CALIFORNIA STATE UNIVERSITY, FRESNO
CDDS 214: SEMINAR IN
LANGUAGE DISORDERS IN CHILDREN

COURSE DESCRIPTION

This is a 3-unit graduate level course concerning the etiology, symptoms, assessment, and treatment of language disorders in infants, toddlers, school-aged children, and adolescents. In addition to the instructor's lectures, the seminar format includes additional readings, in-class writing activities, class discussion, video presentations, and guest lecturers. **This is a web-enhanced class, and students should refer to Blackboard to access reading material and other documents required for the class.**

PREREQUISITES

This is a graduate level course open to students who have gained entrance to the master's program of study in the Department of Communicative Disorders and Deaf Studies. To successfully complete this course, students will need a thorough knowledge of normal language development and of different theories of language acquisition, in addition to a basic understanding of the nature of various language disorders in children. Although there will some in-class review of these areas, students are expected to have already learned this information and may need to independently study these topics.

PRIMARY LEARNING OUTCOMES

At the end of the course, it is expected that students will be able to:

1. Demonstrate knowledge and understanding of professional issues and current trends in the diagnosis and treatment of childhood language disorders
2. Demonstrate knowledge and understanding of various theories of child language development, and how those theories affect approaches to teaching children with child language disorders (e.g., behavioral versus cognitive approaches; click here for Exhibit 1, rubric for essay exam)
3. Describe the role of the school speech-language pathologist in diagnosing and treating reading disorders (click here for Exhibit 2, essay exam question on literacy and sample student response)
4. Apply techniques designed to support emergent literacy in infants and toddlers to promote literacy and prevent development of reading disabilities
5. Apply techniques designed to support literacy during traditional speech and language therapy to promote literacy and prevent development of reading disabilities
6. Demonstrate understanding of the principles of family-centered service delivery and the legal mandates requiring that type of service delivery for infants and toddlers

7. Write appropriate goals for Individual Family Service Plans for identified infants and toddlers with language disorders (click here for Exhibit 3, IFSP goal-writing assignment)
8. Write appropriate goals for Individualized Education Plans for school-aged children with language disorders that align with Common Core State Standards (CCSS) and that demonstrate integration of state and federal mandates related to: a) special education, b) service delivery models, and c) procedures (click here for Exhibit 4, IEP goal-writing assignment)
9. Demonstrate understanding of speech-language pathologists' roles and responsibilities in helping devise modifications necessary to help children with special needs to access the core curriculum (click here for Exhibit 5, Powerpoint slides regarding modifications for children with special needs)
10. Describe in writing "red flag" indicators that children may be at risk for the development of language and/or reading disabilities.
11. Demonstrate understanding of children with social-emotional disorders and how communication skills may be affected by those disorders
12. Understand and apply principles of positive behavior support as the preferred model for promoting safe educational environments by addressing behavioral difficulties exhibited by school-aged children (click here for Exhibit 6, sample essay questions regarding positive behavior support and indirect methods of response reduction).
13. Accommodate cultural and linguistic differences of the child and family in assessment and intervention
14. Apply a well-accepted model for working with interpreters during assessment and treatment of children who are culturally and/or linguistically diverse (CLD) and during interactions with family members who are CLD (click here for Exhibit 7, a sample essay question regarding working with interpreters)
15. Demonstrate knowledge and understanding of specialty recognition in the field of childhood language disorders

WHAT YOU WILL NEED TO PURCHASE FOR THIS COURSE:

Hegde, M. N. & Maul, C. A. (2006). *Language disorders in children: An evidence based approach*. Boston: Allyn & Bacon.

Roseberry-McKibbin, C. (2008). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates, Inc.

EXAMINATIONS AND MAJOR ASSIGNMENTS

There will be the following opportunities to earn points toward your grade:

Exam on typical language development	50 points
Midterm exam	100 points
Final exam	100 points

Hands-on experience/paper/class presentation	100 points
Two goal-writing assignments @ 25 points ea.	50 points
TOTAL	400 points

Exams: There will be three exams given, all in essay form. The first exam will be an essay exam requiring students to write about typical language development in children. There will only be one question, and only 1 ½ hours allocated for this exam. The midterm and the final exam will also be essay exams, but students will be required to write on two questions, and the full 3-hour class period will be given for completion of the exam. The final exam will be given on the last day of instruction. The time scheduled for our final examination will be used for class presentations on your hands-on experience assignment.

