Developmental Language Disorders- School Age

SLHS 552: Tues/Thurs 12:30-1:45, Rm 409  
Instructor: 
Elena Plante, Ph.D., CCC-SLP  
Office hour: by appointment.  
Rm 316  621-5080  
eplante@u.arizona.edu

Thinking Publications  

Additional Readings: posted to D2L

D2L site: http://d2l.arizona.edu  
D2L tip sheet: http://help.d2l.arizona.edu/StudentTools/Tipsheet/StudentTipSheet.htm

Course objective: To cover the practice of speech-language pathology in school settings, with an emphasis on language disorders.

Learning outcomes:
1. To understand how the public law influences practice in the schools
2. To understand models of service delivery, including the use of SLPAs
3. To understand skills involved in oral and written narratives.
4. To understand the language basis of literacy and literacy impairments
5. To understand cognitive factors that affect children’s learning
6. To understand late acquired aspects of communication
7. To be able to apply knowledge of language to curriculum standards

Jan. 14 (Thurs.)  Professional issues I: Public Laws  
IDEA readings on D2L—see highlighted sections

Jan. 19 (Tues.)  Professional issues II. Use of Aids and Assistants  
SLPA reading on D2L

Jan. 21 (Tues.)  Professional issues wrap-up

Jan. 26 (Tues.)  Principles of learning & generalization

Jan. 28 (Thurs.)  Narrative & Discourse: Expository & Narrative  
Hughes: Chapter 1

Feb 2  (Tues.)  Narrative & Discourse cont.  
Hughes: Chapter 2

Feb 4  (Thurs.)  Narrative & Discourse Analysis  
Hughes: Chapters 3-5

Feb. 9 (Tues.)  Narrative Analysis: Practical Practice  
Englert et al., 2009
Feb. 11 (Thurs.) Narrative & Discourse-based Intervention  
Nelson Chapter 13 on D2L

Feb. 16 (Tues.) Reading  
ASHA position on reading  
National Council on Teacher Quality (NCTQ) Reading Study, 2006  
Submit an original exam question for 2 points extra credit!

Feb 18 (Thurs.) Reading  
Butler & Silliman Chapter 3 on D2L

Feb 23 (Tues.) **Exam 1: Exam (materials through Feb 11th)**

Feb. 25 (Thurs.) Reading  
Joshi et al., 2009 on D2L  
Tambyraja et al., 2014

March 2 (Tues.) Reading  
Westby, 2005 on D2L

March 4 (Thurs.) Written language  
Gleason & Isaacson, 2001 on D2L  
Bain et al., 2001 on D2L

March 9 (Tues.) Written language intervention  
Nelson et al., 2004 Chapter 1 on D2L

March 11 (Thurs.) Literacy wrap-up and/or classroom strategies  
Haynes et al., 2006 chapter on D2L

**March 13-19** Spring break!!

March 22 (Tues.) **Seminar:** Response to Intervention (RTI)

March 24 (Thurs.) **Seminar:** Other nonstandard assessment methods for schools

March 29 (Tues.) **Seminar:** Models of Memory

March 31 (Thurs.) **Seminar:** Memory and language disorders

April 5 (Tues.) **Seminar:** Attention Deficit Disorder in the School Years

April 7 (Thurs.) **Seminar:** Auditory Processing Disorders

April 12 (Tues.) **Seminar:** Word Finding

April 14 (Thurs.) **Seminar:** Metalinguistics
April 19 (Tues.)  **Seminar**: Nonliteral language

April 21 (Thurs.)  **Seminar**: Theory of Mind & Social Cognition

April 26 (Tues.)  **Exam 2**: (materials through April 21)

April 28 (Thurs.)  Class discussion of curriculum project (instructor out of town)

May 3  (Tues.)  **Seminar**: Adolescent language  
**Due**: Curriculum projects

NO FINAL EXAM (unless class performance on the whole is poor on preceding tests and projects)

**Seminars** are student-facilitated class sessions that focus on a single topic. The purpose of the seminar is two-fold: first, to cover current information in areas relevant to school-age language disorders and second, to demonstrate the type of self-directed learning that is required in a continuing education field.

