

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
Treatment and Management of Speech and Language Disorders
EDSP 112, Section 4 (lab) & 5, Spring 2016

Course and Contact Information

Instructor:	Dana Albrecht, M.S. CCC-SLP
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Office Hours:	Friday 12:45-1:45PM (please e-mail or text prior to ensure I am at my desk). Also available by arrangement.
Class Days/Time:	Fridays 10:00-12:45 PM
Classroom:	Sweeny Hall 434
Prerequisites:	EDSP 110, EDSP 111

Canvas Learning Management System and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

This course will cover the impact of technological and societal changes on the delivery of human communication services with emphasis on study of cultural diversity in communication disorders. Through lectures and labs, it is intended that to prepare students for effective clinical intervention for those with speech, language and hearing disorders.

Learning Outcomes

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the ASHA Code of Ethics, ASHA Practice Policies, and the importance of ASHA's role in professional advocacy and public policy (via quizzes, exam, discussion).
2. Demonstrate understanding of general principals for learning and intervention (via assignments, discussions, quizzes).
3. Describe clinical service delivery across work settings for speech-language pathologists and audiologists (via quizzes, exam, discussions).
4. Demonstrate understanding of basic clinical skills through development of therapy plans and objectives, data collection tools, and documentation of services and outcomes (via assignments and discussion)

5. Demonstrate understanding and exhibit proper notation of terminology specific to various work settings (via quizzes, exam).
6. Demonstrate understanding of treatment approaches for various speech, language, and swallowing disorders in children and adults with emphasis on evidence-based practice (via quizzes, exam, discussions, assignments).
7. Demonstrate knowledge of effective client and family counseling and family-centered practice (via discussions, quizzes, exam).
8. Demonstrate knowledge on the impact of cultural and linguistic diversity on intervention and reflect on how personal beliefs and culture affect how a clinician approaches treatment, management, and counseling (via discussion, quizzes, exam, assignment).
9. Provide critical analysis of observed treatment and management of speech, language and hearing disorders (via assessment, discussion)
10. Define assistive technology, describe the use of technology in clinical practice, and reflect on the issue related to the use of mobile technology (via discussion, quizzes, exam).
11. Demonstrate attentiveness to professionalism and knowledge of the collaborative nature of the profession (via discussion, quizzes, exam).

2014 ASHA Certification Standards Addressed in EDSP 112 Course

The following standards required for ASHA certification are addressed in part in this course. For more information on the [2014 ASHA Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/), refer to: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

- IV-D demonstrate current knowledge of the principles of prevention and intervention for articulation, voice, fluency, receptive and expressive language, swallowing, cognitive aspects, social aspects;
- IV-E knowledge of standards of ethical conduct;
- IV-F knowledge of the integration of research principles into evidence-based practice;
- IV-G knowledge of contemporary professional issues;
- IV-H knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice;
- V-A skills in oral and written or other forms of communication sufficient for entry into professional practice.

Required Texts/Readings

Textbook

1. Roth, F. and Worthington, C. (2015), Treatment Resource Manual for Speech Language Pathology—5th edition, Clifton Park, NY: Cengage Learning (ISBN-10: 1-285-85115-3)

Other Readings

1. [2014 ASHA Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/), refer to: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
2. ASHA (n.d.) Writing Measurable Goals and Objectives. Retrieved from <http://www.asha.org/uploadedFiles/Writing-Measurable-Goals-and-Objectives.pdf#search=%22writing%22>
3. [assistive technology publications](http://www.disabilityrightsca.org/pubs/PublicationsAssistiveTechnology.htm) can be located at: <http://www.disabilityrightsca.org/pubs/PublicationsAssistiveTechnology.htm>

