

Jackson State University
Department of Communicative Disorders
CMD 527 Seminar in Child Language Disorders I
Fall, 2006 · Room TBA · Time: M 4:30 – 7:10 p.m.

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Office Hours	Tuesday and Thursday 3:30 – 4:30 p.m. (Tu and Th); 2:00 – 3:30 p.m. (M and W)		

Course Description:

(3.0 Hours) Prerequisite: Course in normal language development. This course will address normal communication development in children from birth to age three. Students will develop an understanding of the major etiologies of language disorders in infants and toddlers across cultures. Assessment and strategies, including the infusion of technology, for those presenting with disorders as well as for the at-risk child will be discussed. Skills to informally and formally determine the present communicative level of an infant or toddler using non-standard methods, such as play-based assessment will be used. Strategies for helping families from diverse backgrounds participate in the successful implementation of speech and language services to infants and toddlers will be shared. Policies impacting service delivery to this population and their families will be explored.

Goals:

To provide the student with:

1. A survey of development, from birth to age 3 years, including a discussion of the auditory and vestibular systems, with regular web-based assignments, chats, and quizzes. .
2. A comparison of variations in development from conception through age 3, with detailed discussion and comparison of differences across various special populations of children¹ that affect speech and language development, with detailed comparisons across phonology, morphology, semantics, syntax and pragmatics.
3. Introduction to various theories to explain development as variations therein, as the precursor to discussion and study of evidence-based practice for the prevention of and/or remediation of language disorders in children, ages 0 to 3 years, hereafter referred to as the pediatric population.

¹ The special populations will include populations that represent variations in normal development, such as dialectal speakers, bilingual and multilingual children, and “late-bloomers”. The special populations will also include those representing atypical development, or children who experience disruption in development, including: slow-to-develop children (ie., specific language impairment, learning disabled children); mentally retarded children; autistic children; abused-neglected children and failure-to-thrive, traumatic brain injury; children with cerebral palsy and other orthopedic disabilities; medically fragile children, and children with sensory-perceptual impairments/ sensory-integration deficits , including hearing impairment and attention deficit-hyperactivity.

4. Practice in the selection and administration of various assessment instruments for the identification and evaluation of language disorder in the pediatric population and understanding of various etiologies.
5. Participation in observations, assessment and treatment simulations to develop appropriate communication skills and clinical strategies for interacting with other professionals, parents, and young children for the prevention, identification, and/or treatment of language disorder, and to discuss ethical practices in the delivery of service.
6. Professional readings, discussion, and video observation to develop basic knowledge regarding language difference verses disorder, and to acquaint the student with multicultural issues regarding language intervention with dialectal speakers and second-language learners, as well as various federal and state laws that affect service delivery.
7. Practice in the use of technology for the identification and treatment of language disorders, including, but not limited to SALT for the evaluation of language samples.
8. Completion of case study, with IRB approval, as a culminating project to demonstrate competency in the use and interpretation of a comprehensive language assessment tool, one supportive measure, and one informal measure for the examination of language development (syntax, morphology, semantics, and pragmatics) in a child, ages 0 – 3 years.

Course Objectives:

With completion of this course, students will:

1. List and describe major developmental milestones in cognitive, emotional, and social development, speech, language, and play in the normal communication sequence, as a basis for recognizing delayed development in 0-3 year old children.
2. Describe and explain the etiologies of language delay orally and in writing via web chat, class discussions and online assignments.
3. Name and discuss current laws that impact parental involvement in the assessment and treatment of children with language disorders via web chat, class discussions and online assignments.
4. Identify appropriate modifications for assessment and intervention to minimize cultural bias when serving infants of diverse cultures and language groups.
5. Assess language disorders, using informal and formal assessment methods, for infants and toddlers, 0 to 3 years, and older preschoolers, 3 years and above.
6. Conduct behavioral assessments of infants and toddlers via live/video observations and observations of infant manikins designed to simulate the physical and behavioral characteristics of infants who exhibit prematurity, abuse-neglect, fetal alcohol syndrome, drug addiction and other complications associated with language disorder.
7. Develop setting-appropriate intervention plans to include appropriate, collaboratively developed goals, and incorporation of appropriate materials and instrumentation, as well as procedures to measure clients'/patients' progress.
8. Develop, implement and evaluate the effectiveness of various treatment methods for receptive and expressive child language (phonology, morphology, syntax, semantics, and pragmatics) disorders.
9. Interview, educate, and counsel patient, family, care givers and significant others as it relates to prevention of language disorders in children.

Required Text

Paul, R. (2001). *Language disorders from infancy through adolescence: Assessment & intervention*. (2nd Ed.). St. Louis, MO: Mosby, Inc.

Recommended Text (Optional; purchase not required)

Bleile, K. M. (2004). *Manual of articulation and phonological disorders* (3rd Ed.). San Diego, CA: Singular Publishing Group. See www.bestwebbuys.com regarding this title.