Three or four (depending on class size) students will be assigned to each topic and will serve as **FACILITATORS** during that class. During the class, facilitators provide an initial overview of the topic, based on current primary (data based) literature. They also answer questions and promote discussion by class members. Handouts and overheads are strongly encouraged. Materials should be typed.

The facilitators’ responsibilities include selecting a reading on the topic for the class to read in preparation for the seminar. This is usually a review paper, but could be a data-based paper in which the intro or discussion provides a very good overview of the topic. An electronic copy must be provided to Dr. Plante **AT LEAST ONE WEEK PRIOR** to the seminar. **NO EXCEPTIONS.** This allows time for Dr. Plante to post the reading and for the class to read it.

The **ENTIRE CLASS** is responsible for reading the overview article in preparation for class, participating in discussion of the topic, and for taking notes on the salient points covered by the readings and discussion. The content of the seminars will be important for an exam and the curriculum project. Discussion points are awarded when a class member makes a **cogent contribution** to the discussion. Each is worth .5 points. Clarification questions are not awarded points. No more than 1.5 discussion points can be awarded to a single individual for a class period. This is intended to allow all class members an opportunity to participate.

**On-Line Curricular Project**
You will be given case profiles and curricular materials for each child’s grade and be asked to identify how information covered in lectures and seminars is likely to impact each child. You will need to identify appropriate IEP goals and a plan for one year of intervention for each child. You will be asked to prioritize goals for remediation, and how you will provide support or help the child compensate for other areas of deficit that aren’t the top priority. There will be **MAJOR DEDUCTIONS** for selecting more goals than can be reasonably addressed during a year. Relevant materials are posted on D2L.
You can begin this project at any point in the semester, but you are expected to integrate information from the seminars in the project.

**Grading:**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
<td>50 points</td>
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<td>Exam 2</td>
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<td>Curricular Project</td>
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<td>Seminar</td>
<td>50 points total (40 points as facilitator, 10 points participation)</td>
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**TOTAL** 190 points

Grade assignments correspond to the following point percentages:

- **A** 90% or better
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** <60%

**Policies**

Assignments turned in late will have their base points adjusted by 15% (one grade level). Due dates for assignments and exam dates will not be changed. Exams will not be rescheduled for any individual, with the exception of medical emergency on the part of the student or a dependent family member (e.g., a child). Make-up exams may be in oral exam format.

**Re-grading policy:** The instructor will consider regarding of individual test items. However, items determined to have an ambiguous answer will not receive a better grade.

**Absence policy:** Holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Please let the instructor know of these circumstances.

**Students with Disabilities:** If you anticipate issues related to the format or requirements of this course, please meet with me within the first two weeks of class. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**Code of Academic Integrity:** It is the University's policy that “students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity.” If you are unfamiliar with the code of academic integrity, review this information at [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity) All credit will be forfeited for any academic work completed for this class that violates the code.

**Policies against plagiarism:** Plagiarism, either intentional or intentional of your own or other’s work is prohibited under the academic code of conduct. Violations will be reported to the University administration and may result in course failure or other sanctions. For resources concerning avoidance of plagiarism, please consult [www.u.arizona.edu/~rlo/482/plagiarism.pdf](http://www.u.arizona.edu/~rlo/482/plagiarism.pdf), [www.library.arizona.edu/help/tutorials/plagiarism](http://www.library.arizona.edu/help/tutorials/plagiarism).
Threatening behavior: Threatening behavior is prohibited. Refer to http://deanofstudents.arizona.edu/codeofacademicintegrity
## SLHS 512: Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards

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<tr>
<th>Learner Outcomes</th>
<th>IV-B</th>
<th>IV-C 1</th>
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