

PREVIOUS COURSE SYLLABUS

Speech and Language Disorders in Young Children

Course Description

This course is designed to introduce the student to three clinical populations of children who are likely to present difficulty with language learning. These populations include learning disabilities, autism, and mental retardation. For each group, we will consider:

- 1) General characteristics of each group to include perceptual, cognitive, and social skills
- 2) Typical patterns of language use
- 3) Assessment procedures and goals
- 4) Treatment procedures

Course Format

The course will consist of lectures, class discussion and activities. Readings will be assigned and should be read by all students prior to class. Each student should read the articles critically and be prepared to discuss them in class.

Course Requirements

Each student is responsible for the course assignments listed below with their respective due dates. Each assignment will be graded and assigned the weighting shown below. Course grade will be determined by totaling the weighted values for each assignment. Points will be deducted for late work.

Assignment	Weight	Due Date
5 Reaction papers	20%	Due prior to class for any five of the classes that readings are assigned (see below)
Class Participation	5%	NA
Exam #1	25%	3/2
Exam #2	25%	4/13
Final Exam	25%	May 14th, 10-12 noon

1/26 Cognitive, Social, and Linguistic aspects of learning disabilities

1. Stanovich, K. E. (1986). Cognitive processes and the reading problems of learning-disabled children: Evaluating the assumption of specificity. In J. K. Torgesen & B. Y. L. Wong (Eds.), Psychological and educational perspectives on learning disabilities (pp. 85-131). San Diego: Academic Press.
2. Pearl, R., Donahue, M., & Bryan, T. (1986). Social relationships of learning-disabled children. In J. K. Torgesen & B. Y. L. Wong (Eds.), Psychological and educational perspectives on learning disabilities (pp. 193-224). San Diego: Academic Press.
3. Bryan, T. (1987). A review of studies on learning disabled children's communicative competence.

2/2 Attentional deficit hypothesis: Information processing model, processing capacity, components of attention, relationship to language

4. Krupski, A. (1986). Attention problems in youngsters with learning handicaps. In J. K. Torgesen & B. Y. L. Wong (Eds.), Psychological and educational perspectives on learning disabilities (pp. 193-224). San Diego: Academic Press.
5. Snyder, L, & Downey, D. (1983). Pragmatics and information processing. Topics in Language Disorders, 4, 75-86.
6. Townsend, J., & Tallal, P. (1989, June). Auditory attentional capacity deficits in disorders of language acquisition. Paper presented at the American Psychological Society, Alexandria, VA.

2/9 Assessment issues. What aspects of language should be assessed? What type of assessment battery should be used?

7. Damico, J. S. (1985). Clinical discourse analysis: A functional approach to language assessment. In C. S. Simon (Ed.), Communication skills and classroom success, pp. 165-193. San Diego: College-Hill Press.

3/16 Language development: unique aspects of autistic language, cognitive functioning and relationship to language, acquisition strategies

15. Paul, R. (1987). Communication. In D. J. Cohen & A. M. Donnellan (Eds.), Handbook of autism and pervasive developmental disorders (pp. 61-84). New York: Wiley.
16. Tager-Flusberg, H. (1989). A psycholinguistic perspective on language development in the autistic child. In G. Dawson (Ed.), Autism: Nature, diagnosis, and treatment. New York: Guilford Press.
17. Prizant, B. M. (1983). Language acquisition and communicative behavior in autism: Toward an understanding of the "whole" of it. Journal of Speech and Hearing Disorders, 48, 296-307.

3/23 NO CLASS - Spring Break

3/30 Communicative functions. Are "nonfunctional" behaviors actually used for communication purposes? How can this be assessed?

18. Prizant, B. M., & Rydell, P. J. (1984). Analysis of functions of delayed echolalia in autistic children. Journal of Speech and Hearing Research, 27, 183-192.
19. Loveland, K. A., Landry, S. H., Hughes, S. O., Hall, S. K., & McEvoy, R. E. (1988). Speech acts and the pragmatic deficits of autism. Journal of Speech and Hearing Research, 31, 593-604.
20. Johnston, J. (1985). Discourse symptoms of developmental disorders. In T. van Dijk (Ed.), Handbook of discourse analysis, Vol III. London: Academic Press.

