



## SPPA 6210: CHILD LANGUAGE INTERVENTION ISSUES

FALL 2014, MONDAYS 5:30-8:00, CH 087

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### Course Content and Objectives

This course will develop students' understanding of pediatric language disorders, focusing on integration of theoretical concepts, current research and practical skills related to intervention. Students will gain:

- 1) Knowledge of the linguistic characteristics of children with primary developmental language disorders (specific language impairments) at various ages.
- 2) Knowledge of and appreciation for the functional impact of language impairments on communication in various settings, including effects on personal, social, academic, and vocational functioning.
- 3) Knowledge of various intervention approaches and techniques, including the theoretical and empirical bases, key components and skills for implementation.
- 4) Ability to evaluate intervention methods before and during implementation.
- 5) Appreciation for collaboration with children, families and other professionals during the intervention process.
- 6) Knowledge of the characteristics of language disorders in special populations and relevant intervention approaches.
- 7) Appreciation for the impact of cultural factors on various aspects of intervention service provision.

### ASHA Knowledge and Skills Standards (2014) met by this course include:



**Standard IV-B.** Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases and the ability to integrate information pertaining to normal and abnormal development across the lifespan.

**Standard IV-C.** Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. [*Specifically*, Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic and paralinguistic communication) 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); Augmentative and alternative communication modalities].

**Standard IV-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-E.** Knowledge of standards of ethical conduct.

**Standard IV-F.** Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

**Standard IV-G.** Knowledge of contemporary professional issues.

**Standard V-B.** Skills to select or develop appropriate materials and instrumentation for prevention and intervention, identify and refer clients/patients for services as appropriate. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others, collaborate with other professionals in case management, provide counseling regarding communication and swallowing disorders to clients/ patients, family, caregivers, and relevant others, adhere to ASHA code of ethics and behave appropriately.



**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.

**Resources**

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. (Appears on syllabus as P & N)

Additional reading excerpts and articles will be referenced throughout the course and posted on D2L. Students are responsible for all assigned readings.

**Course Requirements and Grading**

Per ASHA guidelines, grading for the course will reflect both formative and summative forms of assessment as indicated below:

<u>Assignment</u>	<u>Points possible</u>
Small Group Activity (formative) 6 pts x 1, 10 pts x 4	46
Response to guest speaker (formative) 8 pts x 3	24
Midterm exam: 10/13/14 ( formative)	40
Case study presentation	40
Technology presentation	15
Final exam: 12/8/13, 5:45-7:45 pm (summative)	40
	<u>Total points: 205</u>

Grading scale (based on 200 points total)

A	93-100%	190-205 pts
AB	88-92%	180-189 pts
B	83-87%	170-179 pts
BC	78-82%	159-169 pts
C	73-77%	149-158 pts
F	72 or below	148 or less pts

**Assignments**

*Exams:* Exams will include multiple choice and short answer questions and will cover material presented through class lectures and discussions, guest speakers, and assigned readings.

*Small group activities:* On specified dates, students will complete in-class assignments in designated groups of 4-5 students, resulting in one written summary to be e-mailed to the instructor by the end of class. Grading will be based on thoroughness and specificity of content and participation of all members, per instructor observation. More specific information will be provided for each assignment.

*Responses to guest speakers:* Within 5 days of a guest speaker, each student will be required to submit a written response to the content of the lecture/panel, guided by questions posed by the instructor. More specific information will be provided for each assignment/speaker.

*Case study project:* Working in self-appointed groups of 2-3, students will identify a unique case study in the area of child language disorders. With the exclusion of identifying information, students will describe relevant history, assessment results, medical and communicative diagnoses, and suggested treatment plan. The group will suggest an appropriate intervention approach and techniques, with rationale (internal and external evidence), and provide examples of relevant short term objectives. Finally, the group will plan a therapy activity and demonstrate this activity within the case presentation to the class. Additional information will be provided during the first 2 weeks of class.

