Developmental Language Disorders- School Age

SPH 552: Tues/Thurs 12:30-1:45, Rm 409

Instructors:
Elena Plante, Ph.D., CCC-SLP
Natalie Dailey (for Reading)
Office hour: by appointment.
Rm 316  621-5080
eplante@u.arizona.edu


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

Jan. 20 (Tues.) Professional issues II. Use of Aids and Assistants
SLPA reading on D2L

Jan. 22 (Tues.) Narrative & Discourse: Expository & Narrative
Hughes: Chapter 1

Jan. 27 (Tues.) Narrative & Discourse cont.
Hughes: Chapter 2

Jan. 29 (Thurs.) Narrative & Discourse Analysis
Hughes: Chapters 3-5

Feb 3 (Tues.) Narrative Analysis: Practical Practice
Englert et al., 2009

Feb 5 (Thurs.) Narrative & Discourse-based Intervention
Nelson Chapter 13 on D2L
Laing Gillam et al., 2014
Feb. 10 (Tues.)  **Exam-let 1: Exam (materials through Feb 6th)**

Feb. 12 (Thurs.) Principles of learning & generalization

Feb. 17 (Tues.) Reading
National Council on Teacher Quality (NCTQ), 2006

Feb 19 (Thurs.) Reading
Butler & Silliman Chapter 3 on D2L

Feb. 24 (Tues.) Reading
Joshi et al., 2009 on D2L

Feb. 26 (Thurs.) Reading
Westby, 2005 on D2L

March 3 (Tues.) Reading

March 5 (Thurs.) Written language
Gleason & Isaacson, 2001 on D2L
Bain et al., 2001 on D2L

March 10 (Tues.) Written language intervention
Nelson et al., 2004 Chapter 1 on D2L

March 12 (Thurs.) Classroom strategies
Haynes et al., 2006 chapter on D2L

**March 16-20**  **Spring break!!**

March 24 (Tues.)  **Seminar:** Response to Intervention (RTI)

March 26 (Thurs.)  **Seminar:** Other nonstandard assessment methods for schools

March 31 (Tues.)  **Seminar:** Models of Memory

April 2 (Thurs.)  **Seminar:** Memory and language disorders

April 7 (Tues.)  **Seminar:** Attention Deficit Disorder in the School Years

April 9 (Thurs.)  **Seminar:** Auditory Processing Disorders

April 14 (Tues.)  **Seminar:** Word Finding

April 16 (Thurs.)  **Seminar:** Metalinguistics

April 21 (Tues.)  **Seminar:** Nonliteral language
April 23 (Thurs.)  Seminar: Theory of Mind & Social Cognition

April 28 (Tues.)  Exam 2: (materials through April 23)

April 30 (Thurs.)  Class discussion of curriculum project (instructor out of town)

May 5 (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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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Curricular Project</td>
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TOTAL 170 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**: Given that the class is graded as S/P/F, there will be no re-grading of individual assignments.

**Absence policy**: Given the grading guideline for the class, unexcused absences will affect the course grade. 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. All credit will be forfeited for any academic work completed for this class that violates the code.

**Policies against plagiarism**: Plagarism, 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, www.library.arizona.edu/help/tutorials/plagiarism.

**Threatening behavior**: Threatening behavior is prohibited. Refer to http://deanofstudents.arizona.edu/codeofacademicintegrity
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