

San José State University
LCOE Department of Special Education
EDSE 102-02, Speech, Language, and Typical/Atypical Development
Fall 2016

Course and Contact Information

Instructor:	Andrea Golloher
Office Location:	SH 235
Telephone:	(408) 924-5791
Email:	andrea.golloher@sjsu.edu
Office Hours:	Wednesdays, 2:00-4:00
Class Days/Time:	Tuesday
Classroom:	SH 444
Prerequisites:	Upper division standing or department consent

Course Format: Hybrid, flipped

This course will adopt a flipped classroom delivery format. Students will need access to a computer or tablet device with internet connectivity.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) 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.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html) at http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html.

Course Description

The goal of this course is twofold: First, you will develop your knowledge of typical and atypical development and the role of special education services in supporting students who are experiencing atypical development. This will include a focus on the special education system in schools and the process of developing individual education programs (IEPs) for students who are eligible for services.

Next, we will focus on the development of communicative competence, with a particular focus on the way in which speech and language develop and influence each other. As part of our discussion about the processes involved in mastering communicative competence, we will consider dialectal variations, second language acquisition, and the impact of communication disorders on an individual's ability to interact with and successfully express him or herself to others. As educators, it is critical that you recognize how the individual components of expression (articulation, pragmatics, etc.) combine to produce communicative competence. It is also critical for you to identify challenges that students may experience in this domain so that you can appropriately modify the curriculum and make accommodations for that student. While some students will receive speech and language services to address deficits in the area of communicative competence, many who experience challenges in this domain will not qualify for or be appropriately served by individual therapy sessions.

California Council on Teacher Credentialing (CCTC) Standards

This course addresses two standards required for all credentialed education specialists in the state of California:

Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 11: Typical and Atypical Language Development

The Program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

Course Learning Outcomes (CLO)

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

1. Identify key policies governing special education services
2. Apply the guiding principles of IDEA to the development of individual education programs (IEPs) for students who are eligible for special education
3. Describe how students might be eligible for special education services (e.g., delays in the five domains of development in early childhood; fitting into an eligibility category for K through transition services)
4. Define/ understand technical linguistic terminology
5. Describe theories of child development
6. Describe the stages of typical language acquisition in relationship to cognitive development
7. Identify challenges that can arise in typical language acquisition that can lead to speech and language delays or disorders
8. Explain the process of second language acquisition and how issues of second language acquisition impact the determination of eligibility for special education services
9. Demonstrate competence in collecting and analyzing a language sample
10. Write meaningful IEP goals to address issues of communicative competence

Required Texts/Readings

Textbook

Pence Turnbull, K. L. & Justice, L. M. (2017). *Language development from theory to practice* (3rd ed.). Boston, MA: Pearson.

Other Readings (on Canvas)

ASK Resource Center (2013). Six principles of IDEA: The Individuals with Disabilities Education Act. Retrieved from <http://askresource.org/wp-content/uploads/2014/09/Six-Principles-of-IDEA.pdf>

Dudley-Marling, C. & Burns, M. B. (2014). Two perspectives on inclusion in The United States. *Global Education Review*, 1. 14-31

Feldman, R. S. (2014). *Child development: A topical approach*. Boston: Pearson.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27, 4-9.

Ingersoll, B., Meyer, K., Bonter, N., & Jelinek, S. (2013). A comparison of developmental social-pragmatic and naturalistic interventions on language use and social engagement in children with autism. *Journal of Speech, Language, and Hearing Research*, 55, 1301-1313. doi: 10.1044/1092-4388(2012/10-0345)

Michaud, K., & Scruggs, T. E. (2012). Inclusion in the United States: Theory and practice. In C. Boyle & K. Topping (Eds.), *What works in inclusion?* (20-30). New York, NY: McGraw-Hill Open University Press.