Hands-on experience/class presentation: Students will be required to interact with or observe children in various clinical settings for at least 2 hours. Each student will write a brief 3-5 page paper regarding their experience and give a class presentation incorporating some kind of visual materials. In addition, there will be a web-based component to this assignment. Further details will be given in class.

Goal-writing assignments: There will be two goal-writing assignments in professional writing, relative to delivering services to infant, toddler, and school-aged populations. Students will be required to complete:

1) An assignment regarding writing appropriate long-term goals and benchmark target behaviors for Individual Family Service Plans (IFSPs) for infants and toddlers

2) An assignment regarding writing appropriate curriculum-based, long-term goals and benchmark target behaviors for Individual Education Plans (IEPs) for school-aged children

GRADING

Regular attendance of this class is necessary in order to achieve a good grade. **Attendance will be taken. In order to effectively participate in classroom discussions, all assigned reading should be done before the class session for which it is assigned. Students must be present to earn points for in-class activities.**

Grading will be based on percentage of total points achieved. A standard grading scale will be used to determine the final grade, as follows:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
59.49% and less	F

COURSE POLICIES & SAFETY ISSUES

Please be courteous. Conducting sideline conversations, using laptop computers for functions other than note taking, and arriving late or leaving early detract from the quality of the classroom atmosphere. Please turn cell phones, beepers, palm pilot alarms, and so forth OFF during class, or, if it is absolutely necessary that you be available for incoming calls, set options to either vibration or mute modes.

University policy regarding disruptive classroom behavior will be rigorously upheld in this class. University policy states:

> The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive

means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

It is important to note that, while collaboration among students for purposes of studying and further discussing concepts discussed in class is encouraged, students should submit writing assignments reflective of their own individual efforts. It is recognized that there is certain standard verbiage commonly used for the purposes of writing technical reports in our field. Students will not be penalized for using suggested standard verbiage.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www/csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

SCROLL TO NEXT PAGE FOR TENTATIVE COURSE SCHEDULE

TENTATIVE COURSE SCHEDULE: CDDS 214

DATE	TOPIC	ASSIGNMENT
	A review of typical language development A review of theories of language acquisition A review of basic knowledge regarding child language disorders	Hegde & Maul, Chapters 1 & 2
	Review of typical language development continued Language and literacy • Emergent literacy • Supporting development of literacy throughout infancy and childhood Effective methods for teaching reading and writing in the context of speech-language therapy Storybook reading techniques that enhance speech and language development	Hegde & Maul, Chapter 10 American Speech-Language-Hearing Association. (2001).
	Language and literacy continued • Findings of the National Reading Panel • Need for further research • The future role of the SLP in addressing literacy issues	ESSAY EXAM ON TYPICAL CHILD LANGUAGE DEVELOPMENT DURING FIRST HALF OF CLASS; BRING LARGE BLUE BOOK

	Infants and Toddlers • Supporting families • Assessment procedures • Enhancing language development in infants and toddlers • Intervention procedures	American Speech-Language-Hearing Association. (2005). Blue-Banning et al. (2004). **ASSIGNMENT FOR IFSP GOALS GIVEN**
	Infants and Toddlers, cont.	**IFSP GOAL ASSIGNMENT DUE**
	MIDTERM EXAM	**BRING LARGE BLUE BOOKS!**
	Preschool Children • Supporting language development in early childhood settings The importance of play and peer relationships	**REVISED IFSP GOAL ASSIGNMENTS DUE** DeThorne et al. (2009)
	The elementary school child • Assessment and treatment • Specific language impairment • Current issues Service delivery in the public schools	Hegde & Maul, Chap. 3 Cirrin & Gillam (2008) **IEP GOAL ASSIGNMENT GIVEN**
	Children with behavioral difficulties: the link to language • Challenging behaviors • Ineffective social skills Various etiologies (e.g., mental disorders, developmental disorders,	**IEP GOAL ASSIGNMENT DUE**

	learning disabilities)	
	Multicultural issues in delivering SLP services • Typical processes of second language (L2) acquisition • Dialectal variations • Legal considerations for the assessment of African-American children • Working with interpreters	Hegde & Maul, Chapter 11 Roseberry-McKibbin, Chapters 13, 14, 15 van Kleeck (1994).
	Multicultural Issues, Cont.	**REVISED IEP ASSIGNMENTS DUE** Wang, McCart, & Turnbull (2007)
	WRITTEN FINAL EXAM	**BRING LARGE BLUE BOOKS**
	CLASS PRESENTATIONS	**During Finals Time Slot** **This is also the due date for your papers!**