- a. Obtaining Assistive Technology Through Your Child's School (Pub #5577.01, September 2015)
- b. Obtaining Assistive Technology through Your Employer (Pub #5580.01, October 2015)
- c. Funding Assistive Technology through the Regional Center (Pub #5579.01, October 2015)
4. Beer, J., Pisoni, D. B., Kronenberger, W. G., & Geers, A. E. (2010). New Research Findings: Executive Functions of Adolescence who use Cochlear Implants. *The ASHA Leader*, 15(15), 12-14.
5. Bradshaw, J. & Gregory, K. (2014). The Other Side of CCCs: Communication, Counseling and Clinicians. *The ASHA Leader*, 19(5), online only.
6. Callahan, A.J, et. al. (2011). Ethical Dilemmas in Audiology. *Contemporary Issues in Communication Science and Disorders*, 38, 76-86.
7. Donaldson, A. L. & Stahmer, A. C. (2014). Team Collaboration: The Use of Behavior Principles for Serving Students with ASD. *Lang Speech Hear Serv Sch*, 45(4), 261-276.
for using apps in clinical practice. *Contemporary Issues in Communication Science and Disorders*, 40, 138-150.
8. Hodson, B.W. (2011). Enhancing Phonological Patterns of Young Children with Highly Unintelligible Speech. *The ASHA Leader*, 16, 16-19.
9. Law, B.M., & Dunham, G. (2013). Profiles of cultural insight: Learn the nuances of serving Orthodox Jewish, Muslim, and Native American clients. *The ASHA Leader*, 18.
10. Munoz, M.L., Hoffman, L.M., & Brimo, D. (2013). Be smarter than your phone: A Framework *Perspectives on Culturally and Linguistically Diverse Populations*, 21, 63-73.
11. Restrepo, M. I., Morgan, G. P., Thompson, M. S., & Oetting, J. (2013). The Efficacy of a Vocabulary Intervention for Dual- Language Learners with Language Impairment. *Journal of Speech, Language & Hearing Research*, 56(2), 748-765.
12. Romski, M. & Sevcik, R. (2005). Augmentative Communication and Early Intervention Myths and Realities. *Infants and Young Children*, 18(3), 174-185.
13. Schafer, E. C. & Sweeney, M. (2012). A Sound Classroom Environment. *The ASHA Leader*, 17(4), 14-17.
14. Simmons-Mackie, N. & Damico, J. S. (2011). Counseling and Aphasia Treatment: Missed Opportunities. *Topics in Language Disorders*, 31(4), 336-351.
15. Torres, Irene. (2011). "Tricks to Take the Pain out of Writing Treatment Goals." Web log post. The ASHA Leader Blog. ASHA, 10 Sept. 2011. Web. 30 Aug. 2015.
<<http://blog.asha.org/2013/09/10/tricks-to-take-the-pain-out-of-writing-treatment-goals/>>.
16. Turkstra, L. S. & Byom, L. J. (2010). Executive Functions and Communication in Adolescents. *The ASHA Leader*, 15(15), 8-11.
17. Watson, N., & Bell, C. (2014). Cultural considerations in tube feeding decision-making.

Referenced Book (not required)

1. Paul, R. (2014). Introduction to Clinical Methods-third edition. Baltimore, MD: Paul H. Brookes Publishing.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Course Schedule

The Course Calendar is included at the end of this document. It is subject to change with fair notice. Changes will be posted on Canvas. It is your responsibility to check Canvas and/or your MYSJSU e-mail regularly. The [Canvas learning management system](http://sjsu.instructure.com) can be found at <http://sjsu.instructure.com>. [MySJSU](http://my.sjsu.edu) can be located at <http://my.sjsu.edu>.

Course Schedule

All assignments are due by the start of class (10 AM) on the stated due dates.