*Technology presentation:* Each student will identify a unique technological tool relevant to the treatment of pediatric language disorders. This may be an app, computer program, unique use of audio/video recording, etc. Once identified, the student will submit the name of the tool to the instructor to avoid duplication between students. Throughout the semester, each student will prepare a 5 minute presentation stating / demonstrating the nature and purpose of the tool, the rationale supporting its use, and advantages and cautions in application. A brief written summary will be submitted to D2L on the date of presentation. Additional information will be provided during the first 2 weeks of class.

**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 Dishonesty:** Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/academics/regulations/acaddishonesty.html>

**Attendance Policy:** Attendance at all class meetings is expected. Absences prevent the student from obtaining the full benefit of the course. Attendance and participation may be considered in assigning final grades when a student's point total is at the borderline of a grade range. There will be no class on 9/1/13 (Labor Day). Please refer to the department policy on attendance posted on D2L.

### **Course Outline**

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.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
8/25	Introductions, syllabus Defining pediatric language disorders (review) Review of intervention process <b>Small group activity (SGA) #1</b>	P & N: Ch. 1, 3  Readings 1 & 2
9/8	Explaining pediatric language disorders - Models / Etiology Evidenced-based practice – review <b>SGA #2</b> Incorporating technology into intervention	Readings 3 & 4 (tech)

9/15	Early Intervention Guest Speaker: Hanen approach <b>Response submitted to D2L by 9/20</b>	P & N: pgs. 184-185, 199-205 (mgmt sections), 255-266 Readings 5& 6
9/22	<b>Technology presentations 1-3</b> Intervention for preschoolers Common interventions Phonological awareness Elementary school-age intervention	Readings 7, 8, 9 P & N: pgs. 347-377
9/29	<b>Case Study #1</b> Intervention for school-age children/language-learning disabilities Word-finding difficulties Narrative language Reading and writing disorders <b>SGA #3</b>	Reading 10 P & N: pgs. 484-520
10/6	<b>Technology presentations 4-7</b> Language-learning disabilities Reading and writing disorders (cont'd) Auditory processing disorders <b>Case Study #2</b> <b>Submit questions for panel</b>	Readings 11 & 12
10/13	<b>Midterm Exam</b> Guest speakers: Classroom collaboration <b>Response submitted to D2L by 10/18</b>	Reading 13
10/20	<b>Technology presentations 8-11</b> Adolescent language intervention Academic and functional communication Vocabulary and Abstract language <b>Case Study #3</b>	Reading 14 P & N: pgs. 595-637
10/27	<b>Technology presentations 12-13</b> Narrative skills Survival skills Pragmatic skills <b>Case Study #4</b> <b>SGA # 4</b>	Reading 15
11/3	Intervention for older children with severe impairments Intervention for children with TBI <b>Case Studies #5 and 6</b>	Readings 16 & 17 P & N: 271-274
11/10	Intervention for children with TBI (cont'd) <b>Case Studies # 7 and 8</b> <b>SGA # 5</b>	Readings 18 & 19
11/17	<b>Technology presentations 14-15</b> Collaboration with families Guest speakers: Parents' perspective on intervention <b>Response submitted to D2L by 11/23</b>	P & N: 225-227, Reading 20
11/24	<b>Technology presentations 16-17</b> Intervention for children with ASD <b>Case Studies # 9 and 10</b>	Readings 21 & 22
12/1	Intervention for children with ASD <b>Case Studies # 11 and 12</b> Wrap-up	

12/8	Final Exam 5:45- 7:45 pm	
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**Small Group Assignments**

#1: Castaneda  
Miklos  
Devine  
Sears  
Stadler

#2: Flood  
Wesley  
Perez  
Donile

#3: Goding  
Kegley  
Thomas  
Dust

#4: Gonzalez  
Lewis  
Cruz  
Holt

#5: Hovda  
Hefel  
Brasher  
Meinholz

#6: Johns  
Surfus  
Zach  
Molina

#7: Kurey  
Bennett  
Smith  
Delaney  
Peak

#8: Schmitz  
Ayres  
Demmer  
Polaris

### Case Study Project

Working in self-appointed groups of 3 (2 groups of 2), you will identify a unique real -life case study in the area of child language disorders. You will present relevant background information and develop an appropriate intervention plan, including evidence-based rationale, short term objective and a unique therapy activity. Use the implied PICO question to guide the project. Your work will culminate in an oral presentation with Powerpoint slideshow and handouts for the class. A description of required content and associated points is presented below.