Rafferty, Y, Piscitelli, V., & Boettcher, C. (2003). The impact of inclusion on language development and social competence among preschoolers with disabilities. *Exceptional Children*, 69, 467-479. doi: 10.1177/001440290306900405

Wright, P. (2010, Nov 29). *This history of special education law*. Retrieved from <http://www.wrightslaw.com/law/art/history.spec.ed.law.htm>

Course Requirements and Assignments

Online Discussions:

This class is comprised of 16 class sessions, roughly broken down into 7 modules. Each module spans a two-week period. For modules 1-6, you will be asked to complete the online lecture and readings and participate in an online discussion. For each discussion, you will post your initial response and respond to at least two other classmates. Post and respond in the online discussion **by the SUNDAY BEFORE CLASS**.

*Maximum points = 5 * 6 = 30*

*Addresses Program Standards 3 & 11; all CLOs

Unit quizzes:

Each class session for modules 1-6 will end with a unit quiz. This quiz will cover the material included in the readings, online lecture, and class session. *Maximum points = 5 * 6 points = 30*

*Addresses Program Standards 3 & 11; all CLOs

Group work - Transcriptions:

The signature assignment requires students to transcribe and analyze the speech production of a child. In order to better understand the processes involved in this assignment and the concepts covered in class, students will be assigned groups to practice transcription and analysis using videos from youtube.com. **THIS WILL BE COMPLETED IN CLASS**. These transcriptions will be graded for completion rather than accuracy. *Maximum points = 30*

*Addresses Program Standard 3 & 11; CLO 4 & 9

In-class activities:

Using the hybrid class format, the in-class activities will be designed to extend and apply the knowledge you have gained through reading, completing the online lecture, and participating in the group discussions.

Participation in the in-class activities **cannot be made up**, unless it is for a significant emergency. If you are not going to be able to attend class, let the instructor know and make arrangements with your classmates to get notes. *Maximum points = 5 * 6 points = 30*

Group work - Mock IEP:

Participants will work in groups to complete 45-50 minute Mock IEPs. Participants will play the roles of: special education teacher, parent(s), administrator, general education teacher, and resource provider (SLP, OT, school psychologist, etc.). Classmates will grade each other on adherence to recommended practices for IEP meetings. *Maximum points = 50*

*Addresses Program Standards 3 & 11; CLO 2, 3, 10

Language Sample:

Complete a language sample of a child (between 2 and 7 years). Using the template provided in class, describe the students' language development and instructional needs in the areas of communication and literacy. **Due by start of class.** *Maximum points = 70 points*

*Addresses Program Standards 3 & 11; CLO 4 & 9

Final Examination:

The final exam will take place on 12/20 at 5:15 pm. The exam will cover the same material reviewed in the unit quizzes, and will consist of short answer and multiple choice questions. *Maximum points = 30*

*Addresses Program Standards 3 & 11; all CLOs

Grading Information

- All written assignments must meet standards of academic and professional quality as outlined in APA format for reporting on research. Unless so stated, all written assignments must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all work.
- Every member of a group will receive the same grade. Be sure to check your group member's contributions before submitting the assignment.
- The quality of your work and adherence to these guidelines will be considered in your final grade.
- Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation.
- If you would like to get feedback on any assignments, you must allow reasonable turnaround time (at least one week).
- Use the writing center, librarian, or other support resources as needed.

LATE ASSIGNMENTS

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late work will not be accepted for the online discussion, in-class activities, or Mock IEP. Unit quizzes, group transcription/analysis, and the language sample and analysis will accrue a 10% penalty for each week past the due date they are submitted (e.g., an assignment turned in between 1 and 6 days late will be deducted 10% of the earned points; an assignment turned in between 7 and 13 days late will be deducted 20% of the earned points, etc.).

If you have a *significant* emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible so we can make arrangements.

SUMMARY OF ASSIGNMENTS/GRADING

- All rubrics will be available online. Detailed assignment descriptions can be found in the appendix.

ASSIGNMENTS	POINTS	PERCENTAGE
Online discussions	30	12%
Unit quizzes	30	12%
Group transcriptions (3 total)	30	12%
In class activities	30	12%
Mock IEP	50	20%
Language sample and analysis	50	20%
Final exam	30	12%
TOTAL	250	100%

GRADE RANGE CONVERSION

GRADE	POINT TOTAL	PERCENTATGE
A+	242.5-250	97%
A	232.5-242	93%
A-	225-232	90%
B+	217.5-224	87%
B	207.5-217	83%
B-	200-207	80%
C+	192.5-199	77%
C	182.5-192	73%
C-	175-182	70%
D	150-174	60%
F	149 or below	

DEPARTMENT GRADING POLICY

All courses required for credentialing must be passed with a grade of B or better. An “Incomplete” is given only at the discretion of the instructor.

