

COURSE SYLLABUS CSAD 223

Advanced Seminar in Child Language Disorders

Instructor: Celeste Roseberry-McKibbin, Ph.D., C.C.C.

Fall, 2022, TM-W 9-10:15

Office: *email* is celeste@csus.edu

Face to Face

Website: webpages.csus.edu/celeste/

Section one

Office hours: Monday 10:45-11:45, Tuesday 8-8:30, Wednesday 7:30-8:30, Thursday 8-8:30

Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form. Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

2. Course Accessibility

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Textbooks

Ukrainetz, T.A. *School-age language intervention: Evidence-based practices*. Austin, TX: Pro-Ed.

Copy book with case studies. We will be going over case studies during most class times. The copy book with the case studies is available through the Hornet bookstore. **Please start bringing it to class each day beginning 9/7/22.**

Online Resources

This fall, I'll use Canvas for announcements, exams, and posting your grades. I'll use my website for posting the syllabus and all PowerPoints and study guides. Guest speakers will present synchronously via Canvas/Zoom or in person.

Please remember that some note taking is required during class.

Place of Course in Program:

The focus of this 3-unit graduate seminar is the advanced study of child language impairment (LI). In this seminar, we will discuss assessment and intervention for children and adolescents with LI. We will discuss special populations such as bilingual children, children with sensory processing disorder, at-risk infants and toddlers, children with autism spectrum disorder, and others. The focus is on evidence-based practice—assessment and intervention strategies and techniques supported by scientific research. Because so many children with LI have concomitant speech sound disorders, we will informally integrate speech activities into our discussions about language intervention. We will also have a targeted focus on connecting intervention with Common Core State Standards. Contemporary special topics will be integrated into course content.

This class will be interactive, with a strong focus on critical thinking, analysis and synthesis, clinical reasoning, and application of information in readings, lectures, and discussion. In a typical class period, the instructor will lecture for approximately 45 minutes. We will spend 30 minutes in each class 1) analyzing case studies to apply the information we are learning, and 2) carrying out hands-on activities where we create actual therapy materials that you can use in the future with students with LI.

Course Objectives/Learning Outcomes:

1. Develop the student's foundational knowledge of language development theories and their clinical implications for service delivery to children and adolescents with language impairment LI.
2. Extend the student's knowledge of typical language development milestones as related to assessment of and intervention children with LI.

3. Increase the student's awareness of the reciprocal nature of LI and speech sound disorders and the necessity of targeting both areas in intervention in an integrative fashion.
4. Promote the student's ability to integrate knowledge of all areas of language development into meaningful intervention activities.
5. Expand the student's knowledge of intervention approaches for young children that integrate language and sensory integration techniques and materials.
6. Foster the student's knowledge of a team approach to service delivery for students with LI, including effective techniques for working with parents and other professionals.
7. Broaden the student's understanding of research-based effective intervention strategies for bilingual learners with LI.
8. Broaden the student's knowledge of assessment techniques, report writing, and legal considerations in language assessment.
9. Develop the student's ability to compile assessment findings into a cogent diagnostic summary and create intervention goals and objects based on assessment findings.
10. Extend the student's knowledge of the nature of working memory deficits and how to provide successful intervention to remediate these deficits in students with LI.
11. Broaden the student's knowledge of methods and materials for tying intervention to English Language Arts Common Core State Standards.
12. Advance the student's knowledge of effective intervention techniques addressing pragmatic deficits in students with LI and Autism Spectrum Disorder.
13. Foster the student's ability to successfully address vocabulary deficits in students with LI.
14. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
15. Incorporate principles of cultural responsiveness as a foundation for all assessment and treatment procedures.
16. Analyze a case study of a bilingual child and evaluate the appropriateness of the assessment procedures (were they nonbiased?) and treatment goals (do they tie into the classroom curriculum?).
17. Explain culturally responsive practices when providing services to children with potential language impairment and their families.
18. Discuss health equity and how it impacts children's developing language.
19. List current statistics regarding rising cultural and linguistic diversity in the U.S. and discuss the impact on our service delivery to children with language impairment and their families.
20. Summarize multiple current research studies addressing service delivery to CLD children with potential and actual language impairment.
21. Review second language acquisition and bilingualism as a foundation for distinguishing language differences from language impairment in students who speak English as a second or third language.

22. Explain the concept of linguistic human rights and how communication disorders professionals can successfully promote these rights.
23. Analyze case studies of CLD children who the instructor has personally evaluated and critically evaluate how evidence-based practices are incorporated into assessment and treatment recommendations.
24. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
25. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

Class Schedule and Topics

8/29/22	Introduction to course, take roll, discussion of exams and assignments
8/31/22	Teletherapy: Contemporary Practices and Materials (Guest lecturer Joanna Bodas synchronous on Zoom)
9/5/22	Labor Day: no class
9/7/22	Review of Language Theories, Typical Developmental Milestones, and the Relationship of Language Impairment to Speech Sound Disorders

Please bring the book of case studies to class today and we will go over it. This is available at the Hornet bookstore.