Requirement	Points Possible
<b>Background:</b> Provide a detailed description of the child, including any of the following information that is available to you: child's age, family/social history, cultural/linguistic background, medical and developmental history, medical and communicative diagnoses, relevant assessment results (SLP and others), relevant educational information, services received, service delivery model for SLP services, current level of communication skills, other relevant information. Do not include <b>any</b> identifying information.	5
<b>Description of therapy techniques:</b> Using appropriate terminology, categorize the means of intervention that you are recommending for this child, labeling any specific techniques and defining them in a manner consistent with course material / literature and your suggested therapy activity below.	5
<b>Supporting evidence:</b> Identify 2 peer-reviewed journal articles that support your chosen approach/techniques. For each article, provide the full reference, <u>briefly</u> describe the nature, results and implications of the study. Clearly explain the relevance to your proposed intervention, discussing relevant theoretical and practical links. 5 pts. per article	10
<b>Short term objective:</b> Write a behavioral objective which reflects how you would measure the outcome of your suggested intervention. This should include all components of a therapy objective and logically relate to the intervention suggested.	3
<b>Therapy activity:</b> Develop a unique therapy activity consistent with the above description of the techniques /approach you have described and supported above. Include a description and/or example of necessary materials / stimuli, method of presentation, verbal input, models/prompts/support, expected response/role of child, reinforcement, etc.	10
<b>Limitations:</b> Describe possible challenges that you would predict with implementation of the above, based on cautions in the literature, limitations of the technique/materials, and indicate how you might modify the intervention if warranted.	2
<b>Presentation:</b> Develop a well-organized, engaging Powerpoint outlining the above content. This will be e-mailed to me by 8 am the day of the presentation so I can print handouts. This will be the basis for an oral presentation of your case study, with equal participation by all group members, lasting approximately 15 minutes. Points will be assigned based on organization, clarity and professionalism .	5

All group members are expected to contribute equally to the project and all will receive the same point total.

### Technology assignment

For this assignment, you will work with a partner of your choice. Together you will identify a technological tool for use in pediatric language therapy. This may be a computer program, app, or unique use of audio/video recording. Successful completion of this assignment requires the following:

- 1) By 9/8/14, sign up for a date for your presentation, indicating your partner.
- 2) Submit the name of the tool you will be reviewing a minimum of 2 weeks prior to your presentation. The tool must be available on MUSHC devices and/or your personal device. If there is an app you would like to request MUSHC to purchase, this request must be received 5 weeks prior to your scheduled presentation.
- 3) Complete the Evaluation rubric, scoring the chosen tool across all categories (4 pts)
- 4) Prepare a concise, 1 page review following the format indicated below (8 pts)
  - \*\* The evaluation rubric and review page should be e-mailed to instructor by 8 am on the date of presentation.
- 5) Conduct a brief (~5 min) presentation in class discussing/demonstrating the tool to your peers (3 pts)

Total possible points: 15 pts.

In addition to Readings 3 & 4 posted on D2L, the following resources may be useful to you in identifying and assessing tools for this assignment:

- Technology's Emerging Frontier in Speech-Language Pathology, Part 2 – Resources  
<http://blog.asha.org/2011/06/02/technologys-emerging-frontier-in-speech-language-pathology-part-2-resources/>
- Apps for SLP practice (school settings)  
<http://www.asha.org/SLP/schools/Applications-for-Speech-Language-Pathology-Practice/>

The following information should be included in the written review:

**Name of tool:**

**Developer/Publisher:**

**Category** (e.g. app available for iPad, Android; computer program available for PC, Mac):

**Price:**

**Language areas targeted** (comprehension, use, component of language and specific targets):

**Appropriate for ages:**

**Minimal cognitive, perceptual, fine motor skills required:**

**Description of activities:**

**Description of stimuli:**

**Feedback** (nature and timing of feedback to child; means of measuring progress):

**Adaptability:**

**Link to evidence-based methods:**

**Strengths:**

**Weaknesses / Cautions:**

**Total score from rubric:**