COURSE SYLLABUS CSAD 223

Advanced Seminar in Child Language Disorders

Celeste Roseberry-McKibbin, Ph.D., CCC-SLP  Fall, 2017  Mon.-Weds. 7:30-8:45

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Textbooks


(*Note: In this class, we will be covering half the chapters in this book. In spring, Dr. Pieretti will use the chapters in the other half of the book in the Curriculum class. Thus, it is strongly recommended that you purchase the book.)

Case studies and other class handouts are available at Simply Brilliant, 552 Fulton Ave—in Lochman’s Plaza near Chipotle (off Fair Oaks Blvd.) 641-5535; M-F 9-5

Please bring the book of case studies each day starting 9/6/17. Once we are done with a case study, you may leave it at home and not bring it back. It is critical to bring the Simply Brilliant book to class every single session, because you can’t fully participate if you don’t.

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, 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 students can use in the future with LI students. Again, is absolutely essential to bring the Simply Brilliant book to class each day, because you can’t participate without it.

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 the impact of digital vs. print reading and writing and the implications for students with LI.

Class Schedule and Topics

I do not allow students to take pictures of PowerPoint slides.

8/28/17  Introduction to course, take role, discussion of exams and assignments
8/30/17  Review of Language Theories, Typical Developmental Milestones, and the Relationship of Language Impairment to Speech Sound Disorders
9/4/17   Labor Day—no class—enjoy!
9/6/17   Assessment of Young Children: Techniques for Language Sample Analysis and Application to Creation of Relevant Intervention Objectives

(**please remember to start bringing your Simply Brilliant book today)**

9/11/17  Approaches and Techniques for Early Intervention: Integration of Linguistic and Sensory Integration Treatment Activities
9/13/17  A Team Approach to Public School Service Delivery for Students with Language Impairment
Text ch. 1

9/18/17  Theoretical Foundations of Language Development and Language Impairment: Clinical Implications
Text ch. 2

9/20/17  Contextualized Skill Intervention Framework: Supporting Language Learning in Academic Settings
Text ch. 3

9/25/17  Contextualized Skill Intervention Framework (continued)
Text ch. 3

9/27/17  Intervention Strategies for Bilingual Learners with Language Impairment
Text ch. 6

10/2/17  Test One

10/4/17  Assessment and Treatment of School-Aged Students with Working Memory Deficits

10/9/17  English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy

10/11/17  English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy

10/16/17  Promoting Vocabulary Development: A Robust and Deep Intervention Approach
Text ch. 7

10/18/17  Promoting Vocabulary Development: A Robust and Deep Intervention Approach Incorporating Morphological Awareness Skills

10/23/17  Intervention for Social Skills—Helping Students with Language Impairment Create and Maintain Friendships

10/25/17  Intervention for Social Skills: Playing the Classroom Game
Text ch. 11

10/30/17  Test 2
11/1/17 Contemporary Special Topics: Words Onscreen: The Impact of Digital vs. Print Literacy Across the Lifespan—Implications for Students with Language Impairment

11/6/17 Contemporary Special Topics guest speaker Jeannette Reiff: Early Intervention for Nonverbal Young Children

11/8/17 Contemporary Special Topics Guest speaker Debbie Johnson-Garcia: Using Expanding Expression Tool with Students with Expressive Language Impairment

11/13/17 Contemporary Special Topics Guest speaker Laura Enos: Service Delivery to Children with Autism Spectrum Disorder and their Families

11/15/17 Contemporary Special Topics Guest speaker

11/20/17 Class presentations, turn in assignment to Dr. R.

11/22/17 Work on Assignment

Happy Thanksgiving!

11/27/17 Class presentations, turn in assignment to Dr. R.

11/29/17 Class presentations, turn in assignment to Dr. R.

12/4/17 Test 3

12/6/17 Test 3 back, wrap up, discussion of final exam, assignments given back

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. You must give me a paper copy of the doctor's note; I don't accept notes electronically. 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.

If you are unable to take a test on the scheduled day during class time, then you are required to take the one offered during finals week.

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 3 highest scores averaged together.
The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to help you guide your studying. You are welcome to review your previous 3 exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 3 tests. You may only look at your other 3 tests in my office or in the adjacent waiting room. No one is permitted to take tests out of my office vicinity.

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 about 6 minutes for your oral presentation to the class.)

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 2015-2017 with a 1-page double-spaced typed summary of the article and several clinical implications for Monday morning. I need hard copies of the articles as well as a hard copy of the summary. 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)

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 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. **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. **10 points** (2 points each) *Please make sure these are in a labeled bag—e.g., a ziplock bag.*

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 work settings.

Please be sure to include an inventory of each component of your bag of tricks.

3. **ATTENDANCE AND PARTICIPATION**

*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 roll 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 you come to class. Class discussion and lecture will revolve heavily around the readings.

I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture, participate in discussion.
3. After class, re-read the reading(s).

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. Please don't chat unless you have been called upon! I also do not allow texting in class. I will not write letters of recommendation for people who text in my classes.

**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 15 in the fall and April 15 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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94.5-100</td>
<td>A</td>
</tr>
<tr>
<td>89.5-94.499</td>
<td>A-</td>
</tr>
<tr>
<td>86.5-89.499</td>
<td>B+</td>
</tr>
<tr>
<td>83.5-86.499</td>
<td>B</td>
</tr>
<tr>
<td>79.5-83.499</td>
<td>B-</td>
</tr>
<tr>
<td>76.5-79.499</td>
<td>C+</td>
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<tr>
<td>73.5-76.499</td>
<td>C</td>
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<tr>
<td>69.5-73.499</td>
<td>C-</td>
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<tr>
<td>66.5-69.499</td>
<td>D+</td>
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<tr>
<td>63.5-66.499</td>
<td>D</td>
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<tr>
<td>59.5-63.499</td>
<td>D-</td>
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<tr>
<td>Below 59.5</td>
<td>F</td>
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</tbody>
</table>

*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.

**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.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test 1, course assignment components 1-6</td>
<td></td>
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<tr>
<td>2</td>
<td>Test 1, class participation</td>
<td></td>
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<tr>
<td>3</td>
<td>Test 1, course assignment component 3, component 4, component 5</td>
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<tr>
<td>4</td>
<td>Tests 1, 2, 3, course assignment components 1-6</td>
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<tr>
<td>5</td>
<td>Test 1, Test 3, course assignment component 1, component 3, and component 4</td>
<td></td>
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<tr>
<td>6</td>
<td>Test 1, class discussion</td>
<td></td>
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<td>7</td>
<td>Test 1, class discussion</td>
<td></td>
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<tr>
<td>8</td>
<td>Test 1, Test 3</td>
<td></td>
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<tr>
<td>9</td>
<td>Test 1, Test 3</td>
<td></td>
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<tr>
<td>10</td>
<td>Test 2, course assignment component 3, component 4, component 5</td>
<td></td>
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<tr>
<td></td>
<td>Test 2, course assignment component 2, component 3, component 4, component 5</td>
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<tr>
<td>12</td>
<td>Test 2, course assignment</td>
<td></td>
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<tr>
<td>13</td>
<td>Tests 1, 2, 3, course assignment component 3, component 4, component 5, component 6</td>
<td></td>
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<tr>
<td>14</td>
<td>Test 2, course assignment component 5</td>
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</table>

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.