

**SAN JOSE STATE UNIVERSITY
COLLEGE OF EDUCATION
EDSP 259 – SEMINAR IN DEVELOPMENTAL LANGUAGE DISORDERS
AND INTERVENTION STRATEGIES**

FALL 2009

JEAN M. NOVAK, PH.D., CCC-SLP
OFFICE HOURS: (SH 113) M 10-12pm, W 7-9am
DAYS: Monday (section 1) 12-2:45pm, Wednesday (section 2) 12-2:45pm
PHONE: (408) 924-3671

MISSION STATEMENTS

College of Ed: The mission of the College of Education at SJSU is to prepare educators who have the knowledge, skills, dispositions, and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department: The mission of the CDS Department is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements in assessment and intervention.

COURSE DESCRIPTION

Neuropsychological, cognitive and linguistic correlates of developmental language disorders which underlie the competencies to diagnose and provide treatment for children and adolescents with language impairments are presented.

PREREQUISITES

EDSE 102, EDSP 124; EDSP 125 or Consent of Instructor

CTC STANDARDS

Standard 22: Speech and Language Disorders

- 22.1 Understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing.
- 22.2 Comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with autism, cerebral palsy, hearing impairment developmental disabilities, learning disabilities, and traumatic brain injury.

Standard 23: Evaluation of Speech and Language Disorders

- 23.3 Proficiency in the assessment, selection, and development of augmentative and alternative communication systems and the training of clients in their use.

Standard 24: Management of Speech and Language Disorders

24.1 Knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

ASHA STANDARDS

Standard III-E: The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

COMPETENCIES

1. Know normal early neurological development and function.
2. Know normal developmental patterns of language and cognitive systems.
3. Know normal perceptual development patterns.
4. Know abnormal early neurological development and function, including “at risk” criteria.
5. Know abnormal developmental patterns of language and cognition.
6. Know patterns of abnormal perceptual development.
7. Know characteristics of different groups of language disordered children.
8. Understand tests and techniques used to differentially diagnose children with language disorders.
9. Understand methods and strategies of intervention with language disordered children.
10. Adapt management techniques to various handicapping conditions.
11. Use understanding of cultural and linguistic differences when selecting and adapting intervention methods and strategies.
12. Demonstrate effective decision making skills for evaluation and treatment problems of language disordered children.

TEXT REQUIREMENTS

Recommended:

Paul, R. (2006). Language disorders from infancy through adolescence assessment & intervention (3rd Edition). St. Louis: Mosby.

REFERENCES

ADOLESCENT LANGUAGE DISORDERS

Bashir, A., Scavuzzo, A. (1992). Children with language disorders: Natural history and academic success. Journal of Learning Disabilities, 25(1), 53-65.

Catts, H., Kamhi, A. (1999). Language and reading disabilities. Boston: Allyn and Bacon.

Deci, E. (1992). Autonomy and competence as motivational factors in students with learning disabilities and emotional handicaps. Journal of Learning Disabilities,

25(7), 457-471.

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McKinley, N., Lord-Larson, V. (1985). Neglected language-disordered adolescent: A delivery model. Language, Speech, and Hearing Services in Schools, 16, 2-15.

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Smith, E. (1998). Adolescent assessment. Caregiver News and Report, February, 15-20.

Wiig, E. (1984). Language disabilities in adolescents: A question of cognitive strategies. Topics in Language Disorders, 4, 41-58.

Wiig, E., Semel, E. (1976). Language disabilities in children and adolescents. New York: Harper and Row.

ATTENTION DEFICIT DISORDER (ADD/ADHD)

Abikoff, H., Klein, R. (1992). Attention deficit hyperactivity and conduct disorder: Comorbidity and implications for treatment. Journal of Consulting and Clinical Psychology, 60, 881-892.

Augustine, L, Damico, J. (1995). Attention deficit hyperactivity disorder: The scope of the problem. Seminars in Speech and Language, 16, 243-258.

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Cantwell, D., Baker, L. (1991). Association between attention deficit-hyperactivity disorder and learning disabilities. Journal of Learning Disabilities, 24, 88-95.

Damico, J. (ed.). (1996). Attention deficit disorder II: Clinical issues. Seminars in Speech and Language, 17(1).

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- Parker, H. (1992). The ADD hyperactivity handbook for schools. Plantation, FL: Impact Publications.
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- Shaywitz, S., Fletcher, J., Shaywitz, B. (1994). Issues in the definition and classification of attention deficit disorder. Topics in Language Disorders, 14, 1-25.
- Shelton, T., Barkley, R. (1994). Critical issues in the assessment of attention deficit disorders in children. Topics in Language Disorders, 14, 26-41.
- Weaver, C. (1993). Understanding and educating students with attention deficit hyperactivity disorder: Toward a system theory and whole language perspective. American Journal of Speech-Language Pathology, 2, 79-89.
- Westby, C., Cutler, S. (1994). Language and ADHD: Understanding the bases and treatment of self-regulatory deficits. Topics in Language Disorders, 14, 58-76.
- Zentall, S. (1993). Research on the educational implications of attention deficit hyperactivity disorder. Exceptional Children, 60, 143-153.

AUDITORY PROCESSING DISORDERS (APD)

- ASHA (2003). Auditory Processing Disorders: Identification, Intervention, and Management with School-Age Children. Scottsdale, AZ.
- ASHA (1996). Central Auditory Processing: Current Status of Research and Implications for Clinical Practice: Task Force on Central Auditory Processing Consensus Development, American Journal of Audiology, 5, 41-54.
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AUGMENTATIVE-ALTERNATIVE COMMUNICATION (AAC)

- Adams, M. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.
- Beukelman, D. (1992). Augmentative and alternative communication for children. Seminars in Speech and Language, 13(2).
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- Carter, S., Porter, P. (1986). The evolution of augmentative communication at a regional

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AUTISM SPECTRUM DISORDERS

- American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), 4th ed. Washington, DC: APA.
- Attwood, T. (1998). Asperger's Syndrome, A guide for parents and professionals. London: Jessica Kingsley Publishers.
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Thompson, S. (1997). The source for nonverbal learning disorders. Illinois: LinguSystems.