EXHIBIT 1: Rubric for essay exam question

Theories of Child Language Development

- Three major schools of thought:
  a. Nativism
  b. Behaviorism
  c. Interactionism
- "Nature" (nativism) versus "nurture" (behaviorism
- Interactionism combines features of both
- Nativism – major theorist is Chomsky
  a. Children have an innate knowledge of language structures (L.A.D.; language acquisition device)
  b. Emphasis is on syntax
  c. Surface structure – the words in a sentence and the structure of the sentence
  d. Deep structure – the underlying meaning of a sentence
  e. Generative transformational grammar (Chomsky, 1957, 1965)
     1. Generative: Rules for specific sentence structures can generate an infinite number of different sentences (give example)
     2. Transformative: Sentences can be transformed into different types (e.g., declarative, interrogative, negative, etc.
- Behaviorism – major theorist is Skinner
  a. Wrote *Verbal Behavior* in 1957
  b. Language is learned through *operant conditioning* – like any other behavior
  c. Verbal behavior is described in terms of functional units
     1. Mands
     2. Tacts
     3. Echoics
     4. Intraverbal chains
- Interactionist model – many theorists, many variations
  a. Combination of nativism and behaviorism
     1. Children are born "pre-wired" to learn language
     2. Learns language through interacting with the environment
  b. Semantic-Cognitive interactionist model – Bloom and Lahey (1970, 1978)
     1. Semantics is the first component of language to appear – precedes syntax
     2. Based this on the observation that children use the same utterance to mean different things, depending on context (e.g., "Mommy sock")
     3. Language learned through the experiences children have and the exposure they have to language in the environment
- Pragmatic-Interactionist (Dore, 1975; Halliday, 1967)
     1. Children learn linguistic forms based upon the child's communicative intent
     2. Communication precedes language
     3. Based upon research on pragmatic language behavior

EXHIBIT 2: Essay exam question on literacy and a sample student response

1. Why are speech-language pathologists involved in literacy issues? Describe specific techniques that can be used to support literacy skills during traditional speech and language therapy sessions.

Note: Original response in student's own handwriting; reproduced here for legibility

Speech-language pathologists are not the first person people generally think of to support literacy for children. However, due to a number of developments, ASHA has determined that this is part of their scope of practice (2001).

First, there has been a trend towards emergent literacy. This means that people believe that literacy begins even in infants. At this state, literacy skills include identifying logos and symbols – like knowing McDonalds by the "golden arches" – holding books the right way, and turning pages. It also includes knowing the lines on the page read left to right and top to bottom, and that they mean the same thing, even when different people read them. This is in contrast to the reading readiness model which was the belief that children could not learn to read and write until they had a mental age of 6.5 years and had certain auditory, visual, and linguistic skills. This is unfortunate, since there is no way a child can learn if they are never given the opportunity.

Another factor is the idea of explicitly teaching skills versus whole language. In the past, the widely held belief was that children learned to read and write like they learned to comprehend and express speech. Because of this, a "top-down" model of teaching was implemented where children were exposed to literature and writing activities but were not directly taught sound-letter relationships or how to correct their spelling. The belief now is that explicit or direct instruction is needed for children to learn to read and write. SLPs are well equipped to provide direct instruction because they use similar techniques for teaching oral speech and language.

