

COURSE : SPPA322 - CHILD LANGUAGE DISORDERS

SCHEDULE: Spring 2008
9:00 - 10:15 a.m. T Th
10:30 - 11:30 a.m. (office hours)

INSTRUCTOR: Lena G. Caesar, Ed.D., Ph.D., CCC-SLP
Office Phone: 471-6369
Home Phone: 471-9139
Email: lcaesar@andrews.edu

PREREQUISITE: SPPA321 - Normal Language Development

COURSE DESCRIPTION: "A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and their characteristic disorders. Introduction to methods of evaluation and therapy." (AU Undergraduate Bulletin, 2005-2006, p. 194)

REQUIRED TEXT/MATERIAL:

1. Hegde, M.N., & Maul, C.A. (2006). *Language disorders in children: An evidence-based approach to assessment and treatment*. Fresno, California: Pearson.
2. SALT CD-ROM.

ASHA Knowledge and Skills (KASA) Standards

Course objectives will address the following ASHA Knowledge and Skills (KASA) standards:

- I. ASHA Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- II. ASHA Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
- III. ASHA Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical / physiological, psychological, developmental,

and linguistic and cultural correlates of the disorders.

COURSE OBJECTIVES:

By the end of the semester the student will be able to:

1. List possible etiologies of child language disorders.
2. Explain various classification systems of child language disorders.
3. Discuss disordered language performances often encountered in of children.
4. Outline general assessment and intervention principles and practices for children with language disorders.
5. Exhibit a professional reliability by attending classes, being on time for all appointments, and meeting deadlines.

COURSE REQUIREMENTS:

1. Prompt **attendance** is not only expected but required at all class periods. More than **7** absences (which is more than 20% of the class periods) constitute an automatic **F** (see A. U. Undergraduate Bulletin, 2006-2007). Students arriving more than 10 minutes after the start of class will be considered absent. Please note: Three tardies equal one absence.
2. Three **tests**, worth between 75-100 points each. **Tests cannot be made up except in EXTREME situations** (e.g. medically documented illnesses, death of family members, etc.) Tests must be made up within **three** (3) school days, or a score of zero (0) will be recorded.
3. Each student will work with a partner to prepare a case study for a hypothetical child manifesting language disorders associated with one of the following disabilities:
 - (a) Mental Retardation (Down Syndrome, FAS, etc.)
 - (b) Learning Disability
 - (c) Visual Impairments
 - (d) Autism
 - (e) Traumatic Brain Injury
 - (f) Deafness/Hearing Impairment
 - (g) Childhood Aphasia
 - (h) Cerebral Palsy (choose one specific type and omit any concurrent disorders, such as mental retardation and hearing impairments)

The case study, worth **100 points**, will include the following:

- (a) Child's identifying information in report format (name, age, etc)
- (b) A discussion of the range of possible etiologies (or theories of etiology if no specific one is known.
- (c) A description of the etiology you have selected for your child.
- (d) A discussion of the diagnostic process that "took place" in order to determine what was your child's disability.
- (e) Parent's reaction to diagnosis.
- (f) A detailed description of the types of speech and language problems the child will experience or is experiencing (given the child's age).
- (g) A discussion of the options for treatment available to the child's parents and a justification for the parents' choice.

The case study is to be typed. You need to include references and in-text citations for all your information, following APA 5th edition format. **The case study is due on Thursday, April 10 at class time. NO LATE PAPERS WILL BE ACCEPTED.**

Your paper will be graded as follows:

- Content - 60 points
- Organization/Clarity - 20 points
- Grammar/spelling - 10 points
- References - 10 points

- 4. **Dramatic presentation.** Each team of students will make a dramatic oral presentation of one aspect of their case study (e.g. Parent reaction to diagnosis **OR** Getting a diagnosis. etc). Presentations will be judged on evidence of familiarity with the facts about the disorder and the ability to convey this information clearly and interestingly. **(30 points)**
- 5. Abstracts. Four summaries of relevant research articles obtained from *peer-reviewed, academic* journals will be due on the dates stated in your schedules. Models and Rubrics will be provided for these assignments.
- 6. SALT Project. **Each student will enter a language transcript into the SALT Program** and perform specified analyses according to guidelines attached in the syllabus. This project is due on February 26 at class time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