1. *Multicultural reflection. Due 2/19/16. (20 points)*
 - a. Students must select a culture or SES population and describe 5 customs, traditions, roles, beliefs, or any other aspects which may affect treatment of speech and language disorder, social interactions, opportunities, or education which is directly or indirectly related to the field of speech and language pathology. The reflections should include how a speech-language pathologist or audiologist could provide client-specific, culturally sensitive treatment of communicative disorders. As a guide, the assignments should be approximately 2.5 to 5 pages of single-spaced text. Please turn them into Canvas.
2. *3 Lesson Plan Collaborative Activities. Take place in class on 3/11/16, 4/8/16, 4/22/16. (20 points x 3)*
 - a. During class time, students will be broken into groups and assigned a goal/objective for a client and then provide a lesson plan. The plan must include a rationale (utilizing the text book or other source), 5 activities or procedures to target the objective, and a list of necessary materials. Completed plans are due by the start of class the following week. Each group will submit their single document to Canvas and will be given a group grade.
 - b. There will be opportunity via Canvas to review your peers and their collaborative contributions. Adjustments to individual grades may occur based on peer feedback.
 - c. If you are not present on the day of the collaborative activities, you will be required to complete your assignment individually for credit with a 3-point deduction. Part of the purpose of this assignment is to discover ways to efficiently work with others.
 - d. Points will be given for the following: group participation (3 pts.), rationale (2 pts.), age and skill-appropriate activities (5 activities x 2 points each), and list of materials for each activity/procedure (5 activities x 1 point).
 - e. Assignments will be compiled in a class Google Drive folder as a future resource for your clinical experiences.
3. *Objective and Data Collection Assignment. Due 5/6/16. (20 points)*
 - a. Each student will be assigned a specific area treatment area such as early language, fluency, phonology, articulation, social-pragmatics, and group lesson. Students will be required to write an objective/goal and provide an appropriate data sheet for the goal. Please bring a hard copy on 5/6/16 and post your assignment within the Google Drive folder created for the assignment. At the end of this assignment, the class will have compiled a set of data collection sheets and sample objectives which can be utilized in clinical practice. It is not necessary to make your own data collection sheet. There are many resources available, and it is hoped that you learn to utilize them. Many sources provide permission to utilize their forms but do respect copyright laws if stated that the form is protected. Do not use the forms provided in your text book. You may

“improve” upon and modify the samples in the text if you like. Please site your sources and state “adapted from” or “modified” accordingly.

4. *Clinical Observations and Analysis Assignment. Due 5/13/16. (50 points)*

- a. Students will observe a speech language pathologist whom holds a Certificate of Clinical Competence from ASHA or a student clinician supervised by a clinician with a Certificate of Clinical Competence. A total of 5 hours of observation of clinical intervention or assessment is required across 2 different settings. These hours will contribute towards ASHA requirements for future application for a Certificate of Clinical Competence therefore it is the student’s responsibility to have the certified clinician sign their observation tracking forms.
- b. Student will provide a summary and analysis of 2 of their observations which includes the following and will be graded based on depth and communicative effectiveness:
 - i. Define the goals/objectives of the session. (2 pts x 2 observations)
 - ii. Describe the procedures/activities utilized. (3 pts x 2 observations)
 - iii. Interview the clinician and describe what the long term therapy plan is for the client (s). (2 pts x 2 observations)
 - iv. Interview the clinician and describe whether selection of targets was based on a developmental/normative strategy or a client-specific strategy. (2 pts x 2 observations)
 - v. Describe behavior modification utilized during the session and discuss whether it appeared to be successful. (3 pts x 2 observations)
 - vi. Describe teaching and scaffolding strategies utilized (modeling, shaping, prompting, fading, expansion, recast, negative practice, target-specific feedback). (3 pts x 2 observations)
 - vii. Describe the dynamics of the therapy in terms of clinician-client relationship, pace, materials, and proxemics. (3 pts x 2 observations)
 - viii. Make note of the data collection and recording methods the clinician utilized. (2 pts. x 2 observations)
 - ix. State whether you felt the overall session was successful, what stands out the most as being effective, and what you would try differently. (3 pts. x 2 observations)
- c. As a guide, your paper will be 5-8 pages in length of single-spaced text.
- d. Please also provide a hard copy, scanned copy or photo of your observation hours tracking sheet signed by the clinician (4 pts)
- e. It is suggested that you do your off-site observations as early as possible in the semester as it can sometimes be difficult to find clinicians whom are available and willing to have observers when you are also available. Please let me know if you need assistance connecting with a clinician.
- f. Assignments can be turned in on Canvas.
- g. Adhere to all HIPAA requirements for privacy, ASHA codes of ethics, and the Clinic Handbook dress code requirements when making observations.