Finally, there has been a connection made between expressive and receptive language and reading and writing. this link between literacy and the SLP's more traditional role is a key component in why SLPs are appropriate for teaching and supporting literacy. One example of this connection between literacy and language skills can be seen with phonological awareness skills. The National Reading Panel (2000) showed that good phonological awareness had a positive impact on literacy. Similar studies have shown that children with good phonological awareness have an increased likelihood of having good reading and writing abilities, whereas those with poor phonological awareness skills were at risk for reading disorders. Teaching phonological awareness is something that is already in the sope of practice for an SLP, but those skills also transfer to literacy. Even

just helping a child's expression and comprehension will help a child's reading and writing skills.

For these reasons, ASHA (2001) noted these roles for an SLP: They can prevent problems with literacy, screen and assess for problems, write goals and treatment plans for literacy, educate others (including parents and other professionals) regarding literacy, and advance the knowledge base in this area. It is very appropriate for an SLP in collaboration with others to support literacy skills directly with the right training.

It is also appropriate for the SLP to support literacy within the context of traditional speech and language therapy. There are a variety of ways to support reading in traditional speech and language therapy. First, when teaching a sound, it is important to pair the letter with it. Similarly, the word can be paired with the picture. It is easy to put the words on the stimulus materials – especially stimulus cards – and it may be a big help for the students. Furthermore, written words can be used as cues to help the older children remember a language target. For example, when teaching the possessive "s" the word can be written out with the "s" in red to cue the child to put the "s" on, if they forget the first time. Also, when teaching complex language tasks to older children, the SLP may have the child read a sentence as a model. For instance, if teaching relative clauses (e.g., "The man who is fat is walking.") they may have the child read the sentence out loud in conjunction with a picture to teach the behavior.

Storybooks can also be used to promote traditional speech-language skills and literacy, if well chosen and used appropriately. It is not acceptable to only read to a child during therapy time, however, if used as stimulus material, it can promote learning. For example, Green Eggs and Ham by Dr. Suess can used to promote rhyming skills in children. This can be done with discrete trial therapy, or dialogic reading can be used. In this strategy, there are 5 types of questions to evoke language. First is completion, which is a sentence completion task. The teacher may read, "I do not like them in a box. I do not like them with a _____" and let the child finish the sentence. Also, there is a recall question. The child can use the pictures to answer the questions about the reading (e.g., "What doesn't he like his eggs with?"). Open-ended questions are also used. They don't have one answer and should be answered with more than one word. "Wh" questions are also used; these include who, what, when, where, how, and why questions (e.g., "Where doesn't he like his eggs?"). Finally, you can ask distancing questions. These are questions that relate to the child (e.g., "What do you put in a box?"). Dialogic reading is an excellent way to use storybooks to promote language. The SLP just needs to focus the questions in ways that promote their language target.

Guided reading and print referencing can also be used. Guided reading occurs when a child reads out loud and the adult gently corrects them when they make an error. Print referencing occurs when the child or adult uses their finger to follow along as each word is read. This way, the child can associate the way the word sounds with how it is written. Print referencing and guided reading don't have to be used with just storybooks, but can also be used when the child reads anything during therapy, including stimulus cards or worksheets.

Writing can also be promoted. First, the child can make their own therapy materials. They can write the words on the stimulus cards, for instance. While time consuming, it is worth it, because the child will be more likely to buy into therapy and they will practice their writing. Also, any writing they do can be checked for grammar and spelling before it is considered finished. Similarly, they may be asked to write or trace a letter they are working on in speech, to promote writing.

Clearly, there are good reasons why SLPs are involved in literacy. Even if there is not enough time due to large caseloads, the SLP can promote literacy along with their other goals.

EXHIBIT 3: IFSP goal writing assignment

IFSP GOAL WRITING ASSIGNMENT

CDDS 214

(1) Use the form provided to you, which is the form used by the Fresno County Office Early Start program to write goals for children from birth to three.

(2) START WITH the section on Outcome Desired Change; use words family members might use to

(3) Write a series of target behaviors leading to the desired change expressed by the family members.

(4) Be sure to include techniques that can easily be used by the family in the natural home environment to help achieve the goals.

(5) Be sure to include criteria and time line where indicated.

