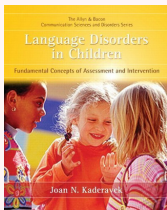

SO...WHAT WILL I LEARN?

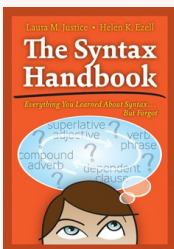
The assessment and treatment of speech and language disorders in children is both an art and a science. In this course we will build upon your scientific knowledge of anatomy and normal language development and begin to develop your art and skill in eliciting language. There is no magic formula for diagnosing and treating language disorders in children. We can't make children talk. However, with solid understanding of theory and a toolbox of techniques, we can learn to create the best environment for language to occur and to be naturally reinforced. Once children recognize that words are power, language and communication tend to follow.

The purpose of this course is to explore current theories and schools of thought regarding language acquisition and disorders, as well as assessment and intervention. We will use these theories as an evidence base for comparing and contrasting diagnostic and treatment models. Ultimately, we will synthesize the theoretical information with practical application and personal reflection, so that you have the language foundation to confidently begin your first practicum. To accomplish this, we will engage in team-based learning, which will include class discussion and debate, video analysis, case study problem solving, and plenty of guided practice.

TEXTBOOKS



Rental: *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (2nd ed.)--Kaderavek



Highly recommended for purchase: *The Syntax Handbook* (1st or 2nd ed.)—Justice and Ezell



CSD 366

LANGUAGE IMPAIRMENTS IN YOUNG CHILDREN

Pamela Terrell, Ph.D., CCC-SLP

✉ pterrell@uwsp.edu

📍 CPS 034

📅 Tuesdays/Thursdays
2:00-3:15 pm
CPS 233

👤 Grad Assistant
McKenzie Lange
mlang348@uwsp.edu

Assessment

Intervention

Literacy and Play

DLI, ID, ASD, AAC

Learning Outcomes

Language disorders in preschoolers may be manifested within any and all language domains.

- Classify and explain language deficits associated with specific etiologies.
- Identify and explain language deficits and their interactions across all aspects of language including the 5 domains, plus emergent literacy, oral discourse, and narratives.

Working knowledge of theory and current research are foundational components of evidence-based practice.

- Compare and contrast current theories of language acquisition, assessment, and treatment.
- Appreciate the importance of having working knowledge of theory and begin to develop your own theoretical perspective.
- Demonstrate understanding of the concept of evidence-based practice, its importance to the professions, and its role in critiquing and selecting clinical tools and methods.

Accurate diagnosis and dynamic assessment inform creative, efficient intervention.

- Administer and critically evaluate standardized tests, recognizing their limitations.
- Appreciate and discern the use of formal and/or informal types of assessment in varied scenarios.
- Analyze and interpret a language sample and develop relevant and functional goals and objectives.
- Describe and role-play a variety of intervention techniques to improve communication and play skills in preschoolers.
- Consider and appreciate the role of culture and second language learning in the communication development of preschoolers.

To become a skilled pediatric clinician, you must become a student of preschoolers.

- Identify and describe children in terms of family, culture, play, motor skills, cognition, and language across the toddler and preschool years.
- Integrate knowledge of toddlers and preschoolers, theory, assessment methods, and intervention techniques.

This course addresses the following Wisconsin Teaching Standards:

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Grading Scale

A: 93-100% A-: 90-92% B+ 87-89% B 84-86% B- 80-83% C+ 77-79%
C: 74-76% C-: 70-73% D+ 67-69% D 64-66% D- 60-63% <60% = F

If a percentage has a decimal >0.45, then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Course Outline

