

**SPLH 844: School Age Language Disorders
Spring 2010**

Instructor: Debora B. Daniels, Ph.D., CCC-SLP
Office: 3031 Miller
Phone: 913-588-5937
E-mail: ddaniels@kumc.edu
Office Hours: by appointment
Class Meetings: Wednesday, 5:30 – 8:45pm

Course Description

This course includes the study of assessment procedures and intervention strategies for disorders of language in the school-age population. Individuals will learn about the area of language disorders, common etiologies of language disorders in school-aged children, assessment procedures including both standardized and non-standardized procedures, and intervention approaches.

Required Text: Paul, R. (2007). Language disorders from infancy through adolescence: Assessment & intervention (Third Edition). St. Louis, MO: Mosby, Inc.

Supportive Readings: On reserve in the main office at KUMC.

Course Objectives and ASHA Student Learning Outcomes:

Overview of Language Disorders

- Identify risk factors and preventive influences associated with language disorders in the school-aged population (*Standard III-D*)
- Describe common patterns of language disorders as related to all aspects and modalities of language (*Standard III-C*)
- Describe the developmental sequence of oral & written language from kindergarten through adolescence (*Standard III-B*)
- Identify differences in social interaction styles of persons with diverse cultural backgrounds (*Standard III-C*)

Assessment Procedures in Language Disorders: Kindergarten to Adolescence

- Identify and select a variety of Standardized & Non-standardized procedures for assessment of language disorders (*Standard III-D*)
- Interpret assessment information and make appropriate recommendations for individuals who present with oral &/or written language disorders (*Standard III-D*)

Intervention techniques and strategies for working with the school-age population

- Develop appropriate intervention plans for common disorders of language (*Standard III-C*)
- Describe techniques to elicit & support appropriate behaviors in clinic, home, school, and vocational situations (*Standard III-D*)
- Describe methods to facilitate appropriate social skills for communication and to maximize communication opportunities (*Standard III-D*)
- Develop appropriate intervention programs for individuals who present with social-communicative disorders and/or challenging behaviors (*Standard III-D*)

Provisions:

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or by visiting G116 Student Center. Any student in this course who, because of a disability, needs an accommodation in order to complete the course requirements should contact the instructor or the Equal Opportunity/Disability Specialist (913-588-7813 : TDD 913-588-7963) as soon as possible.

Assignments: There are three small assignments due **April 14, April 21, and May 5**. Total points = 100, worth 50% of course grade. **Late assignments will receive half credit. Late assignments will only be accepted 3 days from the due date; anything later will receive zero credit.** Assignments should be emailed as attached document to the instructor (ddaniels@kumc.edu). See Blackboard for additional details.

Final Project: The final is due **May 12, at NOON**. **Late projects will receive half credit. Late projects will only be accepted 3 days from the due date; anything later will receive zero credit.** Projects should be emailed as attached documents to the instructor (ddaniels@kumc.edu). Total points = 110, worth 50% of course grade. See Blackboard for details. **The Final Project is the only assignment from this course that may be used as an artifact for your portfolio.**

Grading: 140-144 points = C-; 145-152 = C; 153-158 = C+; 159-164 = B-; 165-172 = B; 173-178 = B+; 179-188 = A-; 189-200 = A.

Attendance: This class is being taught by an instructor whose salary is paid partially with your tuition dollars. Therefore, I assume you will want to recoup your investment by attending class. Attendance will not be taken. However, the class assignments are due at 5:00 pm on class days. **If you are unable to come to class, it does not excuse you from turning in the assignment on time unless you have contacted me ahead of time and received written permission to turn it in late. Late assignments will receive half credit. Late assignments will only be accepted 3 days from the due date; anything later will receive zero credit.**

DATE		TOPIC	READING	ASSIGNMENT
March 24	OVERVIEW	Role of SLPs in Schools IEPs and Qualification Criteria	Paul, Chap. 10 (429-442) ASHA 2008 Schools Survey Paul, Chap. 10 (442-452) ASHA 2000 Guidelines for SLPs in Schools	
March 31	ASSESSMENT	Assessment in Schools Dynamic Assessment Pragmatics	Paul, Chap. 10 (454-470); Chap. 13 (573-583) Laing & Kamhi (2003) Merritt & Culatta (1998) Paul, Chap. 11 (454-470); Chap. 13 (589-597)	
April 7	ASSESSMENT	Semantics Morphology Phonology	Paul, Chap. 11 (472-478); Chap. 13 (589-597) Brackenbury & Pye (2005) Paul, Chap. 11 (479-482); Chap. 13 (586-589) Larsen & Nippold (2007) Paul, Chap. 11 (470-472)	
April 14	ASSESSMENT INTERVENTION	Syntax Narratives Writing Evidence-Based Decisions about Intervention	Paul, Chap. 11 (482-487) Nippold et al. (2009) Paul, Chap. 11 (494-500); Chap. 13 (597-601) Pena et al (2006) Paul, Chap. 13 (601-607) Silliman et al. (2000) Gillam & Gillam (2006)	ASSIGNMENT #1 DUE AT 5:00 PM
April 21	INTERVENTION	Pragmatics	Paul, Chap. 12 (536-539); Chap. 14 (649-653)	ASSIGNMENT #2 DUE AT 5:00 PM

		Semantics Morphology Phonological Awareness	Beilinson & Olswang (2003) Paul, Chap. 12 (526-533); Chap. 14 (653-655) Beck, Mckeown, & Kucan (2002a, 2002b) Finestack & Fey (2009) Paul. Chap.12 (546-552) Gillon (2007)	
April 28	INTERVENTION	Reading Comprehension Spoken Narratives Written Language	Catts (2009) Crowe (2003) Paul, Chap. 12 (539-546) Swanson et al (2005) Paul, Chap. 14 (666-671) McCauley & Fey (2006)	
May 5	INTERVENTION	Syntax Literature-based Language Intervention	Paul, Chap. 11 (482-487) Fey, Long & Finestack (2003) Gillam & Ukrainetz Justice, Meier & Walpole (2005)	ASSIGNMENT #3 DUE AT 5:00 PM
May 12				FINAL PROJECT DUE AT NOON