

ANDREWS UNIVERSITY  
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

**COURSE:** CHILD LANGUAGE DISORDERS  
SPPA 322 3 Credits  
SPRING 2012 MWF 10:30 - 11:20 a. m.  
Bell Hall Rm 161

**INSTRUCTOR:** Heather Ferguson MS, - CCC/SLP  
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**REQUIRED TEXT:** Reed, V. A. (2012). An Introduction to Children with Language Disorders (4<sup>th</sup> edition) Boston, MA: Pearson

**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 a survey of characteristic disorders. Introduction to methods of evaluation and therapy." (AU Undergraduate Bulletin, 2011-2012, p. 231)

**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:**

At the completion of this course, the student will be able to:

- List possible etiologies of child language disorders.
- Explain various classification systems of child language disorders.
- Discuss disordered language performances often encountered in of children.

- Outline general assessment and intervention principles and practices for children with language disorders.
- Apply assessment and intervention principles to real life cases/situations.
- Exhibit a professional reliability by attending classes, being on time for all appointments, and meeting deadlines.

### **COURSE REQUIREMENTS:**

1. **Class Attendance:** Attendance will be taken during the first five minutes of class. Promptness is vitally important to the continuity of class discussion. If you are unable to attend class, please notify the instructor prior to class to make arrangements to make up work and obtain handout material. Three absences will be allowed. A 2% penalty may be applied to the student's final grade after the third absence. Prolonged illness with physician explanation will be addressed on an individual basis.
2. **Two partial exams and one comprehensive final exam.** Exams missed due to an excused absence may be made up within three days of the original administration of the exam. Arrangements must be made prior to the day of the exam.
3. **Hypothetical Case Study Group Activity** will be completed. Groups of 4 to 5 students will choose a language related disorder and create a hypothetical case study. The setting of the case study will be either a private practice clinic or a school setting. The case will demonstrate or be suspected to demonstrate one of the following disorders or a disorder that is preapproved by the instructor:
  - Intellectual Disability
  - Learning Disability
  - Visual Impairments
  - Autism
  - Traumatic Brain Injury
  - Deafness/Hearing Impairment
  - Childhood Aphasia/Acquired Language Disorder
  - Cerebral Palsy/Neuro-motor Impairment
  - Specific Language Impairment (SLI)
  - Attention Deficit Hyperactivity Disorder (ADHD)

This case study will include documentation from the onset of assessment to the initiation of therapy/treatment. A portfolio will be completed and will include but is not limited to:

- Letter of Referral
- History Form which is usually completed by a parent/guardian - filled out (which should include background info, medical history, etc)
- Classroom performance observation form which is usually completed by a teacher
- Assessments protocols - filled in ( may be more than one)
- Evaluation Report (child's identifying information, disability, summary of the evaluation findings, possible etiology, and recommendation for therapy, prognosis, and therapy options.)
- Sample therapy plan with short term and long term goals
- Bibliography ( APA format)

The case study portfolio will be out of **100 points** for each member of the group. **90 points based on content**

of the case study and **10 points for peer grades. Due April 11, 2011**

4. **A group presentation will be completed.** Each group will complete a sample therapy session for their hypothetical case. **This presentation will be out of 50 points.** Rubric to follow.
5. **Language Assessment Portfolio.** Each student will complete a Language Assessment Portfolio of 5 language assessments. The review will look at purpose of the assessment, area being assessed, timeliness, target population just to name a few areas. Each review is worth 15 points for a total of 75 points for the entire portfolio. A cover sheet listing all assessments in the review will be expected to be attached to the front of the complete document. **Due on February 1, 2011**

## COURSE POLICIES

- **Academic Integrity:** In harmony with the mission statement of Andrews University, it is expected that all students will demonstrate moral integrity. Therefore, plagiarism, copying other students work, stealing quizzes or exams is a serious offense. Possible consequences are a warning, reduced or failing grade, suspension or dismissal from the class, expulsion from the university, and/or degree cancellation.
- **Cell phones:** All cell phones are to be **turned off** during class time. Ringing and/or vibrating cell phones are a distraction to the students as well as to the instructor.
- **American Disabilities Act:** If you qualify for accommodations under this act, please see the instructor as soon as possible for referral and assistance in arranging such accommodation.
- **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.
- **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.

### **Grading Scale:**

A	94.0 - 100.0%
A-	90.0 - 93.99%
B+	87.5 - 89.99%
B	83.5 - 87.49%
B-	80.0 - 83.49%
C+	77.5 - 79.99%
C	73.5 - 77.99%
C-	70.0 - 73.49%
D	65.0 - 69.99%
F	Below 65%

Grades are based on the following:

1. Class attendance and participation 20 points
2. Project (hypothetical case study) 100 points
3. The examinations (including final) 300 points
4. Presentation 50 points
5. Quizzes 40 points
6. Language Assessment Portfolio 75 points
7. Miscellaneous 15 Points

**Possible Points 600**

**Tentative Schedule**

*The instructor reserves the right to modify, eliminate or augment any or all portions of the schedule with reasonable prior notice to students.*

**TENTATIVE CLASS SCHEDULE**

DATE		TOPIC	CHAPTER	ASSIGNMENT
January	09	Orientation		
	11	Language and Human Communication (Review)	Ch 1	
	13	Normal Language Development	Ch 2	
	16	MLK Day - No Class		
	18	Overview of Language Impairments		
	20			
	23	Service Delivery in the Schools Federal laws 9:00 - 9:40 am	Power Point	Choose Groups
	25			Quiz # 1
	27	Assessment Purpose, Procedure and Process 9:00 - 9:40 am	Ch 13	
	30	Assessment Purpose, Procedures and Processes Cont'd		
February	01			Portfolio Due
	03	Toddlers and Preschoolers with Specific Language Impairments	Ch 3	
	06			
	08			
	10	Language and Children with Learning Disabilities	Ch 4	
	13	Examination #1 (Chapters 1, 2, 13, 3, and power point information)		
	15	Language and Children with Learning Disabilities	Ch 4	
	17			Referral Letter and history form due
	20	Language and Children with Intellectual Disabilities	Ch 6	
	20	Presidents Day - No Class		
22	Language and Children with Intellectual Disabilities	Ch 6		
24				

	27	Language and Children with Autism/PDD	Ch 7	Quiz # 2
	29	Language and Children with Autism/PDD	Ch 7	
	02			
March	05	Language and Children with Auditory Impairments	Ch 8	Assessment Protocols Dues
	07			
	09	Children with Acquired Language Disorders	Ch 10	
	12			
	14	Examination # 2 (Chapters 4, 6, 7, 8)		
	16	Spring Break - No Class		
	19	Spring Break - No Class		
	21	Spring Break - No Class		
	23	Spring Break - No Class		
	26	Language and Other Special Populations of Children	Ch 11	
	28			Evaluation Report Due
		30	Language and Cultural Diversity	Ch 14
April	02			
	04	Language Intervention	Ch 14	
	06	Language Intervention - Cont'd	Ch 14	
	09	AAC	Ch 9	
	11			Case Study Due
	13	?		
	16	Presentations		
	18			
	20	Movie		
	23			
	25	Review		Movie Review Due
	27	NO CLASS - Reading Day		
May	2	Final Exam - 10:00 am to 12:00 noon		
ENJOY YOUR SUMMER VACATION!!!				