

COURSE : SPPA322 - CHILD LANGUAGE DISORDERS

SCHEDULE: Spring 2011
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 a survey of characteristic disorders. Introduces methods of evaluation and therapy." (AU Undergraduate Bulletin, 2008-2009, p. 204)

REQUIRED TEXTS/MATERIALS:

1. Reed, V.A. (2005). *An introduction to children with language disorders*. Boston, MA: 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. Apply assessment and intervention principles to real life cases/situations.
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, 2008-2009). 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 two (2) school days, or a score of zero (0) will be recorded.
3. Each student will work with your group 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/Acquired Language Disorder
 - (h) Cerebral Palsy/Neuromotor Impairment (choose one specific type and omit any concurrent disorders, such as mental retardation and hearing impairments)
 - (i) Specific Language Impairment (SLI)
 - (j) Attention Deficit Hyperactivity Disorder (ADHD)

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

- (a) Child's identifying information in report format (name, age, etc)
- (b) Child's background information (medical, familial, social, etc);
- (c) A discussion of the range of possible etiologies (or etiological theories if no specific one is known, along with a description of a probable etiology for your child's disorder;
- (d) A discussion of the diagnostic process that "took place" in order to determine what was your child's disability.
- (e) Parents' reaction to the 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.
- (h) A sample speech-language therapy plan (with long & short term goals) to address any two of the child's language deficits.
- (i) A prognostic statement (clearly supported and justified).
- (j) In-text and supporting references for all aspects of the study from academic journals & textbooks.

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 7 at class time. *Assignments received after class-time on the due date will receive a 25% reduction. Assignments arriving after the due date will not be graded.***

Your paper will be graded as follows:

- Content - 70 points
- Organization/Clarity - 10 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, recent, 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. ***Assignments arriving after the due date will not be graded (10 pts).***

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 22 at class time. ***Assignments arriving after the due date will not be graded (50pts).***

7. Real Life Analyses. Throughout the course of the semester students will have the opportunity to **analyze case studies** related to the child language disorder to be discussed in class. Responses to the stated questions should be based on students' understanding and interpretation of the material read. *Although there may not be one correct answer, all answers must be supported and justified from information in the chapter. Assignments are due at class time (10 pts each).*

GRADES:

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

1. 3 examinations
2. 4 journal abstracts
3. Case study Portfolio
4. Dramatic presentation
5. SALT Project
6. Real Life analyses
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. Projects arriving after the due date will **NOT** be accepted. Projects arriving after class-time on the due date will be penalized. 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 2008-2009 Bulletin). 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

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

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u>
Jan 4	Introduction & Orientation – NLD	Chapter 2 NLD Cheat Sheet
6	Research Training—Library	
11	Overview of Language Disorders	Teacher handouts
13	Children with SLI	Chapter 3 case study #1
18	SPED Laws in Context	Abstract # 1 – Open
20	Service Delivery in the Schools	Teacher handouts
25	Service Delivery in the Schools	Cheat Sheet Due
27	SALT LAB	
Feb 1	Principles of Assessment	Chapter 13 case study #2
3	“	
8	Testing the Tests	Abstract #2 - Assigned
10	EXAM # 1	
15	Treatment of Language Disorders	Chapter 14 case study #3
17	Treatment of Language Disorders	
22	Treatment of Language Disorders	SALT Project due
24	CLD Children	Abstract #3 – Assigned
Mar 1	CLD Children	
3	Learning Disabilities	Chapter 4, 5 case study #4
8	Learning Disabilities	
10	ADHD	Chapter 4
11 - 21	SPRING BREAK	

22	Exam #2	
24	MR/DD/CI	Chapter 6 <i>case study #5</i>
29	MR/DD/CI	Abstract #4- Open
31	Autism/PDD	Chapter 7 <i>case study #6</i>
April 5	Autism/PDD	
7	Acquired Language Disorders	Chapter 10 <u>Portfolio Due</u>
12	Neuromotor Impairments	Chapter 11 <i>case study #7</i>
14	Visual impairments	Chapter 12
19	Hearing Impairments/Deaf Culture	Chapter 8 <i>case study #8</i>
21	GROUP PRESENTATIONS	
April 26	FINAL EXAM (1:30 -3:30)	