

# Andrews University

## **SPPA – 502 Child Language Disorders: Birth to Preschool Fall Semester 2018**

### **Course Description**

Anatomical, physiological, psychological, neurological, and environmental factors related to delayed or disordered language of young children (i.e., birth to preschool). An exploration of language skills and methods of promoting their development or compensation for inadequacies.

### **Course Credit**

3.0

### **Course Pre/Co-requisites**

Bachelor's Degree in Communication Disorders or its equivalent

### **Location**

Bell Hall, Room 118

### **Schedule**

Thursday, 9:30 AM – 12:30 PM; and asynchronous online instruction via course website

### **Instructor**

D'Jaris Coles-White, Ph.D-CCC-SLP  
Professor of Speech-Language Pathology  
Bell Hall 114G; Office: 269-471-3479

### **Required Materials**

#### **Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating , 5<sup>th</sup> Edition**

By Rhea Paul, PhD, CCC-SLP, Courtenay Norbury, PhD., and Carolyn Gosse, Ph.D., CF-SLP ISBN: 978-0-323-44234-3

Elsevier Publishing (2018) (Register at <http://evolve.elsevier.com/Paul/language/> for access to video clips and other resources.)

In addition, there are a few individual article/chapter readings, and some manualized instruction pertinent to your language sample analysis assignment. All of these readings will be posted to the course website on Learning Hub. Finally, it is difficult to treat childhood language disorders if you don't remember or didn't master typical profiles of development. For this reason, we will have some lectures to review typical profiles of language development in children and theories of child language. See the course website for additional resources.

## Additional Resources

### Language Disorders in Children: Fundamental Concepts of Assessment and Intervention

By Joan N. Kaderavek. ISBN: 9780133352023

Pearson Publishing (2015)

<https://www.vitalsource.com/referral?term=9780133825879>

### Language Development from Theory to Practice, 2<sup>nd</sup> Edition

By Khara L. Pence Turnbull; Laura M. Justice. ISBN-10 013707347X, ISBN-13 9780137073474

Allyn & Bacon (2012)

## Course Objectives

| Upon completion of this course, students will be able to:  | ASHA Standard  | Learning Activities  | Evaluation   |
|--|--|--|--|
| Demonstrate understanding of the normal sequence of language development   | IVB Basic Human Communication Processes<br>VA Oral and Written Communication   | Lectures, readings and Module lesson of normal developmental information | Quizzes and Exam I   |
| Discuss the application of a developmental model to the evaluation of communication children under five  | IVB Basic Communication Processes<br>IVC Nature of Communication Disorders<br>IVD Prevention, Assessment Intervention            | Lectures, class discussion; problem-based learning activity              | Quizzes and Exam II<br>Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project)           |
| Use and interpret a variety of tools currently employed in treatment and diagnosis/assessment, including standardized tests, informal procedures and language sampling.    | IVC Nature of Communication Disorders<br>IVD Prevention, Assessment Intervention<br>VA Oral and Written Communication            | Readings, lectures, class discussions and student presentations          | Quizzes Exams (II, and Final)<br>Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project) |
| Address the special developmental considerations important to practicing speech-language pathology with infants and toddlers.  | IVC Nature of Communication Disorders<br>IVD Prevention, Assessment Intervention<br>IVE Ethics<br>IVG Professional issues        | Readings, lectures, class discussions; problem-based learning activities | Quizzes and Final Exam<br>Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project)        |
| State appropriate language goals and objectives for infants, toddlers, and preschool children, with reference to MI Preschool Curriculum Framework.                        | IVD Prevention, Assessment Intervention<br>IVE Ethics<br>IVG Professional issues   | Readings, lectures, class discussions, and case presentations            | Quizzes and Final Exam<br>Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project)        |
| Develop facility in interdisciplinary teamwork and understanding the role of team members from different disciplines by participating in group problem solving activities. | Disorders IVD Prevention, Assessment Intervention<br>IVG Professional issues<br>IVH Professional credentials<br>IVB Oral/Written | Readings, lectures, class discussions, guest lecturer, and role playing  | Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project)                                  |

|   |   |   |   |
|---|---|---|---|
|   | Communication   |   |   |
| Demonstrate ability to select, administer and interpret formal and informal assessment procedures, and treatment strategies/protocols | IVB Oral/Written Communication<br>IVD Prevention, Assessment Intervention | Readings, lectures, class discussions in-class analyses and a case project; problem-based learning activities                         | Projects (e.g., Infant and Toddler, Preschool Intervention, Language Sample Assessment Project) |
| Demonstrate accurate test scoring and interpretation  | IVD Prevention, Assessment Intervention                                   | Readings, lectures, class discussions, in-class analyses  | Projects<br>Exam II   |
| Design appropriate recommendations for language intervention based on assessment data, evidence-based research, and efficacy studies  | IVD Prevention, Assessment Intervention<br>IV-F                           | Readings, lectures, class discussions, in-class analyses, cooperative learning group presentations; problem-based learning activities | Projects  |
| Discuss connections between language and pre-literacy development as they related to SLP practice                                     | IVD Prevention, Assessment Intervention<br>IVH Professional credentials   | Readings, lectures, class discussions, guest speakers   | Exam II<br>Projects   |