Quizzes

There will be 10 pop quizzes which will occur randomly throughout the semester. The quizzes will consist of multiple choice, fill in the blank, true/false and short answer questions about the material covered in the previous lecture and associated readings. Each quiz will be scored out of 10 points, however there will be an opportunity to earn 12 points on each quiz. If you are absent, you cannot make up the quiz; however, there are opportunities to recover points with the 2 additional points offered each quiz. (10 quizzes x 10 points)

Final Exam

A “traditional” final exam will be given and will consist of multiple choice, fill in the blank, true/false, and short answer questions about the material covered throughout the course. (50 points)

Grading Policy

Assignment and Course Requirement Points and Weights

1. Multicultural Reflection	20 points
2. 3 collaborative Lesson Plans	60 points (20 points each)
3. Objective and Data Collection Assignment	20 points
4. Observation and Analysis	50 points
5. 10 pop Quizzes	100 points (12 points each)
6. Final Exam	50 points
TOTAL	300 points

Grades Assigned

A+ = 96.5 to 100	A = 92.5 to 96.4	A- = 89.5 to 92.4
B+ = 86.5 to 89.4	B = 82.5 to 86.4	B- = 79.5 to 82.4
C+ = 76.5 to 79.4	C = 72.5 to 76.4	C- = 69.5 to 72.4
D+ = 66.5 to 69.4	D = 62.5 to 66.4	D- = 59.5 to 62.4
F = ≤ 59.4		

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Grades will be available via Canvas. You can determine your success within the class based on quiz and assignment grades which will be posted in Canvas and may discuss your success via office hours.

Grade Appeals

Please schedule office hours to discuss grade appeals. If you can present a written argument with citations, a change in grade will be considered. Appeals must be presented within 8 days of receiving your grade. Due to the time requirements for posting final grades, you must request a meeting to appeal the final exam by 5/24/16.

Late or Missed Assignments

Assignments are due at 10 AM on their due dates. For each 24 hours (day) they are late, 3 points will be deducted from the grade. Being able to meet deadlines is an important professional skill which should be practiced now. If you miss a collaborative activity which takes place during class time, you may turn in the equivalent which you complete individually; however, 3 points will be deducted for your missed “group collaboration.”

Extra Credit

The only extra credit offered is within the 10 pop quizzes. Each quiz will be graded out of 10 points but a total of 12 points are possible per quiz. This provides opportunity to accumulate points missed due to absence for quizzes or collaborative projects.

Classroom Protocol

Participation and Attendance

Participating in classroom discussions and group activities will benefit you and is highly encouraged. Collaborative group assignments include points for group participation. Per [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” You will miss opportunities to earn quiz

and group collaboration points if you miss class as described above. Please notify your instructor via email for planned absences in advance and unplanned absences as early as possible.

Arrival Times and Breaks

Please arrive on time. If you are late, you may not have the opportunity to complete your quizzes or miss discussion about upcoming assignments. If you must be late due to “life’s happenings,” please come in quietly and you may discuss your reasons at a break or after class if you feel the need. If you need to take a break during the class, excuse yourself and return with as little disruption as possible.

Cell Phones Electronic Communications

We live in an age where just about everyone is connected at all times. It is understood that electronic communications are a part of our security and safety, including campus alerts; therefore, having cell phones on for emergency and safety related issues is allowed. Please silence your cell phone and message alerts on electronic devices. Please refrain from checking it frequently or using it for non-emergency purposes during class. Please also refrain from checking Facebook and other social media sites in class. If you are noted doing so, you may be asked to leave class as it is assumed your attention is elsewhere. Your participation and attendance benefits you. Please also respect your peers by ensuring your electronic devices are not distracting.