Classroom Protocol

1. Be on time.
2. Active participation is expected by all students during class and is essential for your professional development.
3. Respect each other and be an active listener. This is part of being a teacher.
4. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
5. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet for during lecture unless it is part of the class discussion.
6. Feel free to bring food to class, but clean up your area before you leave.
7. No sleeping or completing other personal or professional work during class.
8. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.
9. Use netiquette in online conversations. If you want to know more about netiquette, you can find information on the [Netiquette Homepage](http://www.albion.com/netiquette/) at <http://www.albion.com/netiquette/>.
10. If you need to communicate directly with the professor make an appointment or come in during office hours.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

EDSE 102, Section 2

Speech, Language, Typical & Atypical Development

Schedule is subject to change – Any changes will be announced in class and on Canvas

MODULE	WEEK	TOPICS	READINGS AND VIDEO LECTURES	ASSIGNMENTS, QUIZZES AND ACTIVITIES	STANDARDS ADDRESSED
	Week 1: 8/30/2016 CLASS	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Group formation 			
1 8/31-9/13	Week 2: ONLINE	<ul style="list-style-type: none"> • Foundations for Special Education • Policy history leading to IDEA • Guiding principles of IDEA 	<i>Online lecture</i> Wright (2010)	Online discussion 9/13: Unit Quiz	Program Standard 3 CLO 1
	Week 3: 9/13/2016 CLASS	<ul style="list-style-type: none"> • The promise of Special Education/Inclusion 	ASK Resource Center (2013) Dudley-Marling & Burns (2014) Rafferty, Piscitelli, & Boettcher (2003)	In class activities	
2 9/14-9/27	Week 4: ONLINE	<ul style="list-style-type: none"> • Theoretical orientations to development • IDEA: referral, eligibility, IEPs 	<i>Online lecture</i> Feldman (2014)	Online discussion 9/27: Unit Quiz	Program Standard 3 CLO 1, 2, 3, 5, 8
	Week 5: 9/27/2016 CLASS	<ul style="list-style-type: none"> • Bilingual and other non-standard English development vs language disorders/delays • Connecting theory to policy and practice: The impact of changing theoretical orientations on moving away from exclusionary educational practices • Turn to communication – how might communicative competence be impacted in each eligibility category? 	Textbook, Chapter 1, 9, 4 Michard & Scruggs (2012)	In class activities	
3 9/28- 10/11	Week 6: ONLINE	<ul style="list-style-type: none"> • Building blocks of communication • Communication development in infancy: Implications for students who are pre-communicative 	<i>Online lecture</i> Textbook, Chapters 2, 5, 6	Online discussion 10/11: Unit Quiz	Program Standard 11 CLO 4, 6, 7, 8, 9
	Week 7: 10/11/2016 CLASS	<ul style="list-style-type: none"> • Introduction to transcription, Mini-language analysis: Phonological Development • The toddler years 	Ingersoll, Meyer, Bonter, & Jelinek (2013)	Group transcription #1	
4 10/12- 10/25	Week 8: Online	<ul style="list-style-type: none"> • Semantic Development: Shared reading as a context to address semantic development 	<i>Online lecture</i> Textbook, Chapter 7	Online discussion 10/25: Unit Quiz	Program Standard 11 CLO 4, 6, 7, 8, 9
	Week 9: 10/25/2016 CLASS	<ul style="list-style-type: none"> • The preschool years • Transcription: morphological and syntactic development • Morphological and Syntactic Development 	Hart & Risely (2003)	Group transcription #2	