9/12/22	Assessment of Young Children: Techniques for Language Sample Analysis and Application to Creation of Relevant Intervention Objectives
9/14/22	Approaches and Techniques for Early Intervention
9/19/22	Early Intervention Guest speaker Jovany Estrada (synchronous on Zoom)
9/21/22	Sensory Processing Disorder and its Relationship to Language Impairment in Children: Practical Intervention Applications—guest speaker Deb Harms (synchronous on Zoom)
9/26/22	Specific Strategies for Incorporating Sensory Activities Into Language Therapy
9/28/22	A Team Approach to Public School Service Delivery for Students with Language Impairment Text ch. 1

10/3/22 Theoretical Foundations of Language Development and Language Impairment: Clinical Implications and Supporting Language Learning in Academic Settings

Text ch. 2, ch. 3

10/5/22 Service Delivery to Bilingual Learners with Language Impairment: Contemporary Research and Evidence-Based Practices

Text ch. 6

10/10/22 Service Delivery to Bilingual Learners with Language Impairment: Contemporary Research and Evidence-Based Practices (continued)
Guest speaker Dr. Lei Sun (**synchronous on Zoom**)

10/12/22	Test One
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10/17/22 Assessment and Treatment of School-Aged Students with Working Memory Deficits

10/19/22 English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy

10/24/22 English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy

10/26/22 Promoting Vocabulary Development: A Robust and Deep Intervention Approach Incorporating Morphological Awareness Skills

Text ch. 7

10/31/22 Vocabulary Development (continued)

11/2/22 Intervention for Social Skills—Helping Students with Language Impairment Create and Maintain Friendships

11/7/22 Intervention for Social Skills: Playing the Classroom Game

Text ch. 11

11/9/22	Test 2
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11/14/22 Work on Bag of Tricks assignment—class will not meet

11/16/22 Guest speaker Joe Arata: Using AAC with Students with Language Impairment

11/21/22	Contemporary Special Topics Guest speaker Laura Enos: Service Delivery to Children with Autism Spectrum Disorder and their Families (face-to-face)
11/23/22	No class—Thanksgiving
11/28/22	Class presentations of bag of tricks,
11/30/22	Class presentations of bag of tricks
12/5/22	Class presentations of bag of tricks
12/7/22	Test 3

COURSE REQUIREMENTS

1. EXAMINATIONS

Four examinations will be given. You are required to take at least 3 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF**. If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 4 exams, your lowest score will be thrown out and your 4 highest scores averaged together..

3 Tests at 100 points each

2. Bag of Tricks

Bag of Tricks **100 points** (95 points for content; 5 points for presentation; if you are not prepared to present on the day you signed up for, you will receive -5 and will not get a chance to make it up. You have **5 minutes** for your oral presentation to the class.)

If any portion of the Bag of Tricks is late, I will take off -10 points. The latest I will accept and grade any component of this assignment is 12/8/22.

You will create and present to the class a “bag of tricks” containing therapy materials for use with children with language impairment. You are not allowed to use items we made in class.

Please put smaller things in labeled bags. The bag should be the size of a grocery paper bag, and needs to contain:

Component 1: 20 small common objects (e.g., from Party City, garage sales, Oriental Trading) **10 points** (*put into a labeled bag—e.g., ziplock*)

Component 2: 2 journal articles from the years 2020-2022 with a 1-page double-spaced typed summary of each article and several clinical implications for Monday morning. These must be research articles that are actual studies (descriptive or experimental). These articles must address child language specifically. Suggested journals (but others are acceptable as well) include *American Journal of Speech-Language Pathology*, *Language, Speech, and Hearing Services in Schools*, *Communication Disorders Quarterly*, *Journal of Communication Disorders*, and *Journal of Child Language*. **20 points** (10 points each) (*you cannot use articles we discussed in class*).

Each article: 5 points for summary, **5 points for clinical implications (what does this article mean when we are sitting across the table with a child with LI?)**. Please write in APA style for your summary and your references.

Component 3: 5 folder games. These games can target any area:

- one or more of the Big 5: morphology, syntax, phonology, semantics, and pragmatics
- phonological and print awareness
- morphological awareness
- working memory
- narrative skills
- speech sound disorders may be integrated, but please be sure that language is the primary target

Please include a brief description (2-3 sentences) of how to play each folder game.

