

Andrews University
Department of Speech-Language Pathology & Audiology

COURSE : SPPA322 - CHILD LANGUAGE DISORDERS
(Multicultural Focus)

SCHEDULE: Spring 2009
2:00 - 3:15 p.m. T Th
3:30 – 4:30 p.m. (office hours)

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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, 2007-2008.

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.
3. Brice, A.E. (2002). *The Hispanic child: Speech, language, culture & education*. Boston: Allyn & Bacon.

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. Increase their knowledge base regarding reading cultural differences in service delivery.
4. Outline general assessment and intervention principles and practices for both monolingual and bilingual 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, 2007-2008). Students arriving more than 10 minutes after the start of class will be considered absent. Please note: Three tardies equal one absence.
2. Three exams, worth between 75-100 points each. **Exams 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. Students are not to leave the room, for any reason, during exams.
3. **SALT ANALYSIS:** Students will utilize SALT transcript entry conventions for entering a language transcript into the computer and analyzing its output. **SALT is a computer program that analyzes language problems found in children's**

language transcripts. SALT training workshops will be built into the class schedule. **DUE FEB. 17th. (50 points)**

4. **SALSA* MULTICULTURAL PROJECT:** Students will work in teams to prepare: (A) a SALSA Kit, (B) a SALSA_intervention plan, and (C) a SALSA demonstration. **(100 points)**
 - A. Design a Kit. Students will *design* a SALSA “kit” or a child-sized pouch/bag/ for holding all necessary materials for the execution of SALSA. Each team will determine and provide the necessary items for each kit and justify their inclusion. **(30)**
 - B. Create an intervention. Students will also create a portfolio with one week (2 sessions) of intervention plans for the execution of SALSA that includes scripts for (a) parent-child interactions, (b) teacher-child interactions, and (c) therapist-child interactions. While (a) and (b) may be written as scripts, therapist-child interactions should also be written therapeutically, i.e. (LTGs, STOs, activities, antecedent & contingent events, materials to be used, and data collection methods). **All written information must be bilingual (Spanish-English) and submitted as a portfolio on April 9th. (60)**
 - C. Demonstrate your plan. Each team of students will participate in a “SALSA Extravaganza” near the end of the semester where SALSA kits and intervention plans will be presented and demonstrated. **(50)**

ALL projects will be judged on creativity, thoroughness, alignment of intervention to SALSA’s goals, evidence of research, and ‘replicability’.

Please Note: All written documents for the SALSA project (and the majority of supporting documents) are to be typed. **The SALSA projects are due on Tuesday, April 12 at class time. NO LATE PROJECTS WILL BE ACCEPTED.** See attached **rubric** for grading criteria. Five (5) points will be deducted from papers turned in without a rubric.

4. **Journal Abstracts.** Students will be required to turn in 4 abstracts of empirical research studies published in academic journals and dated no earlier than the year 2000. The 1- page summary should address research in the area of specific child language disorders OR specific aspects of assessment or intervention in child language disorders. A copy of the journal article should be attached to each summary. Abstracts of opinion articles will not be graded. [See attached rubric and sample abstract]. **10 pts each**

4. **Cultural Experience Report.** Students will be required to arrange an inter-cultural encounter with a culture other than their own. This will consist of (i) attending a culturally-loaded event (church, wedding, funeral, cultural activity or celebration); and

(ii) interviewing an individual regarding what he/she considers as cultural differences in terms of (a) communication practices; (b) child-rearing practices, and(c) views on health or disability. Students will submit a 1-2 page report summarizing their observations, reactions, and findings. **(20 points)**

***Supporting the Acquisition of Language and Literacy through School-Home Activities: A Bilingual Journaling Approach**

A research study funded by ASHA's Multicultural Office, Lena Caesar, PI

GRADES:

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

1. 3 examinations (225-300)
2. 4 abstracts (40)
3. SALSA project (kit, intervention, presentation) (140)
4. SALT Analysis (50)
5. Cultural Experience Report (20)
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 any necessary 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 6	Introduction & Orientation – NLD	
8	Overview of Language Disorders	Chapter 2
13	Approaches to Language Disorders	
15	SALT LAB	
20	SPED Laws in Context	TDI
22	“	Abstract # 1 - Open
27	Service Delivery in the Schools	Chapter 10
WOP 29	Principles of Assessment	
Feb 03	Principles of Assessment	Chapter 4
05	Testing the Tests	Abstract #2 - Assigned
10	Language Intervention	Chapters 4 – 6
12	Language Intervention	<u>SALT Project Due</u>
17	Exam # 1	
19	The Hispanic Child - overview	Chapters 1-3 (Brice)
24	Assessing bilingual children	Chapter 10 (Brice)
26	Treating bilingual children	Chapter 12 (Brice) Abstract #3 – Assigned
Mar 03	SLI	Chapter 3
05	ADD/ADHD	
10	Learning Disabilities	TDI
12	Learning Disabilities	<u>Cultural Experience Due</u>
16- 20	SPRING BREAK	

	24	MR/DD/CI	Chapter 12
	26	MR/DD/CI	Abstract #4- Open
	31	Exam #2	
April	02	Autism/PDD	Chapter 13
	07	Autism/PDD	
	09	Acquired Language Disorders	Chapter 14/TDI <u>SALSA Portfolio Due</u>
	14	Neuromotor Impairments	Chapter 14/TDI
	16	Visual Impairments	
	21	Hearing Impairments/Deaf Culture	Chapter 14/TDI
	23	Exam #3	
	28	SALSA EXTRAVAGANZA Y CENA!	

SALSA Rubrics

**Rubric
for
SALSA Kit**

Names: _____

- | | |
|--|-----|
| 1. Creativity/Attractiveness | /5 |
| 2. Completeness/Adequacy | /5 |
| 3. Relevance to SALSA (inc. justification) | /10 |
| 4. Evidence of input (time, thought) | /5 |
| 5. Ease of Replication | /5 |

Total: _____

**Rubric
for
SALSA Oral Presentation**

Name (s) : _____

1. Delivery (10)

- Audibility/clarity _____
- Organization _____

2. Content (30)

- Relevant to SALSA _____
- Thorough _____
- Research-oriented _____
- Easily replicated _____

3. Interest Factor (10)

- Creativity
- Appropriate Appeal

Total: _____

**Rubric
for
SALSA Intervention Portfolio**

	<u>Parent-child</u>	<u>Teacher-child</u>	<u>Therapist-child</u>
Creativity (10)			
Thoroughness (10)			
Relevance (15)			
Research (15)			
Replicable (10)			

Total: _____

Cultural Experience Rubric

I.	Evidence of cultural venue	2.5
II.	Description of event	2.5
III.	Summary of interview	10
IV.	Personal reaction	5

Total: _____