Behavior

Respect the Golden Rule. Treat others with the respect you would want them to provide you. Be honest. Learn from and support each other. This will benefit you professionally and in your daily life.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - You may make audio or video recordings of the class for your private study purposes after making a verbal announcement at the beginning of each class. You may not distribute your recordings, even to an absent classmate, without the written permission of the instructor and every student whom was present at the time of the recording.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Resources

King Library Services	http://libguides.sjsu.edu/CDS Liaison: Geetali Basu geetali.basu@sjsu.edu 408-808-2651
Writing Center	http://www.sjsu.edu/writingcenter/
Counseling Services	http://www.sjsu.edu/counseling/
Peer Connections	http://peerconnections.sjsu.edu/about_us/
Student Technology Resources	Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

EDSP 112 / Treatment and Management of Speech and Language Disorders, Spring 2016, Course Schedule

Schedule is subject to change with fair notice. Changes will be posted in Canvas.

Course Schedule

Week	Date	Topics	Readings (responsible for reading prior to following week's lecture)	Assignments and Deadlines (Due Dates by 10:00 AM)
1	1/29/16	Course introduction and expectations; Standards for Certificate of Clinical Competence; Ethics; Public Policies	Text Appendix A (Code of Ethics) 2014 ASHA certification standards Callahan, A.J, et. al. (2011) Additional PowerPoints: R. Paul Chp 1, 2, 8	
2	2/5/16	Clinical Service Delivery and Work Settings; Collaborative Approach; Basic Clinical Skills	Chapter 1 Bradshaw, J. & Gregory, K. (2014). Additional PowerPoints: R. Paul Chp 9	
3	2/12/16	Client and Family Counseling; Multicultural considerations	Chapter 11, 12 Law, B.M., & Dunham, G. (2013) Restrepo, M. et al. (2013)--optional	
4	2/19/16	Information Reporting and Techniques	Chapter 2	Multicultural Assignment and Reflection due
5	2/26/16	Intervention for Articulation and Phonology in Children	Chapter 3 Hodson, B.W. (2011).	
6	3/4/16	Intervention for Language in Infants and Preschoolers	Chapter 4 Romski, M.& Sevcik, R. (2005)	
7	3/11/16	Intervention for Language in School-Age Children through	Chapter 5 Turkstra, L. S. & Byom, L. J. (2010).	Lesson Plan collaborative group

Week	Date	Topics	Readings (responsible for reading prior to following week's lecture)	Assignments and Deadlines (Due Dates by 10:00 AM)
		Adolescence		activity 1 (in class)
8	3/18/15	Intervention for ASD	Chapter 6 Donaldson, A. L. & Stahmer, A.C. (2014)	Lesson Plan activity 1 due
9	3/25/16	Intervention for Adult Aphasia	Chapter 7 Simmons-Mackie, N., Damico, S. (2011)	
10	4/8/16	Intervention for Motor-Speech Disorders and Dysphagia	Chapter 8 Watson, N., & Bell, C. (2014)	Lesson Plan collaborative group activity 2 (in class)
11	4/15/16	Intervention for Fluency	Chapter 9	Lesson Plan activity 2 due
12	4/22/16	Intervention for Voice and Alaryngeal Speech	Chapter 10	Lesson Plan collaborative group activity 3 (in class)
13	4/29/16	Goal writing and reporting outcomes	ASHA (n.d.) Writing Measurable Goals Torres, I. (2011)	Lesson Plan activity 3 due
14	5/6/16	Assistive Technology and the Use of Technology in Clinical Practice	Munoz, M.L., et al. (2013) Beer, J., et al. (2010). Donaldson, A. L. & Stahmer, A.C. (2014) Schafer, E. C. & Sweeney, M. (2012) Additional PowerPoints: R. Paul Chp 11	Data Collection assignment due
15	5/13/16	TBD based on class needs		Observation Analysis Assignment Due
Final Exam	5/20/16	7:15AM	Exam	