

Impact of Intelligence on social behaviors of children with Language Impairment

Jane Doe, Communication Disorders (EDUC)

I. Purpose

The purpose of this project is to examine the relationship between language impairment and sociability in regards to intelligence. There are many variables which may influence a child's ability to interact with other children of their own age group, this research intends to examine one variable, namely intelligence, to determine a possible relationship.

II. Importance

The project is important to the field of speech language pathology as we seek new ways to be holistically involved in the therapy of our clients, because it will illuminate one aspect of sociability among children with LI. Effective therapy relies on research into these areas outside of speech and language disorders that allow therapists to approach clients in a holistic way.

III. Proposal

Children with language impairment (LI) have often been noted to struggle in social interactions with their peers. These children struggle with making friends, entering into an on-going interaction, and are often viewed negatively by peers (Berg, 2004). Recent research has suggested that perhaps language is not the only factor in the performance of children with LI, but that mental processing may be an explanatory variable (Leonard et al., 2007). Although this subject has been addressed by other researchers, they have not examined the role that intelligence plays in these processes, as this study will. This study will examine the behavioral scores of 119 children with LI. These scores come from the Teacher Behavior Rating Scale, or TBRS (Hart & Robinson, 1996). The scores that will be used in this study have been gathered for an earlier research project involving children with LI and will be re-collected and examined for this study. The TBRS is an observational rating system that was completed by teachers to assist in research goals such as this one. The teachers rate the students on behavioral items with three criteria of behavior and how often it is exhibited (0 = never, 1 = sometimes, 2 = often) in comparison to their typically developing peers (Javid, 2006). The teachers were unaware of which items belonged to which behaviors, which reduced bias based on behavior types or stereotyping. I will use these scores to determine if differences in IQ can be used to predict levels of impulsive behavior in children with LI.

IV. Anticipated Academic Outcome

I will conclude this project with a paper and a presentation examining my findings and the implications that can be taken from them. I also intend to use this research as preparation for my graduate studies in the field of Communications Disorders and in my professional practice.

V. Qualifications

Dr. Fujiki has facilitated a great deal of the research concerning emotional issues with children with language disorders. His research is greatly respected in the field of

speech language pathology and has progressed in its detail over the last few years. I worked with Dr. Fujiki last year as a research assistant, organizing information from his latest study of children with LI and their ability to hide emotions to reach a social goal, which has introduced me to research of this type.

VI. Project Timetable

This project should take approximately six months to complete, from January to June 2008. January and February will include collecting the scores from the 119 subjects and compiling the information. I will continue to analyze the information, co-varying intelligence in March and April, completing a presentation and paper on this project by June of 2008.

VII. Scholarly Sources

Berg, J. (2004) Impulsivity among children with specific language impairment. Published thesis, Brigham Young University.

Javid, M. (2006). The Relationship between social behaviors and working memory in school-age children with language impairment. Unpublished thesis, Brigham Young University.

Leonard, L., Weismer, S., Miller, C., Francis, D., Tomblin, B., Kail, R., (2007). Speed of processing, working memory, and language impairment in children. *Journal of Speech Language and Hearing Research*.