### Course Policies and Procedures

- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.
- **Correspondence and Email Policy:** I will be available to answer any questions you may have about the course. However, in order to keep my email inbox from being “bloated” with countless emails please use the “virtual student union” on the course website. I will be checking for posts and will respond within a 24-hour period Monday – Friday and within a 48-hour period on weekends and holidays. You may email or text me (678-901-7788) to schedule appointments or to inform me of an emergency. Accordingly, please do not use email or text to tell me that you’re running late to class because I will more than likely not receive them in time. If you know you will be out of class please inform me in writing. Lastly, do not email any assignments. The course website will be set-up to handle assignments (e.g., Assignment drop-box).
- **All assignments are due at the beginning of class.** After that time a daily deduction of 5% will be applied to the final of the assignment. After 3 days (72 hours) the assignment will no longer be accepted.
- **Reading:** Reading assigned sections of the text is instrumental to learning and understanding. The textbooks are important. Additional material may be assigned for further study of a particular area/topic.
- **Written Work:** All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12-point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6<sup>th</sup> edition style and Andrews University.

- **Technology Requirements:** Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – Moodle.
- **Grades:** Grades are earned based on performance on assessments (e.g., exams and graded course assignments). No extra credit will be given. The instructor reserves the right to curve exams based on item analysis of individual questions. Grades will not be rounded. See Grading Scale below.

### Teaching Strategies

- Lectures
- Interactive Learning
- Class discussions
- Case Studies
- Role Play

### Teaching Philosophy

Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously **completing the reading assignments before the start of class**.

Preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, *in some cases there won't be 'right' or 'wrong' answers*, just points of view). So, don't be afraid to be wrong.

Note that during class meetings we probably will not have time to discuss all of the reading material. Therefore, I will focus our class time on some material from the text, but also present more in-depth descriptions of the concepts discussed in the text. Note that, **you are responsible for all information in the assigned readings (even if not discussed during class meetings) and in class (even if not mentioned in the readings)**. Exams will include questions from the reading and lecture. Therefore, if you feel confused or uncertain about any information (whether discussed in class or not) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class or by coming to see me during office hours.

**I strongly encourage** you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve.** Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or email.

### Course Assignments

**1. Exams (300 points):** Three exams will be given during the semester. You are responsible for information covered in required readings, classroom, discussions and handouts. Exams will include short answer, fill-in,

and short essay. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF. ANY MAKE UP EXAM MUST BE TAKEN WITHIN 24 HOURS OF SCHEDULED EXAM.**

**2. Infant and Toddler Project (100 points):** Students will design an assessment and intervention plan for a mock case and will use the literature to defend their plan. It is important to keep in mind that many different approaches may be used to address clinical cases, and the strongest rationale for a particular choice usually combines logic, evidence, and a thorough understanding of the individual child, family, and setting for each case. A full description of the assignment will be made available on Moodle.

**3. Preschool Intervention Project: (100 points).** Students will select a classic preschool theme and design a mock lesson plan around this theme (required activities - storybook, dramatic play, art activity, & group activity). The plan will include a description of the classroom, activities, and skills facilitated. A full description of the assignment will be made available on Moodle.

**4. Language Sample Assessment Project: (100 points).** Using various protocols, students will analyze and summarize a child's language sample. Based on the results of the analysis, students will make intervention recommendations. A full description of the project and the materials needed to complete the assignment will be made available on Moodle.

## Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 10% for graduate classes) of the total

course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### **Academic Dishonesty Policy**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### **Disability Accommodation**

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or [disabilities@andrews.edu](mailto:disabilities@andrews.edu).

### **Professionalism**

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

### **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

### **Evaluation of Student Performance**

- Examinations 300 points

|                                      |                     |
|--------------------------------------|---------------------|
| • Infant and Toddler Project         | 100 points          |
| • Preschool Intervention Project     | 100 points (rubric) |
| • Language Sample Assessment Project | 100 points (rubric) |
|                                      | -----               |
|                                      | 600 points (total)  |

### Grading Criteria


|                                    |     |
|------------------------------------|-----|
| Examination                        | 50% |
| Infant and Toddler Project         | 17% |
| Preschool Intervention Project     | 17% |
| Language Sample Assessment Project | 16% |

### Grading Scale

|    |                |
|----|----------------|
| A  | 100 – 94%      |
| A- | <94 and ≥ 90%  |
| B+ | <90 and ≥ 87%  |
| B  | <87 and ≥ 84 % |
| B- | <84 and ≥ 80%  |
| C+ | <80 and ≥ 77%  |
| C  | <77 and ≥ 74%  |
| C- | <74 and ≥ 70%  |
| D  | <70 and ≥ 65%  |
| F  | <65%           |

