

CSD 735: Language Disorders—School Age and Adolescents

Fall Semester 2019

Monday/Wednesday 10:00-11:15 am, CPS 024

Instructor Info

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So...what will I learn in this course?

From the moment that the nervously excited kindergartner enters the classroom with a new backpack, box of crayons, and lunchbox in hand until the moment that the senior tosses a mortar board into the air at graduation, the K-12 timespan is fraught with challenges. These include transitioning from one teacher a year to several teachers in one day, all with various expectations and styles of teaching. Additionally, learning to read then reading to learn, navigating the complex social worlds of the school cafeteria and playground, dealing with ever-increasing hormones, and balancing a school, home, and social life are added in.

All of these challenges are occurring during a crucial time for development of foundational academic skills, as well as formation of self-esteem and self-worth. Students with language deficits can often feel embarrassed, “stupid,” and less academically competent or socially savvy than their peers. The good news is that YOU can help identify and treat linguistic impairments and enable students to develop a strong academic foundation and a positive self-concept. In this course, you’ll learn about a variety of ways in which phonological, morpho-syntactical, semantic, and pragmatic problems impact both spoken and written language across the educational career and how you can help students develop new skills and strategies to improve. Careful consideration of grade level expectations, developmental norms, course-specific curricula, and the common core will be included.

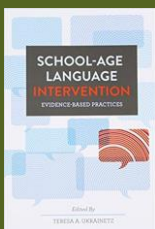
Let’s get started!

Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.

John W. Gardner

Dates	Course Schedule (may be adjusted through the semester as need arises- let's be honest... <i>when</i> the need arises)	Readings
Foundations and Frameworks		
Week 1 9/4	Course introduction/overview; LD simulation	Canvas
Week 2 9/9, 11	Language Intervention: Theory and Research Review: Assessment and Standardization; SLP School Panel; LD Simulation Reflection (9/13)	Ukrainetz: Ch. 2; Canvas
Week 3 9/16, 18	SLP in the Schools Contextualized Skill Intervention Framework	Ukrainetz : Ch. 1, 3
Week 4 9/23, 25	Language Impairment and Reading Disability	Ukrainetz : Ch. 5
Oral Language		
Week 5 9/30, 10/2	Promoting Vocabulary Development	Ukrainetz: Ch. 7
Week 6 10/7, 9	The Place of Syntax Test Administration (10/9)	Ukrainetz: Ch. 8
Week 7 10/14, 16	SUGAR Language Sample Analysis (in class)	Canvas
Week 8 10/21, 23	Teaching the Structure of Narrative Informational Discourse	Ukrainetz: Ch. 9, 10
Written Language		
Week 9 10/28, 30	Discourse/Narrative Analysis (in class)	Canvas
Week 10 11/4, 6	Phonological Foundations of Reading Word Identification and Fluency	Ukrainetz: Ch. 12, 13
Week 11 11/11, 13	Spelling and Word Study	Ukrainetz: Ch. 14
Week 12 11/18, 20	Improving Reading Comprehension	Ukrainetz: Ch. 15
Week 13 11/25, 27	Written Language Analysis	Canvas
Week 14 12/2, 4	Micro and Macro Writing	Canvas
Special Populations		
Week 15 12/9, 11	Bilingual Students; Students Environmentally at Risk	Ukrainetz: Ch. 6, 11
Week 16 12/18	Final: Therapy Plan due "Talent Show" of new skills acquired during 28-day challenge	

Textbook



Ukrainetz, T. A. (2015). *School-age language intervention: Evidence-based practices*. Austin, TX: Pro-Ed.