Dates	Topic	Readings
Week 1: 1/23-25 Week 2: 1/30-2/1	<p style="text-align: center;">Review Bootcamp</p> Language Foundations & Clinical Practice; Language Theories Course introduction/overview; team building; Language Development and Communication Subdomains;	Canvas; Ch. 1, 2 Canvas; Ch. 2
Week 3: 2/6-8 Week 4: 2/13-15 Week 5: 2/20-22	<p style="text-align: center;">Assessment</p> Quiz 1 (Ch 1-2) ; Assessment Decision Making in Assessment SUGAR LSA	Ch. 3 (pp. 45-59, 78-96) Ch. 4 (pp. 97-106) Canvas
Week 6: 2/27-29 Week 7: 3/5-7 Week 8: 3/12-14 Week 9: 3/19-21	<p style="text-align: center;">Intervention Considerations and Adjacent Topics</p> Decision Making in Intervention; Principles of Intervention; Quiz 2 (Ch. 3-4) Play Emergent Literacy; Quiz 3 (Ch. 5, play, literacy) NO CLASS--SPRING BREAK!!	Ch. 4 (113-133); Ch. 5 Canvas Ch. 10 (pp.295-312); Canvas
Week 10: 3/26-28 Week 11: 4/2-4 Week 12: 4/9-11 Week 13: 4/16-18 Week 14: 4/23-25 Week 15: 4/20-5/2 Week 16: 5/7-9	<p style="text-align: center;">Special Populations</p> Specific Language Impairment/Developmental Language Disorder; Specific Language Impairment/Developmental Language Disorder Intellectual Disability Intellectual Disability Autism Spectrum Disorders Autism Spectrum Disorders; Quiz 4 (Ch. 6, 8, 9) AAC; Catch-up	Ch. 6 Ch. 6 Ch. 8 Ch. 8 Ch. 9 Ch. 9
Thursday, May 16 12:30-2:30 pm	FINAL EXAM	

Course Assignments

1. Final Exam: There will be a final comprehensive case study with portions completed individual and as a team
2. Quizzes: There will be four online multiple-choice quizzes covering content from the textbook and class.
3. Assessment Paper: You will read and summarize 2 journal articles, analyze test manuals, and respond to questions about assessment.
4. Challenges: There will be a total of 9 "challenges"—3 challenges for each of the last three learning units. While each challenge will vary in the points earned, depending on task time and complexity, team points and individual points will be averaged together. Based on The Great British Baking Show, the three challenges will be:
 - a. Signature challenges—covering basic content and completed individually
 - b. Technical challenges—more advanced application skills and completed in teams
 - c. Showstopper challenges—creative challenges to apply information in novel ways and completed individually.

Total Percentages

4 Quizzes	20%
Individual challenges	30%
Team challenges	20%
Assessment Paper	15%
Final Exam	15%



Flipped Classroom



This course will be flipped. This means that most lecture will happen via video or narrated PPT outside of class, so that time in class can be spent on active learning and application of course content.

Course Policies

1. Contacting the instructor

- Student Hours: I will have established weekly student hours. That is the best time to see me. If those hours don't work, then email me for an appointment. You don't have to have a specific class-related question to attend office hours. I also enjoy when students drop in virtually for a brief visit just to chat. Student hours will be held in my office and the CPS Cafe.
- Email: Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Use a greeting (Dear Dr. Terrell) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 366 Quiz 1 question). I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email because sometimes yours may get "buried" in my inbox. To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.

- Disability Accommodations**: Students with documentation through disability services will be accommodated. I have worked hard to make all materials accessible to screen-readers and have added closed-captions where possible. I will use automatic subtitles during class. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly. If modifications are required due to a disability, please inform me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Collins Classroom Center, room 108.

3. "Best by" Dates: We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment, and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, complete and submit the form on Canvas under "Class Resources." Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date.

4. Attendance:

- a. Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In some class meetings you will have at least one project, exercise, test, and/or discussion that will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer reviewed research. I would encourage to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class.
- b. Attendance to class can affect your grade, especially on days of application activities. Illness, life events (family illness, births, transportation problems, etc.) happen. While I will be tracking attendance, your absence will not affect your grade if you let me know prior to class that you will not be in attendance and you make-up the work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse. You will not be offered a make up option for unexcused absences (e.g., leaving early for spring break).
- c. Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" here.
- d. If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.
- e. During the first eight days of the regular 16-week term, I will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes. If you do not make satisfactory arrangements with me regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.
- f. COVID policy: You are expected to follow the CDC guidance.

5. Intellectual Property: Lecture materials and any potential recordings for CSD 266 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings and take notes for their personal use related to participation in this class. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

6. Academic Integrity: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined [here](#).

Student Supports

Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Tutoring: The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four service areas:

- Academic Coaching: Build skills in studying, time management, test-taking, online learning, and more by working with a peer or professional coach.
- Course Content Tutoring: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, world languages, and more.
- Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more using tutoring in-person or through our Online Writing Lab.
- Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

All tutoring services are free to UWSP students. There are two ways to meet with our tutors:

- Make a One-on-One Appointment: Students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.
- Visit a Drop-In Tutoring Center: No appointment is needed! Students can view our Drop-In Tutoring Schedules page to see our availability.

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Health: Counseling Center, Delzell Hall, ext. 3553.

Health Care, Delzell Hall, ext. 4646

"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood." – Fred Rogers



EMERGENCIES

- In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to CSD Clinic hallways downstairs. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.