

SPLH 848: Language Impairments in Special Populations
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March 17- May 12, 2011
Tuesdays and Thursdays 9:30-11:10 am
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Course Objectives:

This course is designed to provide information and resources to prepare you to collaborate in meaningful service provision to individuals with autism, intellectual disabilities, and cerebral palsy and their families. This course will offer you the opportunity to expand your visions for people with disabilities and what speech-language pathologists can do to support them. The specific objectives of the course are:

1. To gain a perspective of language assessment and intervention that focuses on improved quality of life through communication.
2. To understand the characteristics of individuals with autism, intellectual disabilities, and cerebral palsy.
3. To understand the language characteristics of individuals with autism, intellectual disabilities, and autism.
4. To demonstrate an understanding of the assessment strategies pertinent to the needs of individuals with autism, intellectual disabilities, and cerebral palsy.
5. To demonstrate an understanding of the intervention strategies and service delivery needs relevant to individuals with autism, intellectual disabilities, and cerebral palsy.

The course is also designed to provide secondary experiences for the ASHA Knowledge Standards III-C Communication Disorders and III-D Clinical Application in the areas of Receptive/Expressive Language, Social aspects of communication, and communication modalities. At the end of this course it is anticipated that students will be able to demonstrate knowledge in the following areas:

1. Understand basic concepts, terminology, & theory relative to individuals with significant disabilities such as intellectual disability, autism, and cerebral palsy.
2. Develop an assessment plan for individuals with significant disabilities of varying ages.
3. Analyze and integrate assessment findings.
4. Determine the presence of disorder and related factors.
5. Develop a treatment plan based on available evidence.

Portfolio Artifacts:

Any of the projects/activities in this class can be submitted for your portfolio as long as there is no HIPPA data involved.

Academic Misconduct: Please refer to your Graduate School Catalog and the Intercampus Program MA Handbook for the definition and policies regarding academic misconduct. If you do not have a handbook or catalog, please see the instructor.

Readings: The assigned readings not in your textbooks are on reserve in the Resource room (2115) located in the Schiefelbusch Clinic in Haworth Hall and/or on Blackboard. It is expected that the readings will be completed **prior** to class. The readings are intended to support class discussions and activities.

Required Texts:

Downing, J. (2005). *Teaching communication skills to students with severe disabilities*. (2nd ed). Baltimore: Brookes Publishing.

Workinger, Marilyn (2005) *Cerebral Palsy Resource Guide for Speech-Language Pathologists*. Marshfield, Wisconsin: Thomson Delmar Learning.

Recommended Texts:

Kumin, L. (2008). *Helping children with Down syndrome communicate better: Speech and language skills for ages 6-14*. Bethesda, MD: Woodbine House.

We have no readings from this book but it would be a good resource for you to share with families.

Kumin, L. (2001). *Classroom language skills for children with Down syndrome: A guide for parents and teachers*. Bethesda, MD: Woodbine House.

Quill, K. (1997). *Teaching children with autism: Strategies to enhance communication and socialization*. New York: Delmar.

Other Readings from:

American Association of Intellectual and Developmental Disabilities. Frequently asked questions. http://www.aaid.org/Policies/faq_mental_retardation.shtml

American Speech-Language-Hearing Association (2006). *Roles and Responsibilities Of Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span* [Position Statement]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association (2006). *Guidelines for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span* [Guidelines]. Available from www.asha.org/policy.

National Joint Committee for the Communication Needs of Persons with Severe

Disabilities. (2003). Position statement on access to communication services and supports: Concerns regarding the application of restrictive “eligibility” policies. *ASHA Supplement 23*, p. 19-20.

National Joint Committee for the Communication Needs of Persons with Severe Disabilities. (1992). Guidelines for meeting the needs of persons with severe disabilities. *Asha*, 34,(March, Supp 7) 1-8.

Prizant, B. and Amy Wetherby. Critical Issues in Enhancing Communication Abilities for Persons with Autism Spectrum Disorders. In F. Volkmar, R. Paul, A. Kline, and D. Cohen. (2005). *Handbook of Autism and Pervasive Developmental Disorders (Third Edition). Volume Two: Assessment, Interventions, and Policy*. Hoboken, NJ: Wiley Publishing.

Schalock, R., Luckasson, R., & Shogren, K. (2007). The renaming of Mental Retardation: Understanding the change to the term Intellectual Disability. *Intellectual and Developmental Disabilities*, 45 (2), 116-124.

Wehymeyer, M., Buntinx, W. Lachapelle, Y., Luckasson, R., Schalock, R., & Verdugo, M. (2008). The intellectual disability construct and its relation to human functioning. *Intellectual and Developmental Disabilities*, 46 (4), 311-318.

Additional readings may be added to this list.

