

Dialogic reading and language skills of children with intellectual deficiency : New results

Amélie Rémy-Néris¹, Lucie Macchi², Bruno Facon¹

¹SCALab – UMR9193, Université de Lille, France

²STL – UMR8163, Université de Lille, France



- **Intellectual disability (ID)** has major consequences on language development which has an impact on the daily life of children with ID and on their future autonomy.
- Language interventions are needed to support the acquisition of their lexical and morphosyntactic skills [4].
- However, professionals working with these children lack of evidence-based methods that are simple to implement in daily activities.
- **Dialogic Reading (DR)** is an educational intervention that has been shown to be effective in improving the language skills of typically developing children [7,8].
- This practice of shared reading encourages the adult to ask the child many questions so that he participates verbally as much as possible.



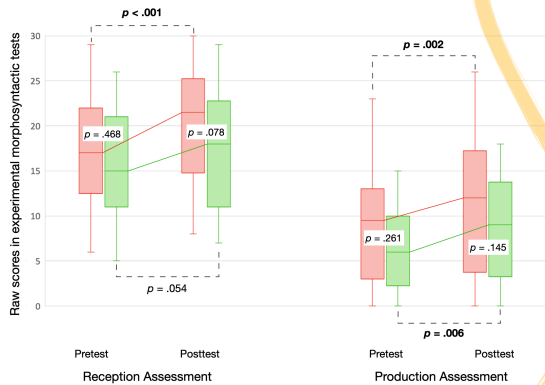
58 children with ID, aged 6 to 12, were randomly assigned to a SYNTAX or a VOCABULARY training group.



The aim of the present study was to examine whether this method is also effective for children with ID.



Comparison of groups and their evolution using non-parametric tests



Individual pretest (All groups)

- Cognitive assessment :
 - Nonverbal abilities [10]
 - Short-term memory [1]
- Language assessment :
 - Receptive [6] and productive [2] morphosyntactic skills
 - Receptive [3] and productive [5] lexical skills
- Experimental tests :
 - Morphosyntactic tests in reception SpéMeR and production SpéMsP
 - Lexical tests in reception SpéLexR and production SpéLexP



Individual training

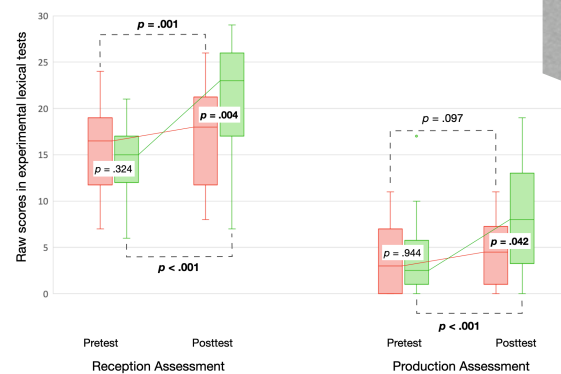
- SYNTAX Group (N=28)**
 - DR sessions focused on the acquisition of 3 syntactic constructions
- VOCABULARY Group (N=30)**
 - DR sessions focused on the acquisition of 30 unfamiliar words



Individual posttest (All groups)

- Language assessment :
 - Receptive [6] and productive [2] morphosyntactic skills
 - Receptive [3] and productive [5] lexical skills
- Experimental tests :
 - Morphosyntactic tests in reception SpéMeR and production SpéMsP
 - Lexical tests in reception SpéLexR and production SpéLexP

- Questionnaires completed by professionals working with the children :
- Problem behavior [9]
 - Pragmatic abilities [11]



- Effect of LD sessions, evidenced by the greater progress of each group in the trained language domain.
- Effects probably independent from DR sessions (test practice effect, placebo effect or maturation effect), evidenced by the progress of the groups in the untrained language domain on some tests.
- The effectiveness of DR sessions seems to be greater for lexicon than for morphosyntax.
- Interest in continuing the analyses by including new children in the sample.
- **Results suggesting that Dialogic Reading could be a useful approach for the language education of children with ID.**

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