



## Department of Speech Pathology and Audiology

### **SPPA 2210: CHILD LANGUAGE DISORDERS**

Spring 2015; MWF 2:00-2:50 PM; Cramer 038

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#### **Course Content and Objectives**

This course will introduce students to language disorders in children. The primary goals for student learning are to begin acquiring knowledge and skills in these areas:

- **Defining** language disorders
  - understand the varied aspects of language which may be affected
  - appreciate the impact on functional communication and academic achievement in children of various ages
- **Assessing** language disorders
  - to identify common approaches and tools for language assessment in children
  - interpret results from assessments
  - set appropriate therapeutic goals based on assessment results
- **Treating** language disorders
  - to identify and evaluate common language intervention approaches and techniques
  - to consider the influence of individual and family characteristics
  - to characterize the nature of language disorders in specific populations or associated with specific clinical conditions

#### **Resources**

##### ***Required:***

- Paul, R. and Norbury, C. (2012). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing and communicating, 4th Ed.* St. Louis, MO: Mosby Elsevier. →Available at BookMarq.
- SALT Software Website: <http://www.saltsoftware.com/>

**Recommended:**

- SALT 2012 Student Software and Student Textbook <http://saltsoftware.com/products/for-students>
- Justice, L. M., & Ezell, H. K. (2002). *The syntax handbook: Everything you learned about syntax... (but forgot)*. Austin, TX: Pro-Ed.

**Course Requirements**

Item	Assessment Type	Date	Points	Percent of Grade
Service Learning Reflection 1	Formative	Fri. Feb. 20	5	3
Exam 1	Formative	Wed. Feb. 25	40	22
Exam 2	Formative	Fri. Mar. 27	40	22
MUSHC Observation	Formative	Fri. Apr. 17	10	6
Service Learning Reflection 2	Summative	Fri. Apr. 24	15	8
Group Presentation	Summative	Between Apr. 24-May 1	10	6
Participation*	Formative/ Summative	On-going	10	6
Final Exam	Summative	Wed. May 6, 8:00-10:00 AM	50	27
<b>Total Points</b>			<b>180</b>	

\*Participation includes contributing to in-class and on-line discussions, completing laboratory assignments, taking quizzes, engaging in class activities, being a good citizen of the class (i.e., following the Attendance and Class Procedures), being proactive about your performance in the class, etc.

**Grading Scale**

A (93-100%)	167-180
AB (88-92%)	158-166
B (83-87%)	149-165
BC (78-82%)	140-148
C (73-77%)	131-139
CD (68-72%)	122-130
D (60-67%)	108-121
F (<60%)	0-107

**Attendance and Class Procedures**

- Attendance at all class meetings is expected.
- Class will begin promptly at 2:00 PM.
- Please silence your cell phones before each class.
- Please be respectful of others during lectures, videos, and student presentations by refraining from conversations.
- Use of laptops in class is restricted to note-taking of class material (e.g., no Facebook).

**Late assignments:** 1 day late or after D2L dropbox closes– 20% off total points; 2 days late – 50% off; not accepted after 2 days.

**Exams:** Exams are cumulative, although they will emphasize new material. Exams must be taken on the scheduled date. Exams may be taken on alternative dates ONLY in cases of true emergency, with documentation of the emergency. Please refer to the official SPPA policy regarding make-up exams for additional information posted on D2L.

**Reading assignments:** Students are responsible for all assigned readings.

**MUSHC observation:** You will be required to observe one pediatric language therapy session in the Marquette University Speech and Hearing Clinic (MUSHC) and write a brief summary per guidelines that will be provided on a separate handout. You may begin observing sessions the week of Feb. 2.

**Service Learning requirement:** Please see summary of requirements to follow. Additional details will be provided through an in-class orientation by a Service Learning representative.

**Group Presentations:**

- Presentation groups will consist of approximately 4 students based on common experiences/themes. Each group will prepare a presentation on their topic.
- Guidelines for the presentations and a rubric for grading will be provided later in the semester in separate handouts.

**Labs:** Several labs will be held throughout the semester (see Course Schedule). Labs will be held in the Marquette Speech and Hearing Clinic.

**Midterm and Final grades:** The midterm and final grades are based on the percentage of points earned at that point in the semester.

**Special Accommodations:** Please let me know within the first 3 weeks of class if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate.

**Academic Integrity**

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic integrity:

<http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy>

The Honor Pledge states:

- *I recognize the importance of personal integrity in all aspects of life and work.*
- *I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.*
- *I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.*
- *My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

### **Service Learning Project**

<http://www.marquette.edu/servicelearning/>

This community service experience will expand your understanding of the nature and impact of language disorders on specific children in a real-world setting.