MODULE	WEEK	TOPICS	READINGS AND VIDEO LECTURES	ASSIGNMENTS, QUIZZES AND ACTIVITIES	STANDARDS ADDRESSED
5 10/26-11/8	Week 10: ONLINE	<ul style="list-style-type: none"> Language and literacy in the school years Transcription: semantics and pragmatics 	<i>Online lecture</i> Textbook, Chapter 8, 10	Online discussion 11/8: Unit Quiz Group transcription #3	Program Standard 11 CLO 6, 7, 9
	Week 11: 11/8/2016 CLASS	<ul style="list-style-type: none"> Pragmatic Development: Implications for children/students with ASD 			
6 11/9-11/22	Week 12: ONLINE	<ul style="list-style-type: none"> Return to eligibility: Expectations of communicative competence in the eligibility categories 	<i>Online lecture</i> IEP Process Videos (see appendix)	Online discussion IEP process videos write up 11/22: Unit quiz	Program Standards 3, 11 CLO 1, 2, 3, 9, 10
	Week 13: 11/22/2016 CLASS	<ul style="list-style-type: none"> IEP overview Developing an IEP – Mock IEP review Writing measurable goals 	Holbrook (2007) Lo (2012)	Writing goals for Mock IEP	
7 ALL CLASS	Week 14: 11/29/2016 CLASS	<ul style="list-style-type: none"> Mock IEPs – groups 1, 2, & 3 Mock IEPs – groups 4, 5, & 6 		Mock IEPs (peer review)	Program Standard 3 CLO 1, 2, 3, 10
	Week 15: 12/6/2016 CLASS				
FINAL CLASS	16 12/20/2016 5:15 pm	<ul style="list-style-type: none"> Final exam Language sample due 			Program Standard 3, 11 CLO 1, 2, 3, 10

Appendix

Online Discussions

Due SUNDAY BEFORE CLASS, 5 pts each (30 pts total)

For modules 1-6, you will be asked to complete the online lecture and readings and participate in an online discussion. For each discussion, you will post your initial response and respond to at least two other classmates. Rubrics for each discussion will be posted on Canvas.

Group work - Transcriptions

Due 10/11, 10/25, 11/8, 10 pts each (30 pts total)

Groups of 2-3 will be formed to complete these transcriptions.

To better understand how to use a language sample to analyze phonological, morphological, semantic, syntactic, and pragmatic development, the groups will work together to transcribe the assigned video clips and analyze each.

Transcription #1 will be used to assess phonological development using mean length of utterance (MLU) and the presence of articulation errors. Use the video found here:

<https://www.youtube.com/watch?v=3sKdDyvanGk> Transcribe all participants in the conversation. Analyze the phonological development of the boy in the white shirt.

Transcription #2 will be used to assess morphological and syntactical development using Brown's Stages.

Use the video found here: <https://www.youtube.com/watch?v=8jOJ21DSzMM>. Transcribe all participants in the conversation and analyze the morphological and syntactical development of the boy.

Transcription #3 will be used to assess pragmatic development using an observational checklist. Use the

video found here: https://www.youtube.com/watch?v=3TSxl_jyels Transcribe as much as is possible and use the checklist in class to analyze the girl's use of pragmatic skills.

Transcriptions #1, #2, and #3 will be assessed for completeness rather than accuracy. The transcriptions and analyses will be reviewed in class to ensure mastery of content.

In-class activities

Due IN CLASS, modules 1-6, 5 pts each (30 pts total)

The in-class activities will be designed to extend and apply the knowledge you have gained through reading, completing the online lecture, and participating in the group discussions. Participation in the in-class activities **cannot be made up**, unless it is for a significant emergency. If you are not going to be able to attend class, let the instructor know and make arrangements with your classmates to get notes. Rubrics for in-class activities will be posted prior to class, on Canvas.

Group Work: Mock IEP Meeting

Due 11/29/2016 OR 12/6/2016, 50 points

Adapted from specialedandme.wordpress.com

In order to gain a deeper understanding of the IEP process, the roles of all members of the IEP team, and the components of and IEP, as well as become more comfortable in leading an IEP meeting, students will work with their teammates to conduct mock IEP meetings. Each meeting will be evaluated for the following by the instructor as well as the peers. Remember: TEAMS WILL RECEIVE A GROUP GRADE – be sure to collaborate with your teammates to ensure all of the essential parts of the IEP are completed correctly.