(6) Use the attached example as a guide, but devise different goals and objectives for your client

Fresno County Early Start Individualized Family Service Plan – IFSP For Children (birth to three) with Special Needs and their Families

INTERVENTION PLAN

Child's Name _____

OUTCOME# ___1___

Outcome Desired Change: _Our child will communicate wants and needs_____

What is Happening now: _Our child grunts, points, and takes me by the hand to what he wants. He doesn't have any words yet._

Team Objective (steps we will take to achieve this outcome)	Location * (Natural Environment)	Community Resource	By Whom (can be more than one person)	Method (How we will teach, learn or do)
p, b, m sounds in babbling	home	Library story time, church, grandparents house, store, park, etc.	Family members, LAIP staff	Pairing sounds with toys in play, book, songs
pointing in conjunction with sounds in play				Imitating environmental sounds in play and adding one word
child will use 3 words at least one time daily to get his needs met	↓	↓	↓	↓

We will be finished with this outcome when? (criteria/timeline)
By 6/06 child will use one-word utterances to request an item, observed once @ 3 different times during the day.

How will our team, measure progress for this outcome?
☒ parent report   ☒ teacher observation/charting
☒ therapist notes   ☐ other_____

How will our family work on these objectives in our everyday lives?
Get on childs eye level, read, sing, talk, & play daily while modeling sounds and words and imitating child's attempts.

*Explain why early intervention can't be satisfactorily achieved in a natural environment _Services are provided in childs natural environment._

Complete During IFSP Review

6mo 1yr   After reviewing the outcome, we as a family have decided (check one)
☐ ☐   Let's continue to work toward this outcome.
☐ ☐   Let's discuss new ways to work toward this outcome.
☐ ☐   Our situation has changed. We no longer need to work on this outcome.
☐ ☐   We are satisfied that this outcome is completed.

Progress toward outcome_____
_____
_____Review date:_____
Progress toward outcome_____
_____ Annual Review date:_____

Child's Name _____   IFSP Date ___/___/___   pg_____of_____

EXHIBIT 4: IEP goal writing assignment

IEP GOAL WRITING ASSIGNMENT

CDDS 214

You must select an IEP goal that is in accordance with an educational standard, as set forth by the State of California.

Go to: www.cde.ca.gov

Click on: Standards & Frameworks

               (right under the California Department of Education banner)

Click on: Content Standards

Click on: The second bullet, English Language Arts

Spend some time looking through the standards. Pick one in any grade level you might like that lends itself to a good language target behavior. Write the number of the standard beside the box on the IEP form given to you that states "Enables student to be involved/progress in general curriculum/state standard __[insert standard number here]_____." Write a target behavior that would address that standard for the long term objective, along with the short term objectives.

EXHIBIT 5: Powerpoint slides with presenter's notes on accommodations for children with disabilities

Presenter's Notes:

Ask the students to notice what has been done to allow this child access to literacy materials. Make sure they mention:

(1) Material is presented to the child at eye level

(2) Material is within reach of the child

(3) Page turners have been provided to help the child access the book

Presenter's Notes:

Ask students to notice what has been done to allow this child to access instructional materials regarding basic shapes. Make sure they mention:

(1) Material is presented on the floor, where the child appears to comfortably access it
(2) We can assume the child is visually impaired (wears glasses), so:
   a. Brightly colored manipulatives are provided so the child can experience shapes through the tactile modality
   b. Manipulatives can be brought by the child as close to the face as necessary for the child to see them
   c. Manipulatives are presented on a brightly lit, white background to provide maximum contrast

EXHIBIT 6: Essay questions regarding positive behavior support and

       indirect methods of response reduction

Area II. (Write on *one*)

1. What limitations are placed upon disciplinary procedures when a child has a disability? Be specific as to legal mandates. Describe principles of positive behavior support, which is the model mandated by the state of California for supporting children with behavior disorders.

2. List some of the diagnoses that may be described as social-emotional behavior disorders. Why might speech-language pathologists be involved in treating children with social-emotional disorders? Describe and give examples of the indirect methods of response reduction we discussed in class that may be effective in helping children with social-emotional disorders in school settings.

EXHIBIT #7: Essay Question on Working with Interpreters

Describe a preferred model for working with interpreters in assessing and treating children with a primary language other than English. What rules of professional etiquette should be applied when attending formal meetings with family members who require the services of an interpreter? Also, suggest ways in which interpreters can assist in building rapport with family members who have a primary language other than English.