#### **Specific learning objectives for your SL experience include:**

- Be able to describe the language skills and deficits of children identified as having a language impairment.
- Appreciate the impact of language disorders on the daily functioning and communication of children.
- Be able to describe possible language intervention techniques for specific individuals / settings.
- Identify challenges and rewards of working with children with language disorders from diverse backgrounds, within specific populations, within particular settings, etc.
- Appreciate our role as instruments of social justice and advocates for children at risk for or with communication disorders

#### **Suggestions for gaining knowledge and understanding while at your placements:**

- Interact closely with the children with language impairments to gain an understanding of their strengths and challenges and the role of communication in daily functioning.
- Communicate with professionals in your placement to gain their perspectives; try to obtain maximum benefit from their knowledge and experience.
- Interact with family members of the individuals you're serving to gain their perspective on the impact of the language disability, their involvement in the assessment / intervention process, etc.
- Reflect on your present level of knowledge and skills in the area of language intervention. What knowledge areas and skills must you enhance to become an effective clinician?

#### **Requirements:**

- Successful completion of the SL Requirements. See handout, "Checklist of Important Dates" to be provided along with additional information during orientation by SL representative during the first week of class.
- 20 hours of service at your placement through a minimum of 8 visits, typically 1 visit per week. Some sites require completion of an orientation, a TB test and/or a criminal background check that must be completed prior to beginning service learning. A point will be deducted from your total points earned in the class for each hour you do not complete.
- 2 journal entries about your SL experience deposited in the appropriate drop box on D2L. Specific questions will be posted on D2L for each journal entry.
- Contributing your SL experiences to classroom discussions throughout the semester.

You may use one site for this and other courses as long as it meets the requirements of this course and is approved by both instructors. You may identify your own independent site, if it allows you to work directly with children with language disorders and is approved by me.

You may earn service learning hours though attending reflection sessions offered through the Service Learning program.

Students who are unable to complete the recommended Service Learning project because of unavoidable

scheduling conflicts are required to complete an alternative research project. You must indicate this preference to me in writing (e-mail or hard copy) by 1/23/15 and should meet with me individually by 2/6/15.



**Wisconsin Department of Public Instruction standards met by this course:**

The student will demonstrate knowledge and skills in the following standards:

- 1: Understand the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2: Understand how children with broad ranges of ability learn and provide instruction that supports their intellectual, social and personal development.
- 3: Understand how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.
- 4: Understand and use a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
- 5: Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6: Use effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.
- 8: Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- 10: Foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.



**ASHA Knowledge and Skills Standards met by this course include:**

Standard III-C. Knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. [*Specifically*, Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities; Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning; Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)]

Standard III-D: 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. [As relevant to receptive and expressive language, cognitive aspects of communication and social aspects of communication].

Standard IV-G: Clinical Skills in Evaluation and Intervention in the area of receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.

**Course Schedule**

The following is a guide for this course and is subject to change at the instructor's discretion. Students will be notified of any changes. Dates listed for each topic are estimates and may be adapted to meet the needs of the class. Reading assignments for each section are listed to the right. Additional resources may be provided throughout the course.

Week	Date	Topics and Assignments	Readings
<b>Section 1: Language Assessment</b>			
1	1/12 1/14 1/16	Introductions, Service Learning Orientation Discussion of syllabus; Definitions and Models of Child Language Disorders	Paul, Ch. 1
	1/19	Classes excused	
2	1/21 1/23	Assessment (Service Learning Sign-up, 5:30-8:30 AMU, Wed 1/23)	Paul, Ch. 2
3	1/26 1/28 1/30	Assessment Assessment and Intervention for Emerging Language	Paul, Ch. 7
4	2/2 2/4 2/6	Assessment of Developing Language (you may begin observing therapy sessions this week) Lab	Paul, Ch. 8
5	2/9 2/11 2/13	Language, Reading, and Learning in School: What the Speech-Language Pathologist Needs to Know	Paul, Ch. 10
6	2/16 2/18 2/20	Assessment of Language for Learning <b>Lab; Service Learning Reflection 1 Due</b>	Paul, Ch. 11
7	2/23 <b>2/25</b> 2/27	Catch-up; Exam 1 Review <b>Exam 1</b> Introduction to SALT	
8	3/2 3/4 3/6	SALT  Lab	SALT Website*
	3/9 3/11 3/13	Classes Excused	
9	3/16 3/18 3/20	SALT  Lab	

\*Details about how to proceed through the training modules on the SALT website will be provided in a separate handout.

10	3/23 3/25 3/27	SALT Exam 2 Review <b>Exam 2</b>	
<b>Section II: Language Intervention</b>			
11	3/30 4/1	Principles of Intervention	Paul, Ch. 3
	4/3 4/6	Classes Excused	
12	4/8 4/10	Intervention for Developing Language Lab	Paul, Ch. 9
13	4/13 4/15 4/17	Intervention at the Language-for-Learning Stage Lab	Paul, Ch. 12
14	4/20 4/22 4/24	Considerations for Special Populations; <b>MUSHC Observation Due</b>  <b>Group Presentations; Service Learning Reflection 2 Due</b>	Paul, Ch. 4
15	4/27 4/29 5/1	<b>Group Presentations</b> <b>Group Presentations</b> Final Exam Review	
	<b>5/6 Wed.</b>	<b>Final exam 8:00-10:00 AM</b>	