The presentation needs a minimum of 11 elements:

- Introduction of all team members
 - Must include: special educator teacher, general education teacher, parent(s), school psychologist, a resource provider
- The purpose of the meeting [Annual (1 yr.), Triennial (3 yr.), Amendment (When you're making changes)]
- Request for input from parent(s)
 - Offer parents Parent's Rights
 - Ask parent about child's strengths
 - Ask parent about goals for child
- School psychologist
 - Summarize "assessment report" – describe the child's diagnosis and how it generally impacts development
 - Indicate eligibility category(ies) on IEP form
- Review Special Factors page
 - This may be done by school psychologist or ed specialist
- General education teacher
 - Report on classroom expectations for child of similar age (e.g., "In our class we do XXX, and children generally do YYY")
 - Report on impressions of child and their ability to participate in classroom activities
- Special education teacher
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Resource provider: *Choose a resource provider (SLP, OT, PT, O/M, etc.) that would usually provide services for a student with the diagnosis you are covering*
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Review Supplementary Aids and Services
- Offer of FAPE
 - Discuss different programs the district may offer (MUST INCLUDE DISCUSSION OF AN INCLUSIVE PLACEMENT)
 - Solicit feedback from parents on which placement they think would be most successful for their child
 - Have group discussion on the pros and cons of different placements
 - Offer FAPE, including minutes provided by resource provider
 - Discuss extended school year (ESY) services
 - How is it determined that the child will need ESY?
 - Fill out educational setting page
- Offer parents the opportunity to sign the IEP forms

Mock IEP Meeting Rubric

Group Members: _____

Points: _____/50 pts

- Introduction of all team members, purpose of meeting _____/5 pts
 - All participants introduced
 - The purpose of the meeting is clear
- Request for input from parent(s) _____/5 pts
 - Offer parents Parent's Rights
 - Ask parent about child's strengths
 - Ask parent about goals for child
- School psychologist _____/5 pts
 - Summarize "assessment report" – describe the child's diagnosis and how it generally impacts development
 - Indicate eligibility category(ies) on IEP form
- Review Special Factors page _____/5 pts
 - Discuss whether accommodations to be made
- General education teacher _____/5 pts
 - Report on classroom expectations for child of similar age
 - Report on impressions of child and their ability to participate in classroom activities
- Special education teacher _____/5 pts
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Resource provider _____/5 pts
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Review Supplementary Aids and Services _____/5 pts
 - Supplementary aids and services suggested and documented as appropriate
- Offer of FAPE _____/5 pts
 - Discuss different programs the district may offer (MUST INCLUDE DISCUSSION OF AN INCLUSIVE PLACEMENT)
 - Solicit feedback from parents on which placement they think would be most successful for their child
 - Have group discussion on the pros and cons of different placements
 - Offer FAPE, including minutes provided by resource provider
 - Discuss extended school year (ESY) services
 - How is it determined that the child will need ESY?
 - Fill out educational setting page
 - Offer parents the opportunity to sign the IEP forms
- Professional presentation _____/5 pts
 - Group members are prepared to speak
 - Not reading directly off cards
 - No confusion regarding order, who's doing what, etc.
 - Group members speak loudly enough for class to hear
 - Group members are dressed for a professional presentation

Language Sample

Due 12/20/2016, 50 possible points (see rubric below)

Each student will complete a language sample, analyses, and report:

- Recruit a child/student between 2 and 7 years old, including obtaining parental consent
 - IF YOU DO NOT OBTAIN CONSENT, YOU WILL FAIL THE ASSIGNMENT
- Spend an hour with the child, collecting a rich sample of their language
 - Turn off the TV and other electronics, play games, do an art project, etc. The child can talk with you and with those in the environment
 - Video record this observation for later analysis
- Analyze the child's/student's morphological, phonological, syntactical, semantic, and pragmatic development, as described in class
 - Pro-tip: If you can collect your sample prior to the "group transcription" assignments, you will be able to complete the analysis for the final project throughout the semester.
- Discuss the child's development, using the material in the textbook (chapter 2) and from the online lecture.
- Complete written report following template provided in class

Possible resources for finding participants:

- Friends and family
- Classmates' children
- Students in your classroom
- Students in your classmates' classrooms