Course Evaluation: A total of 240 points is possible. Thirteen reading reflections, two activities, and a presentation of one of the activities you complete will determine your grade. The points will be as follows:

Fourteen Reading Reflections: 10 points each, 140 points

Two activities: 50 points each, 100 points

Reading reflections are expected to be submitted at the beginning of the class period for which the readings were assigned. If there are multiple readings for a particular date you may select which reading you wish to reflect upon. See attached sheets for activity descriptions and due dates. Grades will be earned according to the following point accumulation:

223-240 points	A
216-222 points	A-
209-215 points	B+
199-208 points	B
192-198 points	B-
185-191point	C+
175-184 points	C
168-174 points	C-
144-167 points	D
166 and below	F

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Spring 2010**

DATE	TOPIC	READING for Reflection
03/17/11	Introduction	National Joint Committee 1992 & 2003 Quality of Life
03/29/11	Perspectives	Quill, Chptr. 3; Downing preface & Ch. 1
03/31/11	Assessment Principles	National Joint Committee, 1992 Downing, Chapter 2
04/05/11	Guest Speaker U.S. Dept. of Education Office of Disability Rights	
04/07/11	Assessment	Downing, Chapter 3
04/12/11	Intervention Principles	Downing, Chapters 5, 6, & National Joint Committee, 1992
04/14/11	Autism Spectrum Disorder (ASD)	Quill, Chapters 1, 2 & ASHA position statement
04/19/11	ASD	ASHA documents: Guidelines & Quill, Chapter 9
04/21/11	ASD	Quill, Chapters, 10 & 11
	Activity 1 AND SUMMARY DUE TODAY	
04/26/11	Cerebral Palsy	Workinger, Section 1
04/28/11	Cerebral Palsy	Workinger, Section 2
05/03/11	Cerebral Palsy	Workinger, Section 3
05/05/11	Intellectual Disabilities	Schalock et al.; Weymeyer et al.; Frequently asked questions
05/10/11	Intellectual Disabilities	Kumin, Chapters 1, 2, 3, 4
05/12/11	Intellectual disabilities	Kumin, Chapters 6, 7, 8, 11
	Activity 2 AND SUMMARY DUE TODAY	

SPLH 848 ACTIVITIES AND DUE DATES Spring 2010

You are to choose **two** of the following activities to complete. One activity is due **April 15th** and the second is due **May 6th**. Each activity is worth 50 points. **All activities must be based on and include references from current literature in addition to what is presented in your textbook. Please use APA format in your work. Please choose something you have not had experience with so that you can broaden your knowledge base.**

1. Review two recent (2010-2011) articles that focus on research in the assessment or intervention with individuals with autism, intellectual disabilities, or cerebral palsy (choose only one category for both articles). The paper should be 5-10 pages in length and include a summary of the articles, a critique of the studies, what you learned, and how you will apply it. You should compare and contrast the results of the studies.
2. Develop a group of 5 supportive interaction strategies you could teach a paraeducator to use across the school day. Describe the strategies with examples; explain **how** you would teach them as well as **when** and **where**. Develop the strategies for a student with intellectual disabilities, autism, or cerebral palsy. Be very specific and descriptive. Support your strategies with research data.
3. Prepare an assessment plan focusing on social skills for one of the following:
 - a. A preschool child with autism
 - b. A high school student with Down syndrome
 - c. A 5th grader with cerebral palsy

Make the following assumptions: all students are included in the general education curriculum and all participate in at least one out of school activity with peers who are developing typically. Be **specific** in your plan: what are the questions being answered, who will be involved, what will they do, what data will be collected, how will it be organized? etc. You should include justification/rationale for all your decisions that are *based on evidence from research*.

4. Review and critique one of the following videos/DVDs. Be sure to include the purpose of the video/DVD, who it is appropriate for, topics addressed, how you would use it, strengths, weaknesses, etc. Ask if there are accompanying written materials to review as well as you should read them. Compare/contrast what the program is suggesting with current research literature on the topic.
 - a. Carol Gray – Writing Social Stories with Carol Gray
 - b. PECS – the Picture Exchange System
 - c. More Than Words

- d. Using Visual and Behavioral Cues in the Home
- e. Embracing Play: Teaching Your Child with Autism
- f. Just Being Kids: Supports and services for infants, toddlers, and their families in everyday routines, activities, and places
- g. Straight Talk about Autism: Childhood
- h. Straight Talk about Autism: Adolescence
- i. Quick and Easy Curriculum Adaptations for the Nonverbal Child **and** Visual Supports in the Classroom
- j. Promoting Learning Through Active Interaction
- k. SCERTS: Tape 1 Understanding the SCERTS Model
- l. SCERTS: Tape 2 The SCERTS Model in Action: Children Requiring More Support
- m. SCERTS: Tape 3 The SCERTS Model in Action: Children Requiring Less Support
- n. Social Thinking Across the Home and School Day: Tape 1 – Lecture
- o. Social Thinking Across the Home and School Day: Tape 2 – Facilitating Social Thinking
- p. Promising Practices: Effective Early Intervention in Autism
- q. Serving Children with Autism and Their Families
- r. Disability is Natural video + one chapter from the book Disability is Natural
- r. Social Language Groups
- t. Difficult Moments for Children and Youth with Autism Spectrum Disorders (DVD)
- u. Social Response Pyramid and go to http://www.thegraycenter.org/store/index.cfm?fuseaction=page.display&page_id=84 to download a copy of the Pyramid
- v. Social Stories Movies
- w. Review and reflect on one of the following videos about persons with Down syndrome. Then observe an individual with Down syndrome and complete a review of how helpful/accurate information in the video was. Be sure to include information from research in this review and reflection.
 - a. Down Syndrome: The First 18 Months
 - b. Discovery: Pathways to Better Speech for Children with Down Syndrome
 - c. What did you say? A guide to intelligibility and people with Down syndrome
- x. Social Behavior Mapping by Michelle Winner
- y. Growing Up Social by Michelle Winner