25 points (5 points each)

Component 4: 3 holiday activities. The areas targeted can be the same ones as listed in #3 above. Describe in 2-3 sentences how to carry out each activity. Remember to think about diverse holidays too like Diwali, Kwanzaa, Hannukah, etc.! You can also pick seasonal themes, Earth Day....there is a lot of variety out there.
15 points (5 points each)

Component 5: 3 children’s books (which you will keep—these will not be donated to me) with 2 specific treatment objectives for each book. For example, if you have the book *Goodnight Moon*, one treatment objective could be that when given a word from the book, the child will give a word that rhymes with it with 80% accuracy. Another objective could be that when asked a wh-question, the child will reply promptly with an accurate answer with 80% accuracy. **15 points** (5 points each)

Component 6: 5 different types of reinforcers. These can include things like stickers, fake gold coins, play money, plastic happy face tokens, etc. **5 points** (1 point each) *Please make sure these are in a labeled bag—e.g., a ziplock bag.*

Component 7: Inventory of items in the bag of tricks. This inventory must model the ones in the copy book. (5 points). If the inventory is not turned in with the bag of tricks on the day you present, I will take 5 points off.

The goal of this assignment is for you to integrate and apply the information we have read and discussed in class, employing critical thinking to integrate areas of language into hands-on activities and materials that are effective with children with language impairment. A secondary goal is for you to have in your possession actual, hands-on materials that you can use as professionals in clinical settings.

At the end of your presentation, please leave the Bag of Tricks with me along with your inventory, journal articles, etc. I’ll grade it and give it back to you the next class period.

3. ATTENDANCE AND PARTICIPATION

Attendance:

Attendance: This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. I will pass around a role sign-in sheet each day. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where I am given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+)**. Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do

need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that the lectures will be much easier to follow if you have read the day's assignment before class. Class discussion and lecture will revolve heavily around the readings.

Study Tips

****Read the readings **before class******

1. Review each day's lecture notes ***later that same day*** to aid retention.
2. Review a lot! Research with adult learners shows that in order to truly master information, you have to hear it at least 4 times and practice it 6-8 times.
3. It is ***very*** helpful to study with other people. Being part of a study group is one of the biggest positive predictors of success.
4. Recite and write! Recite or repeat material out loud. Write it out (in longhand, not on the computer). Reciting and writing solidify information in your memory.
5. Study a little every day rather than cramming once or twice. For example, it is better to study 20-30 minutes a day than to study 6 hours the night before an exam.
6. Remember every course unit = 3 hours of studying outside of class. Thus, for a 3-unit class, you would study/do homework 9 hours a week.
7. Make flashcards—3 x 5 cards are good. Carry them with you everywhere and review whenever possible—even 2-3 minutes in the 10 or less items line at Safeway helps! Put the term/definition on one side and the exact definition from the book on the other side.

OTHER

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons. Students must avoid plagiarism, described as "the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Incorporation of another's work into one's own requires adequate identification and acknowledgement.

EMAIL

I answer emails Monday through Friday during the school year between the hours of 6:00 A.M.-7:00 P.M. Thus, for 65 hours a week, I answer email and will do my best to reply within 1-2 days. I do not answer emails on weekends or during vacations. Any emails which come to me during vacations will be answered during the first week of the next semester.

LETTERS OF RECOMMENDATION

Please see my website for specifics about this—click on the Courses link, and follow this to Letters of Recommendation. I require a minimum of **4 weeks' notice (28 days)**, and all documents and forms must be turned in at least 4 weeks (28 days) in advance. I do not accept or fill out any requests or forms (hard copies **or electronic**) after November 10 in the fall and April 10 in the spring.

GRADING CRITERIA

There are 400 points possible in the class. I will add up all your points to calculate your grade.

I will calculate your grade objectively. The exact grading criteria are as follows:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

Remember that in graduate school, you must get a B or above in all courses. If you get a B- or lower, you must repeat the class.

Inclusion Statement

Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

Learning Outcomes and Competencies:

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and are encouraged to make an appointment with the instructor to discuss any grade less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Test 1, course assignment components 1-6	
2	Test 1, class participation	
3	Test 1, course assignment component 3, component 4, component 5	
4	Tests 1, 2, 3, course assignment components 1-6	
5	Test 1, Test 3, course assignment component 1, component 3, and component 4	
6	Test 1, class discussion	
7	Test 1, class discussion	
8	Test 1, Test 3	
9	Test 1, Test 3	
10	Test 2, course assignment component	

	3, component 4, component 5	
11	Test 2, course assignment component 2, component 3, component 4, component 5	
12	Test 2, course assignment	
13	Tests 1, 2, 3, course assignment component 3, component 4, component 5, component 6	
14	Test 2, course assignment component 5	

This course meets the following ASHA standards:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.