



**SAN JOSÉ STATE
UNIVERSITY**

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***When sending me an email, you must leave a **contact number** in order to receive a response – this is because I primarily respond to all emails with a phone call.*

Section 01: Tuesdays: 9:00am-11:45am • **Section 02:** Tuesdays: 4:00pm-6:45pm

Activity: Tuesdays: 8:00am-8:50am

Activity: Tuesdays: 12:00pm-12:50pm

INTRODUCTION TO SPEECH AND LANGUAGE ASSESSMENT

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education at San Jose State University 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.

COLLEGE OF EDUCATION VISION STATEMENT

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter – that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to changing circumstances.

DEPARTMENT OF CD&S - MISSION STATEMENT

The mission of the CD&S 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 lifelong 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

Principles and practices of assessment of language, speech, and communication disorders. clinical procedures and theory in diagnostic evaluations.

PREREQUISITES

EDSP 102 – EDSP 110 or instructor's consent.

STANDARDS

This class meets the following California Teaching Credentialing (CTC) standards:

Standard 12 – Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and appropriate to develop communication skills. Each candidate applies principles of equity and analyses the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 17 – Assessment, Curriculum, and Instruction (Core for all credentials)

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Standard 23 – Evaluation of Speech and Language Disorders

Each candidate demonstrates proficiency in screening for the evaluation of speech and language disorders and in screening for hearing disorders.

Standard 24 – Management of Speech and Language Disorders

Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders.

ASHA Standard III-D

The applicant must possess knowledge of the principles and methods of prevention, 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

Upon completion of the course the student will be able to:

- 1.) Demonstrate knowledge of the purposes and processes of assessment in speech and language.
- 2.) Define common concepts of assessment, i.e. validity, reliability, norms.
- 3.) Demonstrate ability to select appropriately, administer and score accurately, and interpret measures designed to assess the processes of speech and language.
- 4.) Demonstrate the ability to report objectively accurate assessment results and recommendation in written form.
- 5.) Demonstrate social and cultural biases in testing.
- 6.) Demonstrate knowledge of appropriate professional clinical behavior.

REQUIRED TEXT

Hayes, W., Pindzola, R., & Emerick, L. (2008). *Diagnosis and Evaluation in Speech Pathology*. 7th Edition. New Jersey: Prentice Hall.

JOURNALS

American Journal of Speech-Language Pathology
Language, Speech, and Hearing Services in the Schools
Journal of Speech and Hearing Research
Journal of Communication Disorders
Journal of Fluency Disorders
CICSD – NSSHLA Journal
Seminars in Speech and Language

WEBSITES (Key Sources)

www.ASHA.com
www.CSHA.com

GREIVANCE PROCEDURE

Please refer to: Student Rights and Responsibilities section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM SANCTIONS

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. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another's, without giving appropriate credit, and representing the product as one's own work, and

1.2.2 Representing another's artist/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

<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 with me as soon as possible, or see me during office hours. Policy may also be found in the SJSU Schedule of Classes.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the internet at:

<http://www.drc.sjsu.edu/policies/default.htm>

LIBRARY RESOURCES

You may view the full library catalog by clicking <http://www.library.sjsu.edu/>

REQUIREMENTS & ASSIGNMENTS

- 1.) **Examinations:** Two non-comprehensive examinations will be given (see schedule).
- 2.) **Test Review:**
 - a. **Written Test Review** (see form) is due the date of the oral test presentation. A copy should be submitted to everyone in the class.
 - b. **Oral Test Review:** The oral presentation will be between 20 – 30 minutes. The presentation should include information from the form as well as an example of how the test is given and scored. A videotaped /live example of administration with examples of various subtests and standardized administration should be presented. Also the score sheet should be explained and a hypothetical example should be used.
- 3.) **Diagnostic Reports:** A written diagnostic report as will be discussed in class is to be submitted on the last day of class (see Diagnostic Format form and schedule).
- 4.) **Assessment Administration:** 5 activity requirements will be discussed in class.

GRADING CRITERIA

- 2 Exams (100 points each)	200
- Oral Presentation: Test Review (100 points)	100
- Written Assignments:	
1) Test Review	100
2) Diagnostic Report	100
- Assessment Administration: (100 points possible)	
1) 1 st Protocol and 2 Paragraph Reflection	20
2) 2 nd Protocol and 2 Paragraph Reflection	20
3) 3 rd Protocol and 2 Paragraph Reflection	20
4) 4 th Protocol and 2 Paragraph Reflection	20
5) <u>Activity Time Attendance</u> (minimum of 6 sign-ins)	20

TOTAL POINTS: **600**

A+ 98-100	A 94-97	A- 90-93	D 60-69
B+ 87-89	B 84-86	B- 80-83	F <60
C+ 77-79	C 74-76	C- 70-73	

All students are expected to read the assigned chapters before coming to class. Specific information from the chapters will be used for the examinations in addition to lecture notes, handouts, and oral presentations. Students must be on time on the days that examinations are given. Once the directions are presented and the examinations are passed out to the class the student who is late will not be able to take the test on that given day and will need to take it during the make-up date assigned. All examinations must be completed in INK unless otherwise directed by the professor. Blue books may also be required for the examinations as decided by the professor. Examinations are expected to be taken on the dates indicated on the class schedule. Make-up exams are administered ONLY in case of emergencies with permission of the professor. Permission to take make-up exams will be granted when requests are accompanied by medical or legal documentation. All excused make-ups will be given in agreement with the professor during the final exam scheduled date. **All assignments must be typed.** Assignments which are handwritten will be returned. Two points will be deducted each day for assignments that are turned in late, unless there is a valid reason and this has been discussed with the professor.

