

SPLH 848: Language Impairments in Special Populations
Jane R. Wegner, Ph.D.
March 13- May 8, 2008
Tuesdays and Thursdays 9:30-11:10 am
3049 Dole

Office: 2101 Haworth Hall
Office Hours: By appointment
Telephone: 864-4690
Email: jwegner@ku.edu

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 disabilities, 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.

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 Text:

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. (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 on Mental Retardation. (2002). *Mental Retardation: Definition, Classification and systems of support* (10th ed). Washington, DC: American Association on Mental Retardation.

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.

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

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:

Thirteen Reading Reflections: 10 points each, 130 points

Two activities: 50 points each, 100 points

Presentation of one activity: 10 points

With the exception of the first class, 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:

216-240 points A
192-215 points B
168-191 points C
144-167 points D
166 and below F

**SPLH 848: Language Impairments in Special Populations
Spring 2008**

DATE	TOPIC	READING for Reflection
03/13/08	Introduction	National Joint Committee 1992 & 2003
03/18 & 3/20/08	SPRING BREAK	
03/25/08	Perspectives	Quill, Chptr. 3; Downing preface & Ch. 1
03/27/08	Assessment Principles	National Joint Committee, 1992 Downing, Chapter 2
04/01/08	Assessment	Downing, Chapter 3
04/03/08	Intervention Principles	Downing, Chapters 5, 6, & National Joint Committee, 1992
04/8/08	Autism Spectrum Disorder (ASD)	Quill, Chapters 1, 2 & ASHA position statement
04/10/08	ASD	ASHA documents: Guidelines & Quill, Chapter 9
04/15/08	ASD ACTIVITY 1 DUE TODAY	Quill, Chapters, 10 & 11
04/17/08	Cerebral Palsy	Workinger, Section 1
04/22/08	Cerebral Palsy	Workinger, Section 2
04/24/08	Cerebral Palsy	Workinger, Section 3
04/29/08	Intellectual Disabilities	AAMD, Chapters 1, 2, 3
05/01/08	Intellectual Disabilities	Kumin, Chapters 1, 2, 3, 4
05/06/08	Intellectual disabilities	Kumin, Chapters 6, 7, 8, 11
05/08/07	ACTIVITY 2 DUE: PRESENTATIONS	

SPLH 848 ACTIVITIES AND DUE DATES Spring 2008

You are to choose **two** of the following activities to complete. One activity is due **April 15th** and the second is due **May 8th**. Each activity is worth 50 points. **All activities must be based on and include references from current literature. 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 a recent (2007-2008) article that focuses on research in the area of assessment or intervention with individuals with autism, intellectual disabilities, or cerebral palsy. The paper should be 3-5 pages in length and include a summary of the article, a critique of the study, what you learned, and how you will apply it.
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.
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.

4. Review and critique one of the videotapes. Be sure to include the purpose of the video, 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.
 - 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. Manners for the Real World
 - s. Disability is Natural video + one chapter from the book Disability is Natural
 - t. Social Language Groups
 - u. Difficult Moments for Children and Youth with Autism Spectrum Disorders (DVD)
 - v. 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
 - w. Social Stories Movies
5. 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.
 - 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
 6. 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.
 7. Review and reflect on contents in the following videos and write a paper on how the information could be incorporated into the school setting.
 - a. Intricate Minds
 - b. Intricate Minds III
 8. 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
 9. 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.
 10. 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

11. 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)
 - j. Relationship Development Intervention with Children, Adolescents and Adults (Gutstein & Sheely)
 - k. Relationship Development Intervention with Young Children (Gutstein & Sheely)
 - l. Superflex Social Thinking Curriculum (Winner)
12. 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
13. 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
14. 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.
15. Read and critique the book *The SCERTS Model: Volume 1: Assessment*.
16. Read and critique the book *The SCERTS Model: Volume 2: Program planning and assessment*.
17. 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.
18. Pick a movie or book to read or see from the lists below. Write a paper that addresses the following:

Think of a character in the book or movie who has a disability.

Was the person with disabilities portrayed in a positive or negative manner? Explain with examples and relate that to your view of disability.

How did you feel about the way the character was depicted? Explain.

After seeing the film or reading the book, do you believe audiences or readers come away having a better understanding of the disability and the challenges it presents? Why or why not?