4/6 Assessment and intervention issues

21. Prizant, B. M., & Schuler, A. L. (1987). Facilitating communication: Language approaches. In D. J. Cohen & A. M. Donnellan (Eds.), Handbook of autism and pervasive developmental disorders (pp. 316-332). New York: Wiley.
22. Second Opinion: Facilitated Communication (1992). American Journal of Speech-Language Pathology: A Journal of Clinical Practice, 1(2), 15-27.

30. Ronski, M. A., & Ruder, K. F. (1984). Effects of speech and speech and sign instruction on oral language learning and generalization of action + object combinations by Down's syndrome children. Journal of Speech and Hearing Disorders, 49, 293-302.
31. Kim, Y. T., & Lombardino, L. J. (1991). The efficacy of script contexts in language comprehension intervention with children who have mental retardation. Journal of Speech and Hearing Research, 34(4), 845-857.
32. Gullo, D. F., & Gullo, J. C. (1984). An ecological language intervention approach with mentally retarded adolescents. Language, Speech, and Hearing Services in Schools, 15, 182-191.

5/14 Final Exam: Mental Retardation

10:00 - 12:00

IV. LEARNING EXPERIENCES

Each student is responsible for completion of the following learning experiences by dates to be determined in class.

A. *Expert Presentation: Special Population*

Each participant will serve once as an expert on a particular population. Students will be expected to read about the population, review and integrate any relevant literature and then present this information to the class using any format you wish. The presentations should be accompanied by a handout (no more than 6 pages including references) for distribution to class. You are required to make an appointment with the instructor at least four weeks prior to your presentation date to discuss content and format of your presentation. You are also required to select appropriate readings for your assigned topic in collaboration with the instructor. Presentation and handout guidelines will be handed out in class.

B. *Discussion and participation*

Class participation is an important element of this course. The quality of participation, as evidenced by careful reading, thoughtful reflection and analysis, and clear and concise comments, is important. It is also critical to build on each other's comments which depends on attentive listening. Class participation will be judged on the basis of quality and consistency of effort on a daily basis. Students' questions and contributions from clinical experience are encouraged. You are expected to be prepared (and actively involved) for every class. Students may be asked to provide a brief oral summary of the readings prior to the discussion and/or lead the discussion for that day.

C. *Mid-Term and Final Examination*

These essay exams will be comprised of questions that will require integrative thinking and writing. Material covered in lectures, discussions, presentations and readings are relevant for this examination. Some of the questions on this examination may be take-home questions.

D. *Test Administration*

Students will be required to practice administering and scoring six assessment procedures prior to the end of this course. After learning the administration and scoring of a procedure, you will demonstrate your proficiency to a peer (or to a clinical supervisor if you are in practicum) who will sign a sheet stating that you have demonstrated your competency with the procedure.

E. *LSA project and Test Scoring*

Students will be given an audiotape of a conversational language sample to transcribe and analyze using the SALT program. You will also be provided with some test forms to score. Further details will be given in class.

VIII. ACCOMMODATION OF RELIGIOUS BELIEFS

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes, of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled Accommodation of Religious Beliefs.

IX. ACADEMIC CONDUCT

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary procedures.

X. ABSENCE FOR UNIVERSITY SPONSORED EVENTS

University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing classes in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted as an absence. A university sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

XI. ACCOMMODATIONS FOR FULL PARTICIPATION

Please let me know with reasonable advance notice if you have any needs based on a disability that may require a reasonable modification in order for you to participate fully in this course. Students should be prepared to provide documentation of disability status to:

(a) ADA/504 coordinator, John Truesdale, 1004 Roseman, phone 472-4711

or

(b) Deb Hall, Project Assist, 2021 Roseman, phone 472-4788.

XII. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing.