If you are unable to attend a class please notify the professor and make sure that you make arrangements to obtain the notes, handouts, and the information that was presented in the class from another student.

No extra credit options are offered in this class.

PLEASE TURN OFF CELL PHONES DURING CLASS!!!

COURSE SCHEDULE

<u>DATES</u>	<u>TOPIC</u>	<u>TEST #'s</u>	<u>CHAPTER</u>
1/28	Overview/Dx/Eval		1
2/4	Psychometric Considerations		3
2/11	DEMO, Screening Workshop		
2/18	Prepare Tests – No Class		
2/25	Interviewing	1,2,3	2
3/4	Oral Facial Exam * 1 st Protocol and Reflection Due	4,5,6	
3/11	Diagnostic Reports * 2 nd Protocol and Reflection Due	7,8,9,10	13
3/18	EXAM #1		
3/25	SPRING BREAK -----		
4/1	Limited Language	11,12,13,14,15	4
4/8	School-Age	16,17,18,19,20	5
4/15	Adolescents	21,22,23,24,25	5
4/22	EXAM #2 – Open book * 3 rd Protocol and Reflection Due		
4/29	Dx Report Writing – NO CLASS		
5/6	Multicultural Issues * 4 th Protocol and Reflection Due Diagnostic Report Due	26,27,28,29,30	

FINAL EXAM DATE: Section 01: _____
 Section 02: _____

* Assessment Administrations Due (Protocols and Reflections)

TEST DEMONSTRATION (Standards 10-12-15-17-20)

Due: (Date of oral presentation) Typed – maximum 2 pages

Include the following information:

GENERAL INFORMATION (20pts)

Title
Authors
Publisher
Year of publication
Publisher's address
Stated purpose
Age range for which normative information is provided
Examiner qualifications
Materials needed

TEST ADMINISTRATION (20pts)

Description of task or description of subtests
Testing environment
Instructions to client
Instructions for indicating score on protocol
Basal and ceiling

SCORING AND INTERPRETATION (20pts)

Mean and standard deviation for standard score
Types of scores obtained (percentile, stanine, age-equivalent, etc.)
Standard error of measurement (added to raw or standard score?)

TEST DEVELOPMENT (20pts)

Reliability – how established?
Test-retest? Interscorer reliability? Internal reliability (split-half)?
Validity – how established?
Content? Construct? Criterion?

ADDITIONAL INFORMATION/COMMENTS (20pts)

DIAGNOSTIC REPORT FORMAT

NAME: _____

FILE NUMBER: _____

ADDRESS: _____

EVALUATION DATE: _____

BIRTHDATE: _____

AGE: _____

PHONE: (_____) _____ - _____

PARENTS: _____

CLINICIAN: _____

PRESENTING PROBLEM: _____

SEMESTER: _____

REASON FOR REFERRAL: _____

SPEECH –LANGUAGE EVALUATION

Background Information (20pts)

Developmental Milestones

Medical History

Educational History

Previous Therapy

Evaluation Context

Oral Facial Eval (10pts)

Speech/Articulation (20pts)

Language Ability (20pts)

Receptive

Expressive

Voice Fluency (5pts)

Hearing Screening (5pts)

Clinical Impressions (10pts)

Recommendations (10pts)

EDSP 124 STANDARDIZED TESTS – ORAL PRESENTATIONS

- **** PPVT Demo Dr. Novak
- 1** REEL-3 _____
- 2** Rossetti Infant-Toddler LS _____
- 3** MacArthur-Bates CDI _____
- 4** Receptive One-Word PVT _____
- 5** Expressive One-Word PVT _____
- _____ MAVA- Receptive Vocabulary _____
- _____ MAVA- Expressive Vocabulary _____
- 6** BOEHM-3 _____
- _____ TOPA (kindergarten) _____
- 7** PLS-5 _____
- 8** CELF- Preschool 2 _____
- 9** CASL (3-6) _____
- 10** TOLD-P:4 _____
- 11** TELD-3 _____
- 12** TOPS-3 Elementary _____
- _____ DELV _____
- 13** TOLD-I:4 _____
- 14** CELF-4 _____
- 15** CASL (7-21) _____

_____ Listening Comprehension Test 2 _____

16 WORD-R Test Elementary _____

17 Language Processing Test-R _____

18 OWLS _____

19 ITPA-3 _____

20 DTLA-4 _____

21 Fullerton LT for Adolescents _____

25 Social Emotional Evaluation _____

26 Goldman Fristoe 2 _____

27 HAPP-3 _____

28 PAT-2 _____

_____ KLPA-2 _____

29 Screening for Developmental Apraxia _____

30 SCAN-3 for children _____

23 TOAL-4 _____

22 WORD Test (adolescent) _____

24 GARS _____

_____ Test of Word Knowledge _____

_____ HELP Test (elementary) _____

_____ SPELT-3 _____