

Syllabus for SPLH 764, Discoveries from Atypical Development.  
Fall 2009

Dr. Brady's contact information:

Email: [nbrady@ku.edu](mailto:nbrady@ku.edu)

Phone: 864-0762

Office hours: by appointment

**Course Description.** Research on identifying and treating early communication and language disorders in children with Autism, Down syndrome and other intellectual disabilities provides insight into theories about how all children learn language and how language development processes can be disrupted by biological and environmental events. Research on Children with autism and children with Down syndrome provides important contrasts in our increasing understanding of the multi-directional relationships between language, social interaction and other aspects of cognitive development.

Readings will include chapters from a book by L. Adamson and M. Ronski (1997). Communication and Language Acquisition: Discoveries from atypical development, as well as primary sources describing early identification and treatments of communication and language disorders in children with autism or Down syndrome or other disabilities. All of the readings including book chapters will be available on Blackboard. (Adamson and Ronski is now out of print and Brookes publishing has granted permission to make the text available for this class via Blackboard.)

Relevant theories of language development and unique concerns regarding research designs with these populations will also be discussed. Students will participate in class discussions and produce a final paper or project.

**Class Meetings.** This seminar will meet Fridays from 2:00 – 4:30 in room 3048 of the Dole building. The primary class activity will be in-depth discussion of the assigned readings and other relevant aspects of the topics. Discussions will be supplemented with some video examples and opportunities to work through some problems of research, assessments and interventions presented in class. Each student is asked to select two weeks to be a discussion leader. In order to facilitate discussions, and to allow class members to consider the questions posed prior to the class, leaders should submit questions via Blackboard by the preceding Wednesday at 5:00. Points toward the final grade will be given for writing the discussion questions. Students do not need to answer the questions on Blackboard, just prepare to discuss in class.

**Final Project/Paper.** In addition to class discussion, the primary learning opportunity for this seminar is writing a paper that is either a traditional literature review or summarizes a project. Several possible topics are presented below. The project will be due at the end of the semester but there are additional due dates for presenting progress. These dates are highlighted on the calendar below.

Final project options:

1. Write a 10-15 page review paper on one of the following topics or on a topic selected by the student and approved by Dr. Brady:

- Write a literature review that addresses the following research question: Do children with Down syndrome show slower rates of receptive and expressive vocabulary development compared to children who have intellectual disabilities not associated with Down syndrome?
- Review research in support of or refuting the following observation: children with ASD typically have a phenotypic profile of strengths and weaknesses that includes poor use of social gestures, poor eye contact, limited imitation skills, relatively good object manipulation skills, good visual spatial skills, and good phonological development.
- How does research on language development in children with autism support or refute the continuity hypothesis?
- You are a parent of a child named Gabriel who has an ASD and is currently non-speaking. You are observing a therapy session in which Sam the SLP is specifically teaching your child to point, based on research linking pointing with verbal gains. Sam explained that he is showing toys and pictures to your child and everytime Gabriel points to a new picture or toy he is rewarded with praise and tokens. Using literature presented in this class and discovered in your outside research, construct a letter to Sam that a) outlines why you are concerned about this approach and b) offer suggestions for improving Sam's intervention.
- Write the introduction to a grant application studying language development in a rare disorder such as Williams or FXS. Include a discussion of the implications for this research on understanding both normal and atypical language development.
- Do children with Down syndrome have a specific language impairment? Defend your position with relevant research findings.
- Analyze data from Dr. Brady's lab and write up the results addressing one of these questions (or another approved by Dr. Brady):
  - Do preschool children with intellectual disabilities respond more following teacher speech that includes a gesture vs. speech without a gesture?
  - Do mothers speak differently to their child with FXS compared to their unaffected child (matched for age)?
  - What is the degree of overlap in communication functions expressed nonverbally and verbally as Children transition into language?
  - How do scores on the Communication Complexity Scale compare to scores on the Triple C or the Communication Matrix?

**Grading:** There are 170 points available as follows:

Writing and submitting discussion questions to blackboard	20 (10 points for each time as leader)
Participating in class discussions	50 (up to 5 points per class)
Submitting paper topic on time	10
Topical outline or rough draft or constructed abstract of paper/project – quality and submitted on time	40
Final paper/project – quality and submitted on time	50

Grading will be on a percentage basis as follows:

Grade	Percentage range	Points
A	93.5 and above	159-170
A-	90-93.49	153-158
B+	86.5-89.99	148-152
B	83.5-86.49	142-147
B-	80.0-93.49	136-141
Etc.		

