



**SAN JOSÉ STATE
UNIVERSITY**

Fall 2013

EDSP 259

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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 may primarily respond to emails with a phone call. Emails are not answered to from Thursday at 9:00pm to Monday at 9:00am.*

SEMINAR IN DEVELOPMENTAL LANGUAGE DISORDERS AND INTERVENTION STRATEGIES

SEC 01: TUESDAY 9:00am to 11:45am

SEC 02: TUESDAY 4:00pm to 6:45pm

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.

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

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

EDSP 102, EDSP 124, or Consent of Instructor

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.

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

- 23.3** 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.

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.

REQUIRED TEXTS

Recommended:

Nelson, N. (2010). *Language and literacy disorders: Infancy through adolescence*.

Boston: Allyn & Bacon.

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

LIBRARY RESOURCES

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

REFERENCES

- Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition*. New York: Cambridge University Press.
- Kaderavek, J. (2010). *Language disorders in children: Fundamental concepts of assessment and intervention*. Boston: Allyn & Bacon.
- Larson, V. & McKinley, N. (2003). *Communication solutions for older students*. Eau Claire, WI: Thinking Publications.
- Lynch, E. & Hanson, M. (2004). *Developing cross-cultural competence: A guide for working with children and their families (3rd Ed.)*. Baltimore: Brooks Publishing Company.
- Schroembrodt, L. (2006). *Children communication disorders: Organic bases*. Clifton, NY: Cengage.
- Tiegerman-Farber, E. & Radziewicz, C. (2008). *Language disorders in children: Real families, real issues and real interventions*. Upper Saddle River, NJ: Pearson.
- Trumbull, E. & Farr, B. (2005). *Language and learning: What teachers need to know*. Norwood, MA: Christopher Gordon.

References for specific disorders will be provided in class as needed.

JOURNALS

American Journal of Speech Pathology
Archives of Pediatric and Adolescent Medicine
Child Psychiatry and Human Development
Developmental Neuropsychology
International Journal of Language and Communication Disorders
Journal of Childhood Communication Development
Journal of Communication Disorders
Journal of Learning Disabilities
Journal of Speech and Hearing Research
Seminars in Speech and Language
Topics in Language Disorders

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, handouts, power point
LAPTOP PROJECT – wireless presentation – POWER POINT
Length: Full class period
Information to be provided to whole class hard copy BINDER to include:
 - a. Current research articles re: topic area
 - b. Introduction/Background Information
 - c. Evaluation Procedures
 - 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 outline 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, references
- 4. Maximum pages: 20 (Do not use direct book copies, use own words)

C. EXAMINATIONS (100 points each)

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

GRADING CRITERIA

Total Points	<u>400 points</u>
Panel Presentation	100 points
Training Manual	100 points
Examinations	200 points (100 points/exam)

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	60-69	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.

COURSE SUCCESS

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

GRIEVANCE PROCEDURE

Students dissatisfied with course policies should refer to “Students Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

INTEGRITY POLICY

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy 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 policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

ACADEMIC DISHONESTY / PLAGIARISM

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, or if you need special arrangements in case the building must be evacuated, please make an appointment with the professor as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC to establish a record of their disability.

TENTATIVE COURSE SCHEDULE

(subject to change with fair notice)

DATE	TOPIC
8/27	Intro/Overview
9/3	Review Language Disorders
9/10	Assessment/Intervention Issues
9/17	Assessment/Intervention Issues
9/24	Sample Presentation: ADHD
10/1	EXAM #1
10/8	Work on presentations: NO CLASS
10/15	PANEL #1 Infants: Drug Exposed, FAS, AIDS
10/22	PANEL #2 Down Syndrome/Genetics
10/29	PANEL #3 Cerebral Palsy
11/5	PANEL #4 Autism (Take home exam given)
11/12	PANEL #5 Central Auditory Processing Disorders (CAPD)
11/19	Take Home Exam: NO CLASS
11/26	PANEL #6 Adolescents with language problems
12/3	Oral presentations, Final Exam Due

FINAL EXAM DATE : _____ **TIME:** _____ **ROOM:** _____