Ukrainetz, T. A. (2006). *Contextualized language intervention: Scaffolding prek-12 literacy achievement*. Eau Claire, WI: Thinking Publications.

Evaluation

Students are graded based upon a percentage score.

Eighty per cent (80%) of the course grade will depend upon performance on examinations and quizzes. Twenty percent (20%) of the grade is based upon completion of two class projects. Two major examinations, a midterm and final, and minor examinations or quizzes (one graded quiz per week via webct). The two major examinations will be averaged with the average of the weekly quizzes for 80% of the course grade.

Midterm and Final (Contribute 50% to your final course grade)

Each is worth 100 points, for a total of 200 points.

The midterm and final will be administered in person during a regularly scheduled face-to-face class.

Quizzes (Contribute 30% to your final course grade)

Each quiz is worth 100 points. Quizzes must be taken on-line each week. Students should not confer with other students when completing a quiz, as this constitutes cheating. Students may not take the quizzes online in the student workroom as only 3 computers are available. Students have the following options:

1. Take the quiz online before Friday, midnight from a home computer.
2. Take the quiz online from the computer lab (Medical Mall), or other lab as can be arranged.

Project 1 (10% of grade)

Student performance during one major project (demonstration during class of a speech screening or comprehensive evaluation, a paper that is a literature review related to the test instrument, and class presentation) will constitute 10% of the course grade.

Project 2 (10% of grade)

Project 2 is development of a proposal regarding a case study of language development in a normally developing preschooler, school-age, and adolescent child. This is a continuation of a case study of language that began fall, of 2006. A sample IRB application will be provided on-line. The protocol is entitled: "A Case Study for Partial Completion of Requirements for CMD 528: A Comparison of Language Skills Change from Preschooler to Adolescent." Notice that during the completion of CMD 527, students are to **develop** the protocol and submit it the Institutional Review Board of Jackson State University. The study is actually implemented, subject to IRB approval and subsequent enrollment in CMD 528.

Therefore, the formula for calculating the final course grade is as follows:

Course Performance Measure 1 = $90\% \cdot [(Midterm + Final/2) + (Mean of Quizzes/n)] = 80\%$ of Course Grade

Course Performance Measure 2 = $20\% \cdot (Mean of Project 1 + Project 2 / 2)$

Final Grade = 1 + 2

Grading Scale

1. A = 90 – 100%
2. B = 80 – 89%
3. C = 70 – 79%

Below 70% is not acceptable for a graduate level course.

Americans with Disability Act (ADA) Statement:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans with Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17156, Jackson State University, Jackson, MS 39217-0156 as early as possible in the term or by telephone at 601-979-3704, or TTY: 601-979-6919. The Office of Support Services for Students and Employees is located on the main campus at B. F. Roberts Hall, Room 111.

Examination Schedule

1. Quizzes will not be announced, but will always be related to assigned readings or class activities. A minimum of 5 quizzes may be administered between September 12, 2005, and December 5, 2005.
2. The Mid Semester Examination will occur Wednesday, October 12, 2005.
3. No examinations or quizzes will be held the week of October 3 – October 7 during the week of English Competency Examination.
4. The Final Examination will occur Monday, December 12.

Suggested Materials (Optional)

Digital Tape Recorder

Pen Light

Gloves

Stop Watch for calculations of MLU, TTR, and other measures of performance

A variety of toys and manipulatives appropriate for infants and children.

Scientific Calculator

Policies and Procedures

Attendance. Your attendance matters for the required days of attendance, twice per month. Face-to-face instruction will provide an opportunity for follow-up discussion and clarity regarding online assignments, as well as an opportunity to share what has been learned.

Conduct. You are encouraged to review the Student Code of Conduct for Jackson State University. The Student Handbook may be reviewed online in its entirety. Guidelines are provided regarding expectations for dress, classroom conduct, as well as behavior on campus. Attached to the syllabus are two pages from the Handbook that address the “Principles for Collegiate Conduct.” In addition, the ASHA Code of Ethics provides standards for practicing clinicians and clinicians-in-training regarding professional behavior.

Commitment to Study and Participation. You are encouraged to read all assignments and share additional

information related to language development in young children that you believe will contribute to learning. You are encouraged to meet with the instructor individually during scheduled office hours if you have any concerns.

Communication. You are encouraged to communicate your concerns regarding class performance, assignments, the need for accommodation, or any clarification of the lecture, class discussion, or assignments with the instructor.

Verification of Enrollment. Please complete and return the "Verification of Enrollment/Receipt of Syllabus Form" to the instructor at the end of the first class session, Monday, August 29, 2005.

Course Alterations. The instructor reserves the right to modify the syllabus if needed for clarification or to accommodate the special needs of the current class. No alterations will occur without advance notice and full discussion in class.

