

ANDREWS UNIVERSITY
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

COURSE: CHILD LANGUAGE DISORDERS
SPPA 322 3 Credits
SPRING 2013 MWF 10:30 - 11:20 a. m.
Bell Hall Room 161

INSTRUCTOR: Heather Ferguson MS, - CCC/SLP
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REQUIRED TEXT: Vinson, Betsy, (2012) Preschool and School-Age Language Disorders, 1st Eds.
Clifton Park, NY: Delmar Cengage Learning.
For ISBN and price information, please see the listing at the Bookstore
www.andrews.edu/bookstore.

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, 2012-2013)

COURSE OBJECTIVES:

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

- Identify possible etiologies of child language disorders.
- Describe and define language differences, disorders, and delays.
- Explain various classification systems and characteristics of child language disorders.
- Discuss disordered language performances often encountered in 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.

ASHA Knowledge and Skills (KASA) Standards – Learning Outcomes

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

II. 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.

III. 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.

IV. 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.

Indicators of Learning: *Student will score average of 83.5% on all class assignments, tests, class participation rubrics and presentations.*

COURSE REQUIREMENTS:

1. **Class Attendance.** Attendance and prompt arrival to class is vitally important to the classroom community and atmosphere. As per university policy absences in excess of 20% of the total course appointments may result in a failing grade. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. If a student is absent for any reason it is that student's responsibility to arrange to receive handouts, lecture notes, or any other materials missed. Prolonged illness with a physician's explanation will be addressed on an individual basis. Three tardies are equal to one absence.
2. **There will be two examinations and a comprehensive final.** 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. If an examination is missed it can only be made up with an official medical note.
3. Hypothetical Case Study Group Activity will be completed. Students will work in teams of two. Each team 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 is worth **100 points**.

4. **A group presentation will be completed.** Each group will complete a sample therapy session for their hypothetical case. **This presentation will be worth 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. See attached for list of Child Language Assessments available in the department and criteria for completing this assignment.

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. **This will not be tolerated and students who are unable to adhere to this rule will be asked to leave the class and meet with the Dean to gain reentry to the class.**
- **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 15%
2. Project (hypothetical case study) 20%
3. The examinations (including final) 30%
4. Presentation 10%
5. Quizzes 15%
6. Language Assessment Portfolio 10%

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	07	Orientation		
	09	Delay, Disorders, and Differences	Chapter 1	
	11			
	14	Syndromes, Developmental Disabilities, and Motor Sensory Impairments that Affect Language and Speech	Chapter 2	
	16			Quiz
	18			
	21	MLK Day - NO Class		
	*23	Pervasive Developmental Disorders	Chapter 3	Quiz
	*25			Choose Groups
	28			
30	Examination # 1 - (Chapters 1, 2, 3)			
February	01	Temple Grandin Movie		
	04			
	06	General Considerations in Assessment of Language Deficits in Infants and Preschool Children	Chapter 5	Quiz
	08			Movie Response Due
	11			Portfolio Due
	13	Treatment of Language Delays and Disorders in Preschool Children	Chapter 6	Quiz
	15			
	18	Presidents Day - No Class		
20	Chapter 6 Cont'd	Chapter 6	Referral Letter and history form due/Quiz	

February	22	Provision of Speech-Language Pathology Services in Public School...	Chapter 7	
	25			
	27			Quiz
March	01	?		
	04	Language Development and Impact of Language Deficits in the School	Chapter 8	
	06			Assessment Protocols Due/Quiz
	08			
	11	Language-Based Learning Disabilities....	Chapter 9	
	13	Examination #2 (Chapters 5, 6, 7, 8		
	15	Spring Break	Spring Break	
	18			
	20			
	22			
	25	Language - Based Learning Disabilities..... Cont'd	Chapter 9	
	27			Quiz
	29			
April	01	Attention Deficits Hyperactivity Disorder	Chapter 11	Evaluation Report Due
	03			Quiz
	05	Assessment of Language Disorders in School-Age Children	Chapter 13	
	08			
	10			Quiz
	12	Treatment in the School-Age Population	Chapter 14	
	15			Case Study Due
	17			Quiz
	19	Presentations		
	22			
	24		Review for Final Examination	No Quiz
	26	Reading Day - No Class		
May	1 Wed	Comprehensive Final Examination 10:00 - 12:00		

* Week of Spiritual Emphasis - Classes from 9:50 - 10:30 am

Child Language Assessments Available for Review

- Assessment of Semantic
- Montgomery Assessment of Vocabulary Acquisition
- Clinical Evaluation of Language Functions
- Peabody Picture Vocabulary Test - 4th Edition
- Expressive Vocabulary Test - 2nd Edition
- Preschool Language Scale - 4th Edition
- Comprehensive Assessment of Spoken Language
- Battelle Development Inventory - 2nd Edition
- Clinical Evaluation of Language Fundamentals/Spanish
- WIIG Assessment of Basic Concepts
- Expressive One Word Picture Vocabulary Test - English
- Expressive One Word Picture Vocabulary Test - Spanish
- Test of Problem-solving
- Test of Problem-solving - 3
- Assessing Semantic Skills Through Everyday Themes
- Test of Adolescent & Adult Language - 3rd Edition
- Test of Language Development - 3 - Intermediate
- Test of Language Development - Primary 3rd Edition
- Receptive One Word Picture Vocabulary Test
- Language Processing Test - 3
- The Listening Comprehension Test - 2
- Patterned Elicitation of Syntax Test
- Test of Language Development - Primary - 4th Edition
- Test of Language Development - Intermediate 4th Edition
- The Expressive Language Test - 2 (available in Mrs. Ferguson 's Office)

ASSESSMENT PORTFOLIO DIRECTIONS & DETAILS

This assessment portfolio is an exercise to allow each student to become familiar with assessment tools used most often to test children demonstrating language impairments.

- Each student will complete 5 assessment summaries.
- Each including the following details:
 - Name of the assessment
 - Year created
 - Authors
 - Areas of language the tool assesses
 - Population that may be assessed by the assessment
 - Administration Time
 - Unique Features of the assessment
 - Basal
 - Ceiling
 - Is the assessment the most current one?
 - If not what is the name and year published of the latest version
- Each student will create their portfolio with a cover sheet listing the assessment reviews included in their portfolio
- Some information (such as the assessment's unique feature) may have to be researched further
- Each test may be signed out for 1 ½ hours at a time. This will be strictly enforced. (Any student who fails to return their tests in a timely manner may be restricted to using them while in the SPLAD area.
- Attached are the assessments available to you for the purposes of this assignment.
- The Assessment Portfolio is due on **February 11, 2013**
- Please feel free to email, call my office or make an appointment with me if you have further questions or feel the need for more direction as you work on this project.