Williams, D. (1992). Nobody no where: The extraordinary autobiography of an autistic. New York: Avon.

Winner, M. (2000). Inside out: What makes the person with social cognitive deficits tick? San Jose: CA Michelle Winner, SLP Publisher.

INFANTS: DRUG EXPOSURE, AIDS

ASHA. (1990). AIDS/HIV: Implications for speech-language pathologists and audiologists. ASHA, 32, 46-48.

Bateman, D., Heagarty, M. (1989). Passive freebase cocaine (Crack) inhalation by infants and toddlers. American Journal of Diseases in Children, 143-25-27.

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- Youngstrom, N. (1991). Drug exposure in home elicits worst behaviors. APA Monitor, 22, 23.

TRAUMATIC BRAIN INJURY

- Arakaki, A. (1988). Traumatic brain injury: The new delivery system. Journal of Insurance Medicine. 20(3), 5-9.
- Blassar, J., DePompei, R. (1994). Pediatric traumatic brain injury: Proactive intervention. San Diego, CA: Singular Publishing Group, Inc.

- Colan, B. (1995). Treating pediatric trauma. Advance, 5(40), 20.
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LIBRARY RESOURCES

For full library catalog see: <http://www.library.sjsu.edu/>

CLASS REQUIREMENTS/ASSIGNMENTS

- A. **GROUP PANEL** – Oral Presentation (assigned dates) (100 points)
1. Select a language disorder topic area (see schedule page).
Formal presentation with outlines, overheads, power point handouts
POWER POINT PRESENTATION
Length: Full class period
BINDER (hard copy) to be provided to everyone in class to include:
 - a. Current research articles re: topic area (10 articles/within 10 yrs)
 - b. Introduction/Background Information
 - c. Evaluation Procedures-Assessment
 - d. Therapy Techniques (Main Focus)*****
 - e. Present a least one case study
 - f. Language and cognitive behavior
 - g. Implications/Future research
 - h. Creativity is the key (guest speaker, video, computer)
 - i. Include cooperative learning activity for class
 - j. Conclusion/Review of information presented
 - k. Questions from class
 - l. **WRITTEN OUTLINE MUST BE SUBMITTED** (1 week before the presentation)
 - m. Power point presentation to be included in binder
 2. 3-4 members/group (depending on class size)
Each group must work together to orchestrate the presentation. The presentation should not be divided into sections with specific individuals responsible for specific areas, but the group should plan the presentation together. For example, if one individual is unable to present, then the rest of the group can take over that presentation. The importance of this project is the focus on “the team.” Team work and team concepts need to be developed. This is not a project to be done alone (80 points are group effort, 20 points are for individual presentation). The group must be cohesive and the presentation needs to flow in an organized, sequential manner. Use of the computer is vital for this project – it will eliminate the need to meet face to face and have to schedule unnecessary meetings on campus or elsewhere.
- B. **INDIVIDUAL WRITTEN PROJECT** (100 points) – Hard Copy
1. Select the language area of group presentation
 2. Prepare training manual for parents or teachers on your topic area
 3. Manual should include: (this is an individual project).
Title page, table of contents, acknowledgements, body of text (age level, background information re: disorder, assessment issues, intervention techniques/recommendations – suggestions for accommodations), resources, and references.

4. Maximum pages: 20 (Do not use direct book copies, use own words)

C. **EXAMINATIONS** (100 points each)

1. Midterm (oral)
2. Final (take home)

GRADING CRITERIA

Total points: 400

Panel presentation	100		
Training Manual	100		
Examinations	200	(100 points /exam)	

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	73-76	D-	60-62
F	<60				

***NOTE: No late assignments (papers, outlines, exams, etc.) will be accepted without a written medical excuse. Grade will drop by one third each day assignment is turned in late. No make-ups for the exams will be given.

GRIEVANCE PROCEDURE

Refer to students rights and responsibilities section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

ACADEMIC DISHONESTY

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. For further information see:

<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMMODATIONS

If you need course adaptations because of a disability , if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible. The policy regarding accommodations may be found in the SJSU Schedule of Classes.

Accommodations of Students with Special Needs are referred to the Disability Resource Center, Administration Building 110. (408) 924-6000 (voice); (408) 924-5990 (TDD). For further information see: <http://www.drc.sjsu.edu/policies/default.htm>

SCHEDULE/TIMELINE

DATE	TOPIC
8/24 8/26	Intro/Overview
8/31 9/2	Review Language Disorders
9/7	HOLIDAY- no class
9/14 9/9	Assessment Issues
9/21 9/16	Intervention Issues
9/28 9/23	ADHD Presentation
10/5 9/30	EXAM #1 (oral exam)
10/12 10/7	PANEL #1 Infants: Drug Exposed, FAS, AIDS
10/19 10/14	PANEL #2 Down Syndrome/Genetics
10/26 10/21	PANEL #3 Cerebral Palsy/ACC
11/2 10/28	PANEL #4 Autism
11/9 11/11	No class – work on manual
11/16 11/4	PANEL #5 Central Auditory Processing Disorders (CAPD)
11/23 11/18	PANEL #6 Adolescents with language problems Take home exam given
11/30 11/25	No class - work on final and project
12/7 12/2	Manual presentations – take home due, class review

FINAL EXAM DATE _____ TIME _____