GUIDELINES SPECIFIC TO WEBCT

Student Orientation

All students enrolling in Distance Learning Courses are required to attend **Orientation for Online Learners** which will be held in the **College of Business Lab 232** (2nd floor). There will be several sessions each day that will begin on time.

- Tuesday & Thursday, August 22 & 24, 2006 (Fall Session)
- 1st session: 10am
- 2nd session: 1pm
- 3rd session: 6pm

WBCT And Online Supplemental Activities. This course is a hybrid. Therefore, a combination of traditional face-to-face instruction will be used with online extension activities.

The online activities are not optional. You must be enrolled in WEBCT by the instructor in order to receive credit for this course. Additional instructions for WEBCT are found in the appendix of the syllabus. It is your responsibility to become thoroughly familiar with the WEBCT instructions provided and contact the instructor with any concerns. You may communicate your concerns via the instructor's personal email. **EMAIL WITHIN WEBCT IS PUBLIC AND SHOULD ONLY BE USED WHEN A HOMEWORK ASSIGNMENT IS TO BE SUBMITTED VIA WEBCT EMAIL.**

Commitment and Personal Responsibility. You are encouraged to manage your time wisely and create a reasonable schedule for your completion of all activities.

Navigating in the WEBCT Environment. You should not "skip" around or complete assigned tasks out of order on the class Homepage. The course has been devised in chronological order so that tasks scheduled earlier in the semester are less complex than tasks scheduled later in the semester.

Recommended Routine for Visiting WEBCT. When you log in to the Home Page for the Class, visit the course links in the following order:

Introduction (Not needed after the first visit; but may revisit as needed for review.)

Mail (The icon for mail will be highlighted if new mail is in your box.)

Syllabus

Class Calendar

Content Module

Assignments

Discussions and Chats as assigned

Self Study Quizzes (a new quiz will be posted weekly after the first week of class)

Remember, the chat room is an online space to chat with other class members. Your instructor will provide more details during class regarding use of the chat room and group projects.

Use of Copyrighted Materials. Be aware that the course website contains copyrighted materials, with said copyright held by Jackson State University.

Verification of Enrollment. Please complete and return the "Verification of Enrollment/Receipt Of Syllabus Form" to the instructor at the end of the first class session, _____

Course Schedule:

WEEK	TOPIC	Required Reading/Activity
*August 28,2006	REGULAR CLASS Overview of Course Syllabus discussion of syllabus; view video: “Developing Language; review theories to explain language dev/disorder through lecture and discussion.	Completion of Verification of Course Syllabus Form Read and discuss in class the “Principles for Collegiate Conduct”. Write a 3-page essay on the theories to explain language development and disorder following the overview and lecture. Orientation to WEBCT; Question-Answer
<hr/> *HOLIDAY: Monday, September 4, No assignments <hr/>		
	On-line Instruction	
September 11, 2006	A survey of development, 0-3 years review of Piaget and the contribution of cognitive theory to our understanding of children; discussion of auditory and vestibular systems. Discussion of laws pertaining to assessment and service delivery. Genetics, growth and nutrition; neurological exam	Read p. 210-213, 222-224, 229 (Paul Text) NICHCY Fact Sheet No. 11 (attached to syllabus) To be provided ONLINE: Handouts/discussion on Hearing Impaired and Deaf children; Genetics; Growth and Development Cochlear implantation; federal and state laws relative to SLPs Routine Health Care, Congenital Infections ON-LINE QUIZ
<hr/>		
September 18, 2006	REGULAR CLASS Variations in Development	In Paul, Read Chapters 1 and 5 on assessment. various special populations will be reviewed. Video to review: “Cultural Context for Early Intervention”; “Autism: A World Apart”; “How to Set Up Your Home to Help the Nonverbal Child”. Discussion of Working with families. Low Birth Weight, Failure to Thrive, Perinatal Complications

September 25	<p>On-Line Instruction Observation of Special Populations Class Simulation Exercises</p>	<p>Continue with review of videotapes, instructor's own personal collection. Handout on professional ethics, parent counseling. Piaget-based sensori-motor assessment Medical Aspects of Disability: Anemia, Brain Malformations, Lung Disease, Congenital Heart Disease, Spina Bifida, Encephalitis and Meningitis, Hydrocephalus, Respiratory Distress, Syndromes</p>
		ON-LINE QUIZ
October 2	<p>REGULAR CLASS difference: Dialect and Bilingualism</p>	<p>video for Review: "Nonbiased Assessment of the African American Child"; Handouts based on work by Dr. Lisa Bedore, University of Austin, regarding Spanish-speaking children to be provided in class. Read R. Paul, Chapter 6 ON-LINE QUIZ</p>
October 9	<p>On-Line Instruction essment, 0 to 3 years, or older clients with Emerging language.</p>	<p>Read R. Paul, Chapters 2, 7, 8; emphasis on use of instrumentation , Published tests, language sampling, observation and interview to Assess language, across the dimensions of phonology, morphology, semantics, and pragmatics. Address etiologies and their relationship to the expression of language disorder. Discussion of late-talkers, relationship to SLI and Learning Disabilities; Child-abuse neglect and TBI, Shaken Baby Syndrome. ON-LINE QUIZ; ONLINE INSTRUCTIONS FOR MIDTERM</p>
October 16	<p>REGULAR CLASS MIDTERM</p>	<p>No ON-LINE QUIZ</p>
OCTOBER 23	ON-LINE INSTRUCTION	IRB DEVELOPMENT AND SUBMISSION