GRADES:

Grades are a straight percentage of total points achieved to total points possible. They are based on:

1. 3 examinations
2. 4 abstracts
3. Case study paper
4. Dramatic presentation
5. SALT Project
6. Attendance/other assignments (per instructor discretion)

Grading Scale:

94.0% - 100%	= A
90.0% - 93.99%	= A-
87.5% - 89.99%	= B+
83.5% - 87.49%	= B
80.0% - 83.49%	= B-
77.5% - 79.99%	= C+
73.5% - 77.49%	= C
70.0% - 73.49%	= C-
65.0% - 69.99%	= D
0.0% - 64.99%	= F

MISCELLANEOUS INFORMATION:

1. Late projects will **NOT** be accepted. If you plan to be sick, absent, busy, etc, make sure your assignments are done beforehand.
2. “Academic dishonesty includes (but is not limited to) the following acts:
 - i. Falsifying official documents;
 - ii. Plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators;
 - iii. Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University:
 - iv. Using media from any source or medium, including the Internet (e.g. print, visual images, music) with the intent to mislead, deceive or defraud;
 - v. Presenting another’s work as one’s own (e.g. homework assignments);
 - vi. Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
 - vii. Stealing, accepting, or studying from stolen quizzes or examination materials;

- viii. Copying from another student during a regular or take-home test or quiz;
- ix. Assisting another in acts of academic dishonesty (e.g. falsifying attendance records, providing unauthorized course materials).”

Students who collaborate in dishonest acts are also held responsible for them. A student may be dismissed or suspended from the university for cheating or plagiarizing.(Andrews University 2003-2004 Bulletin, p. 24). In addition, the student will receive a reduced grade (a score of zero will be given on whatever quiz, exam, paper, project, etc. that was involved in the incident), and may receive a failing grade in the course. Faculty in the Department of Speech-Language Pathology will consult on any academic dishonesty issue to determine the penalty that will be applied.

- 3. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.
- 4. Cell phones are not allowed to participate in class discussions. Please make sure that phones are turned off before entering the classroom. The instructor reserves the right to request that disobliging students leave the classroom with their phones.
- 5. The instructor reserves the right to alter, modify, delete or augment class rules and assignments as deemed necessary and with a minimum “notice time” of one class period.

Tentative Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u>
Jan 8	Introduction & Orientation – NLD	
10	Overview of Language Disorders	Chapter 2
15	Approaches to Language Disorders	
17	SALT LAB	
22	SPED Laws in Context	TDI
24	“	Abstract # 1 - Open
29	Service Delivery in the Schools	Chapter 10
31	“	
Feb 5	Principles of Assessment	Chapter 4
7	“	
12	Testing the Tests	Abstract #2 - Assigned
14	EXAM # 1	
19	Treatment of Language Disorders	Chapters 4 - 6
21	“	
26	“	SALT Project Due
28	Children with SLI	Chapter 3
Mar 4	CLD Children	Chapter 11
6	“	Abstract #3 – Assigned
11	Learning Disabilities	TDI
13	Learning Disabilities	
18 - 20	SPRING BREAK	

25	Exam #2	
27	MR/DD/CI	Chapter 12
April 1	MR/DD/CI	Abstract #4- Open
3	Autism/PDD	Chapter 13
8	Autism/PDD	
10	Acquired Language Disorders	Chapter 14/TDI <u>Portfolio Due</u>
15	Neuromotor Impairments	Chapter 14/TDI
17	Visual Impairments	
22	Hearing Impairments/Deaf Culture	Chapter 14/TDI
24	PRESENTATIONS	
April 29	FINAL EXAM (7:30 -9:30)	