**Note:** “<” less than and “≥” greater than or equal too

| Date                             | Topic  | Readings/Activities/Assignments |
|----------------------------------|--|---------------------------------|
| <b>Week 1: Let's Get Started</b> |  |                                 |
| Aug 30                           | Review syllabus, course schedule and assignments |                                 |

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|---|--|---|
| <b>Weeks 2 and 3: No Classes!</b>  |  |   |
| <b>Change Convocation - September 6<sup>th</sup><br/>Day - September 13<sup>th</sup></b>                              |  |   |
| <b>Week 4: Review of Language Acquisition</b>   |  |   |
| Sept 20   | Review Language Development continued  | Review information in Module 1 (e.g., Resource Folder, Lesson 1)  |
| <b>Week 5: Building a Foundation for Language</b>   |  |   |
| Sept 27   | Theories of Language Development<br><br>Neuroanatomy and Neurophysiology of Language Development | Review information in Module 1 (e.g., Resource Folder, Lesson 1)<br><br>Take online Pre-Class Quiz 1 for Module 1<br><b>Due September 26<sup>th</sup> by 11:00 PM</b> |
| <b>Week 6: Definitions and Models of Language Disorders in Children</b>   |  |   |
| Oct 4   | Definitions<br><br>Models of Language Disorders in Children                                      | Module 2<br><br>Take online Pre-Class Quiz 2 for Module 2<br><b>Due October 3<sup>rd</sup> by 11:00 PM</b>  |
| <b>Week 7: Examination</b>  |  |   |
| <b>Fall Recess - October 8<sup>th</sup> - 9<sup>th</sup></b>  |  |   |
| <b>EXAMINATION: TEST 1 - October 11<sup>th</sup><br/>(Modules 1-2)</b>  |  |   |

| Date                                    | Topic | Readings/Activities/Assignments |
|---|-------|---------------------------------|
| <b>Week 8: Principles of Assessment</b> |       |                                 |



|   |   |  |
|---|---|--|
| Oct 18  | Principles of Assessment/Decision Making in Assessment and Intervention | Review information in Module 3 & 4 (e.g., Resource Folder, Lesson 3)<br>Read Chapter 2<br><br>Take online Pre-Class Quiz 3 for Modules 3-4 <b>Due October 17<sup>th</sup> by 11:00 PM</b>  |
| <b>Week 9: Principles of Intervention</b>                               |   |  |
| Oct 25  | Principles of Intervention  | Review information in Module 5 (e.g., Resource Folder, Lesson 5)<br>Read Chapter 3<br><br>Take online Pre-Class Quiz 4 for Module 5<br><b>Due October 17<sup>th</sup> by 11:00 PM</b>  |
| <b>Week 10: Examination</b>   |   |  |
| <b>EXAMINATION: TEST 2 – Nov 1<sup>st</sup> (Modules 3-5)</b>           |   |  |
| <b>Week 11: Assessment and Intervention in the Prelinguistic Period</b> |   |  |
| Nov 8   | Assessment and Intervention in the Prelinguistic Period                 | Read Chapter 6<br>Review information in Module 7 (e.g., Resource Folder, Lesson 7)<br><br>Take online Pre-Class Quiz 5 for Module 7<br><b>Due November 7<sup>th</sup> by 11:00 PM</b>  |
| <b>Week 12: Assessment and Intervention for Emerging Language</b>       |   |  |
| Nov 15  | Assessment and Intervention for Emerging Language                       | Read Chapter 7<br>Review information in Module 8 (e.g., Resource Folder, Lesson 8)<br><br>Take online Pre-Class Quiz 6 for Module 8<br><b>Due November 14<sup>th</sup> by 11:00 PM</b><br><br><b>Infant – Toddler Assignment Due</b> |
| <b>Date</b>   | <b>Topic</b>  | <b>Readings/Activities/Assignments</b>   |

| Week 13:  |   | Holiday   |  |
|---|---|---|--|
| Thanksgiving Break - November 21 <sup>st</sup> - 25 <sup>th</sup>           |   |   |  |
| Weeks 14:   |   | Assessment of Developing Language   |  |
| Nov 29  | Describing Speech Sounds<br><br>Development of Speech Sounds in the Prelinguistic and One-Word Stages | Read Chapter 8<br>Review information in Module 9 (e.g., Resource Folder, Lesson 9)<br><br>Take online Pre-Class Quiz 7 for Module 9<br><b>Due November 28<sup>th</sup> by 11:00 PM</b><br><br><b>Language Sample Assignment Due</b> |  |
| Week 15:  |   | Intervention for Developing Language  |  |
| Dec 6   | <b>Review for Examination: Test 3</b>   | Modules 8 – 10 (e.g., Chapters 8, 9, and 10)<br><br><b>Preschool Intervention Due December 5<sup>th</sup> at 11:00 PM</b>   |  |
| Last Day of Classes - December 6 <sup>th</sup>                              |   |   |  |
| FINAL EXAMINATION- Wednesday, December 13th 9:30AM - 12:30PM (Modules 7-10) |   |   |  |