

SECOND YEAR M.A.S.L.P. : SUMMER - 2018

**SUBJECT: LANGUAGE ACQUISITION & LANGUAGE
DISORDERS IN CHILDREN**

Day: **Tuesday**
Date: **12/06/2018**

S-2018-3550

Time: **10.00 AM TO 01.00 PM**
Max. Marks: 80

N.B.:

- 1) All questions are **COMPULSORY**.
 - 2) Figures to the right indicate **FULL** marks.
 - 3) Draw diagrams **WHEREVER** necessary.
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SECTION – A (LAQ)

Q.2 Attempt any **FOUR** out of **SIX**: (4 X 15) **(60)**

- a) Describe the information processing theory of language acquisition and state its application to assessment and intervention.
- b) What is sensory impairment? Explain its effect on speech language development of children with special reference to visual impairment and hearing impairment.
- c) “Children with SLI are at a risk for developing learning disability”. Comment.
- d) Describe the criteria for diagnosis of ADD and ADHD and explain how the intervention differs for the two conditions.
- e) Explain the relation of visual processing and phonological processing to reading.
- f) Discuss the cross cultural consideration in assessment of developmental language disorders.

SECTION-B (SAQ)

Q.2 Write short notes on any **FOUR**: (4 x 5) **(20)**

- a) FAS
- b) Language characteristics of William’s syndrome
- c) Role of Genetic assessment in assessment and diagnosis of childhood language disorders
- d) Effect of media on language development of children
- e) Management of acquired childhood aphasia.
- f) Role of ICF in the assessment of children with language disorders.

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