I hope that in this year to come, you make mistakes. Because if you're making mistakes, then you're making new things, trying new things, learning, living, pushing yourself, changing yourself, changing your world. You're doing things you've never done before, and more importantly, you're Doing Something. So that's my wish for you, and all of us, and my wish for myself. Make New Mistakes. Make glorious, amazing mistakes. Make mistakes nobody's every made before. Don't freeze, don't stop, don't worry that it isn't good enough, or it isn't perfect, what it is: art, or love, or work, or family, or life. Whatever it is you're scared of doing, do it.
Neil Gaiman (author)

Course Goals and Learning Outcomes

1. Students will understand the challenges and complexities of language disorders in the K-12 setting.
 - a. Students will design assessments that reflect the child's specific speech, language, and literacy demands.
 - b. Students will develop interventions specific to the child's assessment results, teacher reports, and self-identified difficulties in forming relationships and mastering academic material.
2. Students will learn ways to assess and treat a variety of written and oral language disorders.
 - a. Students will analyze and interpret assessment information, differentially diagnose, and defend their conclusions.
 - b. Students will develop therapy plans that explicitly address the connections between written and oral language disorders.
3. Students will value ways to use curriculum and educational contexts in providing intervention.
 - a. Students will create micro- and macro-interventions that address the child's particular deficits within the curriculum.
4. Students will develop confidence in analyzing language.
 - a. Students will analyze and interpret oral and written language samples and narrative/discourse samples.
 - b. Students will describe the challenges of successful and consistent language analysis.

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.

Assignments

1. **In-Class Analysis (LO 2a, 4a, 4b)**
 - SUGAR Language Sample Analysis
 - Narrative/Discourse Analysis
 - Written Language Analysis
2. **Test Administration (LO 1a, 2a)**—You and a partner will give each other and assigned standardized test that is commonly used with the school-age population. You will also need to select another test to administer based on a particular language disorder or area of deficit and age/grade level and justify your choice. You will administer and score both assessments, interpret the results, and write a reflection about your impressions of the tests.
3. **Comprehensive School-Age Language Therapy Plan (LO 1b, 2b, 3a, 3b, 4a)**—You will develop a comprehensive therapy plan with educationally relevant oral and written language objectives. Your description of intervention techniques must include the common core and specific course content and curriculum. You will also include two evidence-based strategies from current peer-reviewed journals to include in your therapy plan.
4. **Learning Disability Simulation Reflection (LO 1a, 1b)**—You'll write a reflection about what you learned and experienced from the learning disability simulation on the first day of class. (optional)
5. **28 Day Challenge and Reflection (LO 1b)**—You will either learn a new skill (e.g., play an instrument, knit a sweater, run a mile in X minutes) or break/create habit (e.g., stop scrolling your phone before bed, start eating a healthy breakfast every morning). You will share the results with the class by photo, video, or demonstration and complete a reflection of your learning process. (optional)

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</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>
<p><u>EMERGENCIES</u></p> <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/Escape, 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>		

ASHA Competencies Met:

- Standard III-C Language and Cognition (2E—development/lifespan; 2F—linguistic); Social Communication (2D—Psychological)
- Standard III-D Language and Cognition (2—assessment, 3—intervention); Social Communication (3—Intervention)
- Standard IV-G1 Language and Cognition (1e—evaluation)
- Standard IV-G2 Language and Cognition (2a—intervention)

This course will use a specifications grading system (Nilson, 2014), which is likely different from how you have been graded in the past. This grading scheme is directly related to your demonstrated competencies across the various learning outcomes for the course, which also correspond to ASHA's standards, knowledge, and skills. This type of grading also gives you a choice in determining your desired grade and the necessary work and competency to achieve it. All assignments will be graded as pass/fail, or more specifically as "Met competencies" or "Did not meet competencies." You will have two "tokens" or opportunities to meet competency if you did not meet it initially. Thorough directions will be given for each assignment with clear criteria for meeting competency.

B-	B	B+	A-	A
Complete assignments 1, 2, 3	Complete assignments 1, 2, 3 competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently
Competence not met, even after use of 2 tokens	All competencies are met, but 2 tokens may be used to achieve mastery	Complete at least 1 of the 2 reflections competently, your choice (4 or 5)	Complete both reflections competently (4, 5)	Complete both reflections competently (4, 5)
		All competencies are met, but 2 tokens may be used to achieve mastery	All competencies are met, but 1 token may be used to achieve mastery	All competencies are met on the first attempt

Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.

Dr. Kevin Maxwell