SUPPLEMENTAL DIGITAL CONTENT

Scott, C. M., & Balthazar, C. H. (2010). The grammar of information: Challenges for older students with language impairments. *Topics in Language Disorders, 30*(4), 288-307.

p. 296 says “(Additional resources on higher level grammar, including assessment and intervention, can be found in Supplemental Digital Content at <http://links.lww.com/TLD/A1>).” But this link takes one to the wrong document. The correct information is below.

Supplemental Digital Content: Grammar resources for SLPs

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| **Title/Address** | **Author/Publisher** | **Description** |
| Guide to narrative language: procedures for assessment | Hughes, D., McGillivray, L., & Schmidek, M.(1997); Eau Claire, WI: Thinking Publications | Describes and illustrates analysis procedures for discourse-level language, including how to count the number of clauses, determine T-units, and complete microstructure analysis of cohesion and low frequency advanced syntactic structures |
| The syntax handbook: Everything you learned about syntax…but forgot.  | Justice, L. M., & Ezell, H. K. (2002); Eau Claire, WI: Thinking Publications. | Tutorial book that provides explanations of grammatical terminology applied within developmental examples; chapter quizzes with answers |
| Intervention for Syntax and Morphology  | Balthazar, C. H., and Scott, C. (2005). In Kamhi, A. G., Masterson, J. J., and Apel, K. (Eds.). Clinical Decision Making in Developmental Language Disorders. Baltimore: Paul H. Brookes. | Chapter describing the evidence base for morphosyntactic intervention with children. |
| Later Language Development: The School-age and Adolescent Years, 3rd Edition. | Nippold, M. A. (2007). Austin, TX: Pro-Ed. | Contains chapters on lexical and grammatical development for school-age students |
| Expository discourse in children, adolescents and adults: Development and disorders. | Nippold, M. & Scott, C. (2010). Psychology Press/ Taylor & Francis. | Contains chapter expanding on grammatical development |
| Producing Complex Sentences  | Scott, C. (1988). Topics in Language Disorders, 8:2, 44-66 | Presents a typology of complex sentences (those with two or more clauses) and examples, along with broad developmental benchmarks. |
| An analysis of syntax norms for school-age children and adolescents.  | Scott, C., & Stokes, S.E. (1995). *Language, Speech, and Hearing Services in Schools, 25,* 309-319. | Examines norms for older children in the area of syntax. |
| Contextualized language intervention: Scaffolding PreK-12 Literacy Achievement. | Ukrainetz, T. (2007). Eau Claire, WI: Thinking Publications. | Contains clinician-oriented chapters describing intervention procedures for some grammatical structures |
| Kids and Teens Open Directory Projecthttp://www.dmoz.org/Kids\_and\_Teens/School\_Time/English/Grammar/ | Netscape Open Directory Project | Links to several free online resources useful for reviewing, analyzing, practicing, and teaching grammatical terms and skills |
| The Guide to Grammar and Writing http://grammar.ccc.commnet.edu/grammar/clauses.htm | Sponsored by the [Capital Community College Foundation](http://www.ccc.commnet.edu/giving/) | Free online grammar lessons complete with quizzes |

Figure 2. Sample written response to a summarization task. Types of grammatical complexity are noted in brackets. Source: Author.

**Written Summary**

**Typically Developing Male, Age 10;6**

This episode was about *how sleep works* [interrogative object complement clause] or *what it does for your brain* [interrogative object complement clause]. I learned **that** [object complement (that) clause] **sleep**, *as far as scientists know* [adverbial clause]*,* **actually has a lot to do with your memory**. I learned **that** [object complement (that) clause] **the silly sounding part of your brain**, the Hippocampus [postmodification – appositive], **is a place** *where thoughts are stored, used, and/or strengthened* [interrogative object complement clause]*.*

Figure 3. Expository language sample (Scott, 2009b). Numbers in brackets indicate the number of clauses in each utterance.

**Expository Language Sample**

**Typically Developing Male, Age 13;8**

**Written Summary**

1. The video I watched was about the desert. [2]

2. The desert is formed by erosion. [1]

3. There is little rainfall and intense heat conditions. [1]

4. The desert may look like it is lifeless and empty. [2]

5. But there are lots of organisms and plants that are adapted to the climate. [2]

6. Some plants adapt to the desert mainly by having a horizontal root systems which lets them

 take in more water while others have tap roots that go down as much as thirty meters into the

 Earth to get water. [7]

7. Plants like cactuses form huge ribs around them that go upward and collect water. [3]

8. When it rains, cactuses store the water inside them. [2]

9. They are protected by thorns that cover them from predators with one or two exceptions. [2]

10. The desert boar can eat cactuses and not get hurt. [2]

11. Most plants grow pretty far away from each other because they are in a competition to get

 water all the time. [3]

12. In some cases little plants will grow under big plants for shelter and coolness. [1]

13. Organisms are all over the place in the desert. [1]

14. But most of them are nocturnal meaning they sleep in the day and are active in the night. [3]

15. Some organisms eat bugs to survive. [2]

16. And they are eaten. [1]

17. And it keeps going on. [2]

18. This is called the food chain. [1]

19. Lots of prey dig holes in the ground to get away from predators and get away from the

 blazing sun. [3]

20. Sometimes it is twenty five degrees below the temperature outside in a hole. [1]

21. Even though the prey digs holes in the ground predators still knows where to find them. [3]

22. All of the organisms in the desert adapt to the conditions also. [1]

23. Water is scarce in the desert. [1]

24. There is river above and underground which are usually surrounded by canyons and the

 occasional oasis. [2]

25. Sometimes the ground cannot absorb all of the water in a rainfall so the result is flooding.[2]

26. A desert is a very complex place where thousands of living things live. [2]

27. They are just a little shy. [1]

Figure 4. Sample sentence combining task. Source: Author.

**Sentence Combining Task**

**Instructions:** “Combine these two sentences into one sentence. Your sentence must make sense

 and include all of the information. Start your sentence with…[adverbial conjunct].

**Stimulus sentences [adverbial]:**

The district did not cancel school. A snowstorm was predicted. [although]

**Target production:** “Although a snowstorm was predicted, the district did not cancel school.”