CD510-764
Selected Bibliography

- Abbeduto, L. & Rosenberg, S. (1992). Linguistic communication in persons with mental retardation. In S. W. Warren & J. Reichle (Eds.), Cause and effects in communication and language intervention. (pp. 331-359). Baltimore, MD: Paul H. Brookes publishing
- Abkarian, G. G. (1992). Communication effects of prenatal alcohol exposure. Journal of Communication Disorders, 25, 221-240.
- Alpert, C.L. & Kaiser, A. P. (1992). Training parents as milieu language teachers. Journal of Early Intervention, 16, 31-52.
- Aram, D. (1990). Brain lesions in children: Implications for developmental language disorders. In J. Miller (Ed.), Research on child language disorders: A decade of progress (pp. 287-297). Austin, TX: ProEd.
- Becker, M., Warr-Leeper, G. A. & Leeper, H. A. (1990). Fetal alcohol syndrome: A description of oral-motor, articulatory, short-term memory, grammatical and semantic abilities. Journal of Communication Disorders, 23, 97-124.
- Baltaxe, C. A. M. & Simmons, J. Q. (1992). A comparison of language issues in high-functioning autism and related disorders with onset in childhood and adolescence. In E. Schopler & G. B. Mesibov (Eds.), High-functioning individuals with autism (pp. 211-225). New York: Plenum Press.
- Biklen, D. (1992). Facilitated communication: Biklen responds. American Journal of Speech-Language Pathology, 1, 21-22.
- Biklen, D. (1992). Typing to talk: Facilitated communication. American Journal of Speech-Language Pathology, 1, 15-17.
- Calculator, S. N.. (1992). Perhaps the emperor has clothes after all: A response to Biklen American Journal of Speech-Language Pathology, 1, 18-20.
- Calculator, S. N. (1992). Facilitated communication: Calculator responds. American Journal of Speech-Language Pathology, 1, 23-24.
- Camarata, S. M., Nelson, K. E., & Camarata, M. N. (1994). Comparison of conversational-recasting and imitative procedures for training grammatical structures in children with specific language impairment. Journal of Speech and Hearing Research, 37, 1414-1423.
- Campbell, T. F., & Dollaghan, C. A. (1990). Expressive language recovery in severely brain-injured children and adolescents. Journal of Speech and Hearing Disorders, 55, 567-581.
- Chapman, R. (1995). Language development in children and adolescents with Down syndrome. In P. Fletcher, & B. MacWhinney (Eds.), The handbook of child language (pp. 642-663). Cambridge, MA: Blackwell.
- Chapman, R. (1991). Models of language disorder. In J. Miller (Ed.), Research on child language disorders: A decade of progress (pp. 287-297). Austin, TX: ProEd.
- Davis, J. M., Eifenbein, J., Schum, R., & Bentler, R. A. (1986). Effects of mild and moderate hearing impairments on language, educational, and psychosocial behavior of children. Journal of Speech and Hearing Disorders, 51, 53-62.

- Tannock, R., Girolametto, S., & Siegel, L. (1992). Language intervention with children who have developmental delays: Effects of an interactive approach. American Journal of Mental Retardation, 97, 145-160.
- Tsai, L. Y. (1992). Diagnostic issues in high-functioning autism. In E. Schopler & G. B. Mesibov (Eds.), High-functioning individuals with autism (pp. 11-40). New York: Plenum Press.
- Wetherby, A. M. & Prizant, B. M. (1992). Facilitating language development and communication development in Autism: Assessment and intervention guidelines. In D. E. Berkell, (Ed.) Autism: Identification, education, and treatment, (pp. 107-134). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wolf Nelson, N. (1993). A framework. In N. Wolf Nelson (ed.), Childhood language disorders in context, (pp. 5-24). New York: Macmillan Publishing Company.
- Yoder, P. J., & Warren, S. F. (1993), Can developmentally delayed children's language development be enhanced through prelinguistic intervention? In A. P. Kaiser & D. B. Gray (Eds.), Enhancing children's communication: Research foundations for intervention (pp. 35 - 61). Baltimore, MD: Paul H. Brookes Publishing Co.
- Yoder, P., Kaiser, A., & Alpert, C. (1991). An exploratory study of the interaction between language teaching methods and child characteristics. Journal of Speech and Hearing Research, 34, 155-167.