

CSD 366: Language Impairments in Young Children

Tuesday/Thursday 2:30-3:45 pm
CPS 233

Instructor Info

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Office Hours: Tues. 10-11:30
Wed. 1-2:30

My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed.

Anne Sullivan

So...What will I learn in this class?

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.



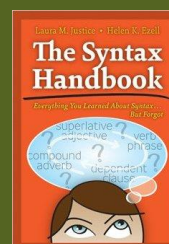
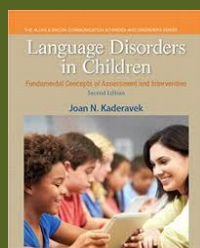
Once I knew only darkness and stillness...my life was without past or future... but a little word from the fingers of another fell into my hand that clutched at emptiness and my heart leaped to the rapture of living.

Helen Keller

COURSE OUTLINE	(may be adjusted through the semester as need arises- let's be honest... <i>when</i> the need arises)	READINGS
Week 1 1/22-24	Course introduction/overview; Get acquainted Language Foundations & Clinical Practice; Language Theories	Ch. 1; Ch. 2 (pp. 15-26)
Week 2 1/29-31	Team building; Grammar pre-test Finish Language Theories	Ch. 2 (pp. 15-26)
Week 3 2/5-7	Grammar review and questions; Language Development and Communication Subdomains Grammar Quiz (2/7) ; finish Ch. 2	Ch. 2 (pp. 26-43)
Week 4 2/12-14	Assessment Decision Making in Assessment	Ch. 3 (pp. 45-59; 78-96) Ch. 4 (pp. 97-106)
Week 5 2/19-21	RAT 1: Ch. 1-4a ; LSA: Semantic Assessment LSA: Pragmatic Assessment	Canvas; e-reserve
Week 6 2/26-28	Assessment Analysis (10/10) ; LSA: Morpho-syntax	Canvas; e-reserve
Week 7 3/5-7	Finish LSA and SUGAR	Canvas; e-reserve
Week 8 3/12-14	Decision Making in Intervention Principles of Intervention; LSA (3/14)	Ch. 4 (pp.113-133) Ch. 5
Week 9 3/19-21	NO CLASS—SPRING BREAK! Have fun and be safe	
Week 10 3/26-28	Review for exam; Finish Ch. 5 LSA and Assessment exam (3/28)	Ch. 5
Week 11 4/2-4	Play Intervention Plan (4/4)	Canvas; e-reserve
Week 12 4/9-11	Emergent literacy RAT 2: Ch. 4b-5, 10, play (4/11)	Ch. 10 (pp. 295-312)
Week 13 4/16-18	Specific Language Impairment	Ch. 6
Week 14 4/23-25	Intellectual Disability	Ch. 8
Week 15 4/30-5/2	Autism Spectrum Disorders	Ch. 9
Week 16 5/7-9	RAT 3: Ch. 6, 8, 9 (5/7) Catch-up; Exam review	
5/17/19	Final 8:00-10:00 am	Comprehensive

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



Grading Scale

A: 95-100%	A-: 92-94%	B+ 88-91%	B 84-87%	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.

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 five 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.

EXPECTATIONS

Students are expected to:

- Complete assigned readings before class.
- Come to class promptly and prepared to actively participate in discussion and in-class assignments.
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)

The instructor is expected to:

- Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
- Have a solid rationale for why she is teaching the material
- Begin and end class on time
- Announce any changes to the syllabus during the semester, including date changes, in advance
- Answer any student questions. If I don't know the answer, I will find it out.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

1. **Exams:** There will be three exams composed of objective, short answer, and application questions. (1) grammar exam, (2) LSA/assessment exam, (3) comprehensive exam.
2. **Language Sample Analysis (LSA):** This will be completed in pairs, after working on the samples individually. I will provide the language samples and you will use knowledge gained from class and the Guide to analyze a child's language strengths and weaknesses.
3. **Intervention Plan:** You will develop objectives and plan an evidence-based intervention based on your language sample analysis.
4. **Assessment Administration and Analysis:** You will review, administer, score, and analyze a standardized language assessment and complete a critical evaluation of the test. Additionally, you will add your own reflections and insights.
5. **RATs:**
 - Individual quizzes: 40 points (70%)
 - Group quizzes: 20 points (25%)
 - Peer evals: ~10 points (5%)
6. **Application/Participation:** Various individual and group assignments of 5-20 points each, both inside and outside of class.

Total Percentages

Grammar Exam	10% of total grade
LSA/Asst Exam	15%
Final Exam	20%
LSA	15%
Asst Admin/Analysis	10%
Intervention Plan	15%
RATs	10%
Application/Participation	5%

Policy for Late Assignments	Disability Statement	Academic Misconduct
<p>All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day and the student will receive a grade of zero.</p> <p>I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.</p> <p>Between email and my office phone, which are listed at the top of this syllabus, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.</p> <p>I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you will need to change course requirements.</p>	<p>If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to http://www.uwsp.edu/special/disability/studentinfo.htm for further assistance.</p>	<p>Please refer to http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>
<u>EMERGENCIES</u>		
<p>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.</p> <p>In the event of a tornado warning, proceed to CPS COMD Clinic hallways. Avoid wide-span rooms and buildings.</p> <p>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.</p> <p>Active Shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.</p> <p>www.uwsp.edu/rmgt</p>		

Even when freshly washed and relieved of all obvious confections, children tend to be sticky.

Fran Lebowitz

Other Important Tidbits

1. Recommendation letters: I would be happy to write a recommendation letter for you for graduate school or scholarships. However, I will agree to write you a positive letter if I have a good impression of you as a student. This can be accomplished by attending and actively participating in class, submitting your best work, and showing me your personality and enthusiasm for the professions.
2. Capstone binder: You should be developing a binder of pertinent course materials that will be beneficial to you during your senior capstone clinical experience. I will try to point out handouts and materials that I find helpful. However, it's ultimately your responsibility to choose materials from this course to put into your binder.
3. Contacting the instructor: I will have established weekly office hours once the clinic schedule is set and that is the best time to see me. **You don't have to make an appointment for office hours**—you can just drop in. If those hours don't work, then sign up on my door for an appointment. I also enjoy when students drop in for a brief visit. If my door is open, you are welcome. However, if my door is closed, I am unavailable. Regarding email, I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email. I get a lot of email and 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.
4. Electronics policy: You will not be allowed to use phones, tablets, or laptops in the classroom unless indicated for certain in-class projects and activities. You may be exempt from this policy with proper documentation from Disability Services or after scheduling a meeting with me to discuss how electronics help you be a better and engaged learner if you don't have a documented disability. For evidence based support for this policy, see: Fried, C. B. (2007), Hembrooke, H., & Gay, G. (2003), Mueller, P.A., & Oppenheimer, D. M. (2014), and Turkle, S. (2011).
5. Team Based Learning: This is a team-based learning course. See additional documentation on D2L.

"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