5. Develop your own guiding principles for service delivery. Your principles should be what will guide your actions as a professional when providing services for individuals with intellectual disabilities, cerebral palsy, autism, and their families. Take no more than two pages to express your principles. These must be grounded in research.

6. Review and reflect on contents in the following videos and write a paper on how the information could be incorporated into the school setting. Does the information reflect current evidence?
- a. Intricate Minds
 - b. Intricate Minds III

7. Read and Review information regarding *The Incredible 5-Point Scale*. Create a possible scale for the following cases:
 - a. A preschool child with autism
 - b. A high school student with Down syndrome
 - c. A 5th grader with cerebral palsy
 Be sure to consider what evidence there is supporting the scale.

8. Spend at least 5 hours with a student with autism, Down syndrome, or cerebral palsy. Describe her/his communication including: communication forms and functions used in different environments, communication styles of partners, characteristics of partners who were most facilitative, opportunities for communication in the environment observed, and supports that would enhance communication. Did your findings reflect what is in the research literature?

9. Develop teaching/intervention strategies from a discrete trial training, a contemporary ABA, and a naturalistic perspective for one of the following individuals:
 - a. A preschooler with autism whose goal is to greet his/her peers
 - b. A high school student with Down syndrome whose goal is to tell people when he needs to leave the classroom rather than acting out
 - c. A fifth grader with cerebral palsy whose goal is to initiate participation during a cooperative learning science activity
 Be sure to reference evidence for these approaches.

10. Review and critique **TWO** of the following:
 - a. Teach Me Language (Freeman & Dake)
 - b. Asperger's...What Does It mean To Me (Faherty)
 - c. Navigating the Social World (McAfee)
 - d. Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism (Weiss & Harris)
 - e. Joining in: A Program for Teaching Social Skills (Murdock & Khalsa)
 - f. Autism Aspergers: Solving the Relationship Puzzle (Gutstein)
 - g. Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination (Wolfberg)
 - h. Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (Winner)
 - i. Thinking about YOU Thinking about ME: Philosophy and strategies to further develop perspective taking and communicative abilities (Winner, 2nd Edition)
 - j. Think Social: A social curriculum (Winner)
 - k. Relationship Development Intervention with Children, Adolescents and Adults (Gutstein & Sheely)
 - l. Relationship Development Intervention with Young Children (Gutstein & Sheely)
 - m. Superflex Social Thinking Curriculum (Winner)
 - n. The Ziggurat Model (Aspy & Grossman)
 - o. Talkability: People skills for verbal children with autism spectrum-a guide for parents (Sussman)

- p. Pirates: An early years group program for developing social understanding and social competence (Carter & Santomauro)
 - q. Building Social Relationships (Bellini)
- What is the evidence for the programs?

11. Using one of the following programs, define and adapt a classroom activity for a student with autism, Down syndrome, or cerebral palsy. You can pick the age and the lesson.

- a. Intellitools Classroom Suite
- b. My Own Bookshelf
- c. Inspiration/kidspiration
- d. Speaking Dynamically Pro

What evidence is there for use of the programs in the manner you describe.

12. Find evidence and use the CAT (Critically Appraised Topic) format to study one of the following strategies:

- a. Social Stories for individuals with autism
- b. Apraxia strategies for individuals with Down syndrome
- c. Reading approaches for youngsters with autism
- d. Use of visual supports for individuals with autism
- e. Oral motor exercises for children with cerebral palsy

See me for a guideline as to how to complete the CAT.

13. Find the reading standards for a grade level and a school district. Review the standards and discuss their relevancy for an individual with autism, Down syndrome or cerebral palsy who is in that grade. This discussion should be based on literature relative to literacy and the individual you selected as a reference. Be sure to discuss any adaptations/revisions that would need to be made for the individual you are discussing to participate.

14. Read and critique the book *The SCERTS Model: Volume 1: Assessment*. What evidence is there to support the SCERTS Model?

15. Read and critique the book *The SCERTS Model: Volume 2: Program planning and assessment*. What evidence is there to support the SCERTS Model.

16. Read and review *The Hidden Curriculum*. Write a brief summary about how an individual with significant disabilities could be assessed on his/her knowledge of items within the hidden curriculum. Be sure to explore the literature and report on the evidence for the program and your assessment suggestions.

17. Complete a module from Autism Internet Modules (www.autisminternetmodules.org). Write a paper that summarizes the content, reflect on what you learned and the process of learning from an internet module, and discuss if you would recommend the module to anyone else and if so, who. Take no more than 5-8 pages to do this.