WEEK	TOPIC	Required Reading/Activity
October 30	Regular Class Instruction Formal and Informal Procedures for Assessment	Review of Hanen Program for the developing of language in young children. Handouts will be provided in class. Continued discussion of signs of brain trauma, child-abuse neglect, with discussion of fetal alcohol syndrome. Midterm tests will be reviewed in class by the 30 th or before. ONLINE QUIZ
November 6	On-Line Instruction Evidenced-Based Practice Guidelines for Treat Specifying Targets Treatment Principles Probes for Generalization Criteria for Clinical Decision Making	Handouts as provided TBA
November 13	Regular Class simulations of Parent interview Introduction to Language Sampling	Read Rhea Paul Chapters 12 and 13 Handouts provided in class. ONLINE QUIZ
November 20-25	Thanksgiving Break	No assignments

WEEK	TOPIC	Required Reading/Activity
November 27	Regular Class survey Standardized Tests and Procedures	<p><i>Receptive-Expressive Emergent Language Test (REEL-3)</i> <i>Sequenced Inventory of Communicative Development (SICD)</i> <i>Cognitive Abilities Scale</i> <i>Transdisciplinary Play-based Assessment</i> <i>Test of Early Language Development</i></p> <p><i>Social Skills Rating System</i> <i>Rossetti-Infant-Toddler Language Scale</i> <i>Preschool Language Scale (4th Ed.)</i> <i>Fluharty-2</i> <i>Bracken Basic Concepts Scale-Revised</i> <i>Rhode Island Test of Language Structure</i> <i>Wiig Assessment of Basic Concepts</i> <i>Utah Test of Language Development-3</i> ONLINE QUIZ</p>
December 4	On-Line Instruction port Writing and IEP Development Review Day December 11: Final	<p>PL 94-142, PL 94-457, Rehab Act 502 (Handouts provided in Class); HIPA <i>Other laws as pertain to service delivery will be discussed; ethics.</i> al will cover all information from midterm forward. Performance part of Examination: Students provide a 10- minute clip of Their actual test administration, to include: 3-minute parent interview; 5-minute clip of standard testing; 5-minute play sample Performance Part of Final is to be completed in advance of the final and Submitted with a Report Outline as discussed on December 5, 2005.</p>

Bibliography

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Websites on Infants and Toddlers

- **American Speech-Language Hearing Association**, our professional organization is located at www.asha.org. The national convention this year will be held in November, San Diego, California, November 18- 20.
- **Childstats.gov** offers access to statistics and reports on children and families: <http://www.childstats.gov/>
- **Centers for Disease Control** offers a wealth of information regarding health and medical issues regarding infants and toddlers, including birth defects, cerebral palsy, early development. Located at <http://www.cdc.gov/doc.do/id/0900f3ec802270e4>
- **Clearing House on Early Education and Parenting** at <http://ceep.crc.uiuc.edu/poptopics/prek.html>
Devoted to state-funded, pre-kindergarten initiatives.
- **Idea 2004 Resources** provides information regarding federal laws that affect the delivery of services for infants and toddlers. It is located at <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>
- **Infants and Toddlers** at http://www.hubbardscupboard.org/infants__toddlers.html
A website developed by a parent, not a professional. However, she addresses in a personal way the parent's role in bookreading, feeding, other routine responsibilities.
- **National Black Speech-Language and Hearing Association** is the professional organization for African American professionals in speech-language pathology or audiology. The website is located at <http://www.nbaslh.org/> The convention this year will be from April 19 – 23 of 2006 in Memphis, Tennessee. Given the close proximity of the convention this year, all are encouraged to consider attending. Student membership is \$25.00. More information can be found at the website.
- **Southeast Region Resource Center** is connected to the various state departments of education in several states, including Mississippi. A good site for statistics and federal and state mandates regarding children. Provides information regarding reauthorization of IDEA. Located at: <http://edla.aum.edu/serrc/serrc.html>.
- **Speech Pathology.com** provides professional news regarding issues that affect service delivery for patients. The complete web address is <http://www.speechpathology.com/News/archives.asp>