

**SPLH 844: School Age Language Disorders  
Spring 2009**

**INSTRUCTOR:** Debby Daniels, Ph.D.     **E-MAIL:** [ddaniels@kumc.edu](mailto:ddaniels@kumc.edu)

**CLASS MEETINGS:** Wednesday, 5:30 – 8:30pm     **OFFICE HOURS:** By appointment

**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.**

- American Speech-Language-Hearing Association. (2000). Guidelines for the roles and responsibilities of school-based speech-language pathologists. Rockville, MD: Author.
- American Speech-Language-Hearing Association. (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents (guidelines). Rockville, MD: Author.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Choosing words to teach. In Bringing words to life, pp. 15-30. NY: Guilford Press.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Developing vocabulary in the later grades. In Bringing words to life, pp. 72-101.
- Fey, M.E., Long, S.H., & Finestack, L.H. (2003). Ten principles of grammar facilitation for children with specific language impairments. American Journal of Speech-Language Pathology, 12, 3-15.
- Finestack, L., Fey, M., Sokol, S., Ambrose, S., & Swanson, L. (2006). Fostering narrative and grammatical skills with syntax stories. In (A. van Kleeck, Ed.), Sharing books and stories to promote language and literacy. San Diego: Plural Publishing Inc.
- Gillam, S.L., & Gillam, R.B. (2006). Making evidence-based decisions about child language intervention in schools. Language, Speech, and Hearing Services in Schools, 37, 304-315.
- Gillam, R. B., & Ukrainetz, T.A. (2006). Language intervention through literature-based units. In (T.A. Ukrainetz, Ed.), Contextualized language intervention, pp. 59-94. Eau Claire, WI: Thinking Publications.
- Nippold, M.A., Hesketh, L.J., Duthie, J.K., & Mansfield, T.C. (2005). Conversational versus expository discourse: A study of syntactic development in children, adolescents, and adults. Journal of Speech, Language, and Hearing Research, 48, 1048-1064.
- Nippold, M.A., Ward-Lonergan, J.M., & Fanning, J. (2005). Persuasive writing in children, adolescents, and adults: A study of syntactic, semantic, and pragmatic development. Language, Speech, and Hearing Services in Schools, 36, 125-138.
- Redmond, S.M. & Rice, M. L. (1998). The socioemotional behaviors of children with SLI: Social adaptation or social deviance? Journal of Speech, Language, and Hearing Research, 41, 688-700.
- Redmond, S. M. & Rice, M.L. (2002). Stability of behavioral ratings of children with SLI. Journal of Speech, Language, and Hearing Research, 45, 190-201.
- Tomblin, J.B., & Zhang, X. (2006). The dimensionality of language ability in school-age children. Journal of Speech, Language, and Hearing Research, 49, 1193-1208.

**COURSE OBJECTIVES AS RELATED TO ASHA KNOWLEDGE STANDARDS:**

- I. Understand basic concepts, terminology, and theory
  - A. To develop a functional knowledge of definitions and models of language disorders in school-age children.
- II. Develop an assessment plan
  - A. To help students gain the skills necessary to plan and carry out an evaluation of a school-age child known to or suspected of having a disorder of communication.
  - B. To help students identify appropriate strategies for assessing the *form, content*, and *function* of receptive and expressive language skills in school-age children.
  - C. To help students recognize the need for different types of assessment tools depending on the purpose of the evaluation.

- D. To help students understand the role of a speech-language pathologist on a school-based assessment team.
- E. To help students understand the impact of cultural issues on the assessment of a school age child with a potential language disorder.
- III. Analyze and integrate assessment findings
  - A. To assist students in integrating assessment findings in order to determine the presence of a language disorder, its severity, making a prognostic statement and developing recommendations for intervention.
- IV. Determine presence of disorder and related findings
  - A. To help students recognize the impact of specific factors that may influence the language skills of school-age children.
- V. Develop a treatment plan based on available evidence
  - A. To help students recognize the role of the dynamic evaluation process in selecting/modifying intervention goals, and measuring the outcomes of intervention.
  - B. To help students develop intervention goals that are functional, and that address the academic needs of school-age children with language disorders.
  - C. To help students understand the role of collaborative teaching with general and special educators.

### Course topics and Reading Assignments

| <u>Date</u> | <u>Topic</u>   | <u>Reading(s)</u>   |
|-------------|--|---|
| 3/25        | Introduction<br>Language Disorders-definition & prevalence<br>ASHA Guidelines for School SLPs<br>Language Disorders or Language Difference?<br><a href="http://www.asha.org/about/membership-certification/divs/div_16.htm">http://www.asha.org/about/membership-certification/divs/div_16.htm</a> | Paul, Chap. 5<br>Lecture notes<br>ASHA Guidelines   |
| 4/1         | Federal Laws Impacting Service Provision<br><br>Decision-making strategies used by school SLPs<br><a href="http://www.asha.org/docs/html/TR2002-00160-html">http://www.asha.org/docs/html/TR2002-00160-html</a>  | Paul, Chapt. 10<br>Lecture notes<br><a href="http://www.asha.org/about/publications/leader-online/archives/2006/061017/f061017d.htm">http://www.asha.org/about/publications/leader-online/archives/2006/061017/f061017d.htm</a><br><a href="http://www.asha.org/about/legislation-advocacy/federal/idea/04-law.htm">http://www.asha.org/about/legislation-advocacy/federal/idea/04-law.htm</a><br><a href="http://www.asha.org/about/legislation-advocacy/federal/nclb/nclb-facts.htm">http://www.asha.org/about/legislation-advocacy/federal/nclb/nclb-facts.htm</a> |
| 4/8         | Assessment of School-age Language Disorders (part 1)<br><br><b>ASSIGNMENT: Assignment #1 is due at 3:30 on April 15, by email attachment. Please refer to Blackboard for description of the assignment.</b>  | Tomblin & Zhang (2006)<br>Paul, Chap. 11<br>Lecture notes   |

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|------|---|---|
| 4/15 | Assessment of School-age Language Disorders (part 2)  | Nippold et al. (2005a)<br>Nippold et al. 2005b)<br>Paul, Chap.13<br>Lecture notes |
|      | Language Disorders in Special Populations   | Redmond & Rice<br>(1998 & 2002)<br>Lecture notes                                  |
|      | <b>Assignment #2 is due at 3:30 on April 22, by email attachment. Please refer to Blackboard for description of the assignment.</b>   |   |
| 4/22 | Intervention of School-age Language Disorders (part 1)  | Paul, Chap.12&14<br>Gillam & Gillam (2006)<br>Beck, Chap.2<br>Lecture notes       |
| 4/29 | Intervention of School-age Language Disorders (part 2)<br>CLASS OFF CAMPUS<br><a href="http://www.asha.org/docs/html/GL2006-00275.html">http://www.asha.org/docs/html/GL2006-00275.html</a> | Gillam & Ukrainetz (2006)<br>Beck, Chapt. 5                                       |
|      | <b>Assignment #3 is due at 3:30 on May 6, by email attachment. Please refer to Blackboard for description of the assignment.</b>  |   |
| 5/6  | Intervention of School-Age Language Disorders (part 3)  | Finestack et al. (2006)<br>Fey, Long & Finestack<br>(2003)<br>Lecture notes       |
| 5/13 | Final Project Due by midnight   |   |

**Assignments:** There are three small assignments due April 15, April 22, and May 6. Total points = 100, worth 50% of course grade. See Blackboard for details.

**Final Project:** The final is due May 13, at midnight. Total points = 100, worth 50% of course grade. See Blackboard for details.

**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.

### 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.