Calendar:

Week (Date)	Readings	Topic	Discussion leader
1-August 21	Introduction pp. xii to xvi,	Course Overview	Dr. Brady
2-August 28	1)Ch. 1, pp. 3-23; 2)Curcio (1978). Sensorimotor functioning and communication in mute autistic children. <i>Journal of Autism and Childhood Schizophrenia</i> , 8. 281-292 3)Tomasello (1996). Piagetian and Vygotskian approaches to language acquisition. <i>Human Development</i> , 39, 269-276.	Classical developmental theories	Dr. Brady

3-Sept 4	<p>1)Ch. 2, pp. 25-49</p> <p>2)Wilkinson &amp; Rosenquist (2006). Demonstration of a method for assessing semantic organization and category membership in individuals with autism spectrum disorders and receptive vocabulary limitations. <i>AAC</i>, 22, 242-257.</p> <p>3)Nazzi &amp; Bertoncini (2003). Before and after the vocabulary spurt: two modes of word acquisition? <i>Developmental Science</i> 6:2 136-142.</p>	Stimulus control and word learning	
4-Sept. 11	<p><b>Paper topics due</b> in writing to Dr. Brady</p> <p>1)Ch. 3 pp. 49-75</p> <p>2) TBA</p>	Stats for small N studies	
5- Sept. 18	<p>1)Ch. 4 pp. 75-107</p> <p>2) Ypsilanti, A. and Grouios, G. (2008). Linguistic profile of individuals with Down syndrome: Comparing the linguistic performance of three developmental disorders. <i>Child Neuropsychology</i>, 14, 148-170.</p>	Williams syndrome & Down syndrome	
6- Sept 25	<p>1) Brady, Bredin-Oja and Warren (2008). Prelinguistic and Early language interventions for children with Down syndrome or Fragile X syndrome, in Roberts, Chapman and Warren, <i>Speech and Language Development &amp; Intervention in Down Syndrome &amp; Fragile X Syndrome</i> (pp. 173-193).</p> <p>2) Abbeduto, Brady and Kover (2007). Language development and Fragile X syndrome: Profiles, syndrome-specificity, and within-syndrome differences. <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 13, 36-46.</p>	Down syndrome continued and Fragile X syndrome	

	3) Abbeduto, et al., 2008. Signaling noncomprehension of language: A comparison of fragile X syndrome and Down syndrome. <i>American Association on Intellectual and Developmental Disabilities</i> , 113, 214-230.		
7- Oct. 2	1) Ch. 5 2) Tomasello, M. Carpenter, M., Liszkowski, U. (2007). A new look at infant pointing. <i>Child Development</i> , 78, 705-722. 3) Bates, E. and Dick, F.(2001). Language, gesture, and the developing brain. <i>Developmental Psychobiology</i> , 40, 293-310.	Prelinguistic communication	
8 – Oct. 9	<b>Topical outline or rough draft due</b> 1) Ch. 6 2) Volden & Sorenson (2009). Bossy and nice requests: Varying language register in speakers with autism spectrum disorder. <i>Journal of Communication Disorders</i> , 42, 58-73. 3) Hutchins, Prelock & Chase, (2009). Test-retest reliability of a theory of mind task battery for children with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 23, 195-206.	Theory of mind and autism	
9- Oct. 23	1) Ch. 7 2) TBA	SLI	
10- Oct. 30	1) Ch. 8 2) Brady & Bashinski (2008). Increasing communication in children with concurrent vision and hearing loss. <i>Research and Practice in for Persons with Severe Disabilities</i> , 33, 59-71. 3) Romski and Sevcik in press?	Severe disabilities And individuals learning AAC	

11- Nov. 6	1) ch. 9 2) TBA	Young deaf children	
12 – Nov. 13	1) ch. 10 2) Landry, Smith, Swank, Guttentag (2008). A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. <i>Developmental Psychology</i> , 44, (5), 1335-1353.	Children living in poverty	
13 – Nov 20	No class ASHA convention		
14- Nov. 27	No class Thanksgiving vacation		
15 – Dec. 4	1) ch. 11 2) TBA	Input, EMT studies	
16 – Dec. 11	<b>Final papers papers/projects due!</b> Student summaries of projects; Wrap up discussion Reading TBA	What chpts. would we add to this book?	