If you wish to observe in a school where you are not known you must contact the principal/director to get permission. If you are known in the school, you may wish to contact the teacher directly and then let the principal/director know of your plans. In either event, it is important that the principal/director know when and where you will be observing. **START LOOKING FOR CHILDREN NOW!**

The duration of each visit will vary, depending on the language use of the child. Students should keep in mind several factors:

- Children are more likely to use language when in a familiar environment. You may want to observe the child in school during a free play time or at home with his or her parents.
 - The observation should NOT use an interview format (question/answer)
 - Instead, either engage the student in an activity or observe the student interacting with others
- Your observation will take an hour. You will later analyze 50 utterances from this larger sample.
- You should plan to spend some time (15 minutes or so) prior to your observation familiarizing yourself with the child and helping the child warm up to your presence.
- When your observation is complete, you should finish any activity you and the child are engaging in, let the child know you enjoyed playing/talking/etc. with him/her, and let the adult (parent or teacher) present know that you have completed your observation. Plan to spend some time (10 minutes or so) answering the adult's questions, should they have any.
- Remember: **YOU ARE NOT A LICENSED SLP**. While you can comment about the behavior you have seen (and may provide the parent with your write up if they request a copy), you **SHOULD NOT** discuss the presence or absence of a diagnosable disorder.

Language Sample Rubric

Student Name _____ Total Pts. ____/50

	Exemplary	Developing	Unacceptable
Permission letter	Permission letter signed by parent or guardians and child (if able to sign name) – ABLE TO BE SCORED		Permission letter missing – FAIL ASSIGNMENT
Introductory report template: Description of child Description of child's behavior Description of context	Introduction to report includes complete: Description of child (age, gender, diagnosis); description of child's behavior (description of the child's overall demeanor during the observation); and description of context (what is occurring during the observation). Uses person-first language Introduction follows template format 6pts	Description includes two of the introductory sections (description of child, child's behavior, or context). OR Description includes all three but is poorly organized and unclear 3 pts	Description includes one of the introductory sections (description of child, child's behavior, or context). OR Description includes all three but is poorly organized and unclear OR Description missing 0 pts
Language Sample Transcription	50+ utterances 6 pts		Fewer than 50 utterances 0 pts
Sample Interpretation: Morphological and syntactical development	MLU is calculated correctly (0-2 errors) (Morphemes/total number of utterances) Brown's stage correctly ID'ed 6 pts	5-6 errors in calculating MLU (e.g., miscalculating morphemes) Brown's stage correctly ID'ed 3 pts	More than 6 errors in calculating MLU OR Brown's stage incorrectly ID'ed 0 pts
Sample Interpretation: Phonology	Correctly identifies phonological patterns (omissions, substitutions, distortions, additions) 6 pts	Phonological patterns incorrectly identified 3 pts	No description of phonological development 0 pts
Sample Interpretation: Semantic development	Provide a clear description of child/student's semantic development. Identifies possible over/under-generalizations and invented words (neologisms). Identifies possible areas of deficit. 6 pts	Incomplete description of student's semantic development. 3 pts	No description of semantic development 0 pts
Sample Interpretation: Pragmatics	Pragmatics observation checklist filled out accurately (backed up with transcription). Description of pragmatic development clear. 6 pts	Pragmatics observation checklist and description of pragmatic development unclear and/or do not agree with each other 3 pts	Pragmatics observation checklist not filled out OR Description missing from report. 0 pts
Sample Interpretation: Child's development	Child's overall development is described in relation to major theories discussed in class and text (e.g., Piaget's stages, Vygotsky's socio-cultural theory, and Bronfenbrenner's ecological theory). Child's language development is discussed, specifically identifying features of the child's speech and language compared to expectations for the child's age and context (e.g., ELL, exposure to language, etc.) 8 pts	The description of child's overall development and/or language development is perfunctory, or is missing one of the major theories of development. Description of the child's language development fails to mention the child's context. 4 pts	The description of the child's overall development and/or language development is lacking (either missing completely or did not connect child's actual developmental markers to the theory). 0 pts
Write up	Few errors in spelling and grammar 6 pts	Three or more persistent spelling and grammatical errors 3 pts	6 or more spelling grammatical errors 0 pts