominantly targeted at undergraduate speech and language therapy students speech and language therapists who have recently started work in this field and other professionals working with people with learning disabilities All the authors have had practical experience and or conducted research in this field The presentation of the chapters follow a need to know order starting with an exploration of a range of Service Delivery issues continuing with theoretical and practical issues related to Appraisal and Assessment of Communication Needs and quickly moving on to management issues starting with Management Models which is followed by a chapter on Early Intervention work on Pre symbolic and Pre linguistic development and transition from Word to Phrase For those requiring to extend their knowledge in more specialised areas a number of chapters deal with subjects such as the use of Augmentative and Alternative Communication and working with Parents and Members of Related Professions The last two chapters address topics which have more recently attracted attention these being the management of the communication needs of service users with Challenging Behaviour and those with Dual Diagnosis learning disability and mental illness combined Most chapters include case studies to illustrate a number of practice issues Whereas the main focus is on children with learning disability where appropriate discussion relevant to adults with learning disability is included **Education and Training in Mental Retardation and Developmental Disabilities** ,2000-03 **Mental Retardation Abstracts** ,1970 *Social, Psychological, & Philosophical Foundations of Education, ... Annual Report* University of Minnesota. College of Education, 1979 **Clinical Psychology and People with Intellectual Disabilities** Eric Emerson, 1998-11-10 What can psychology contribute to the understanding of intellectual disabilities and how does clinical psychology help in supporting people with these disabilities This is the first book to provide a comprehensive overview of concepts and problems as well as covering the clinical and consulting skills that support interventions in this field Starting from basic issues of epidemiology and cause the authors consider issues raised when mental health problems co occur when sexual abuse is alleged and when a person s behaviour is found to challenge the resources of the people or services providing support The authors examine the

family context and how to address it and also the organizational context and how to understand and work within it including its legal aspects Finally they consider health promotion issues and how to work with families and communities to improve the wellbeing of people with intellectual disabilities This is a truly comprehensive text written out of both rich clinical experience and extensive knowledge of research and training It will be invaluable for students and practitioners in many disciplines that are involved in the field of intellectual disability This exceptionally well organized and comprehensive book goes beyond the typical approach to this topic by providing state of the art advice that emphasizes multiple perspectives on assessment and intervention The material is practical and systems orientated and reflects a maturity and wisdom stemming from lengthy experience with this population Highly recommended as a source of useful information and support Professor Edward Carr Suny at Stony Brook New York USA a terrific book Eric Emerson and his colleagues have brought together leading experts to give clear expositions of wide ranging and complex topics This book deserves to be and will undoubtedly become the standard text for trainee and qualified practitioner alike Professor David Felce Welsh Centre for Learning Disabilities University of Wales College of Medicine The Kaleidoscope of Communication Cecilia Olsson,2006 **Effective Mainstreaming** Spencer J. Salend,1994 **National Union Catalog** ,1980 Includes entries for maps and atlases
Enhancing Everyday Communication for Children with Disabilities Jeff Sigafos,Michael Arthur-Kelly,Nancy Butterfield,2006 Emphasizing the link between behavior and communication this introductory guide is filled with ready to use research based strategies for use at home or in school

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