

Critical Review:

What are the effects of language intervention on pro-social behaviours in children with behavioural disorders?

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This critical review examines the effects of language intervention on pro-social behaviour in children with behavioural disorders in four studies. Study designs included: one case study, two group studies, and one cohort study. Overall, the evidence failed to provide statistically significant support for the beneficial effects of language intervention on pro-social behaviour, although evidence supported the achievement of language goals. Articles suggested that parents, teachers, and therapists perceived benefits in self-esteem, confidence, and improved behaviours following intervention; however, standardized measures were unable to demonstrate statistically significant differences. Additional studies involving more subjects, use of control groups, and standardized measures are recommended to assist in the development of best practice techniques with this population.

Direct intervention was provided based on the profile created. Each student receiving intervention was reassessed in the summer term using the same series of assessments. Staff members were also administered the same questionnaires.

Ten out of the 11 students assessed were found to have speech and language difficulties and six were identified

storage and retrieval of vocabulary); description of objects by class, function, location, and attribute; categorization/semantic links; classification/semantic connections; and higher level language skills (asking and responding to questions, reasoning, inference and problem solving skills, and narrative techniques). Social communication activities focused on the

to draw comparisons across studies. Only one study was designed to include a control group, making it difficult to attribute results only to the intervention or to rule out the potential of the