

CHILD LANGUAGE DEVELOPMENT
Audiology and Speech-Language Pathology Course 630
FALL 2005

Instructor: ANN DORAIS
Class Hours: 9:30- 10:45 T/TH
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Office Hours: By appointment
Office Location: TLRB 159
Course Title: Early Child Language Intervention

Course Description and Objectives:

This course is organized into pre-linguistic, emerging language user, developing language user with expressive vocabulary of > 50 words; begun to combine words into sentences; not yet acquired basic sentence structure. Through text, lecture, and a variety of multi-media sources, students will be introduced to specialized knowledge relevant to the theoretical basis, prevention, clinical assessment, prognosis, and rehabilitation of child language delays. In addition, associated family, teacher and team collaboration will be part of the assignments.

The student will make progress toward ASHA's 2005 standards for the Certificate of Clinical Competence in Speech-Language Pathology. In addition, the course will be structured on professional outcomes based on the University and College conceptual framework. The student's progress toward these standards will be communicated to the student through objective scoring, a mid-semester and final exam, and written feedback from the instructor and student.

Students must demonstrate a competent knowledge of each of the following course goals to receive credit for this course. A student's level of competency will be measured through both formative (F) and summative (S) evaluations.

University Mission

BYU seeks to develop students of faith, intellect, and character who have the skills and desire to continue learning and to serve others throughout their lives. A BYU education is designed to be (1) spiritually strengthening, (2) intellectually enlarging, (3) character building, leading to (4) lifelong learning and service.

McKay School of Education Conceptual Framework & Aims

CF 1: Embrace and apply the moral dimensions of teaching.
Practicing nurturing pedagogy
Providing access to knowledge
Enculturating for democracy
Ensuring responsible stewardship of the schools

CF2: Demonstrate academic excellence
CF3: Model Collaboration
CF4: Act with social competence

CAA Standards

Standard III-B: The applicant must demonstrate knowledge of the nature of basic human communication, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases

Standard III-C: The applicant must demonstrate knowledge of the nature of language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of assessment, and intervention for people with communication disorders, including consideration of physical, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard III- E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III- F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III- G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Goal #1 Students will demonstrate competent knowledge of early receptive/expressive language development.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard	McKay School of Edu, Conceptual Framework
Students will gain a knowledge of: Receptive language development. Expressive language development. Play development Early communication development.	Midterm (F) Class projects (F) Chapter questions (F) Final (S)	Objective scores Mid-semester interview	III-B IV-A	CF1, CF2, CF3

Goal #2 Students will demonstrate competent knowledge and skills concerning the appropriate selection, administration and interpretation of a variety of assessment techniques and measurement tools.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	McKay School of Edu, Conceptual Framework
Students will gain a knowledge and skills of; formal and informal assessment tools for conceptual, play, expressive, receptive language skills. Interpret scores on formal and informal measures. Create informal measures	Projects (F) Class exercises (F) Midterm (F) Final (S)	Objective scores Feedback on projects. Final eval	III-C IV-A IV-B	CF1, CF2, CF3, CF4,

Goal #3 Students will demonstrate competent knowledge of various treatment options for receptive and expressive language delays.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	McKay School of Edu, Conceptual Framework
Students will gain a knowledge of: the prevalence and incidence of language delays. the risk factors for language delays, contemporary research and lifestyle strategies that facilitate language development. Various Treatment options	Class videos, quizzes (F) Midterm (F) Presentations (F) chapter questions (F) Final (S)	Objective scores Mid-semester interview	III-D III-F IV-B	CF1, CF2, CF3

Course Requirements:

Students are required to read all assigned chapters and answer chapter questions on syllabus. During lecture, class participation and questions regarding the topic material are strongly recommended. An evaluation (grades) of how well a student comprehends reading and lecture material will be based upon class projects, midterm and final examination. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given without a valid excuse. Any unexcused missed exams will not contribute points toward your final grade.

Grading:

An evaluation of each student's progress toward the course goals will be communicated to the student through objective scoring, a mid-semester interview with the instructor, and written feedback from the instructor and student peers. A final course grade will be assigned on a straight scale and will be computed according to the following breakdown:

Chapter questions- 6 quizzes (5pt each)	30	points	Class projects (50 each)	100	points
Book Project (30)		30	points	Food therapy Project (20)	20
				Final Exam:	<u>100</u>
				Total	(280)

A final grade will be assigned according to the following scale: 95-100 A, 90-94 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, ect... Final grade points containing decimals will be rounded to the closest integer. However, as was stated in the objective section of the syllabus, a student must meet the 80% competency criterion for each course goal or complete remedial requirements (readings, assignments, examination questions) to the instructor's approval to receive credit for this course.

Additional Resources:

1. Normal Development, Child Development CD-ROM Series, A Database of Communication and Related Behaviors, Birth –12+ years, Second Edition, Kristine S. Retherford, PH.D, Thinking Publications,
2. Language Disorders, A Functional Approach to Assessment and Intervention, Fourth Edition, Robert E. Owens, Jr. State University of New York at Geneseo, Pearson,
3. Building a Language-Focused Curriculum for the Preschool Classroom, Vol II, A Planning guide, Betty H. Bunce, Paul H. Brooks Publishing Co.
4. A Practical Guide to Early Childhood Curriculum, Linking Thematic, Emergent, and Skill-based Planning to Children's Outcomes, Second Edition, Evelyn A. Petersen, Allyn and Bacon
5. Planning Individualized Speech and Language Intervention Programs, Nickola Wolf Nelson, Pro-Ed

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

Academic Misconduct

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

630 Early Child Language ESTIMATED COURSE OUTLINE

One Question or part of a question will be chosen to answer from the following chapters during the Quiz Week (QW). Open book quiz during the beginning of class.

Date and topic	Readings	Assignments / quizzes, tests
<p>Aug 29- Aug 31</p> <p>Nature of Language Disorders</p>	<p><i>Readings:</i> Read chapter 1; pages 3 to 20</p> <p><i>Objectives</i></p> <p>Assessment definitions; normative vs neutralist, CA or MA , content, form and function; Identify models of language disorders</p>	<p><i>Study guide questions</i></p> <p>What are the advantages of using the normative vs neutralist definition of language impairment? What are the pros and cons of using mental age referencing in defining language disorders?</p> <p><i>In class activities and evaluation</i></p> <p>Review Leslie's case study and determine the primary source of her communication problem (content, form, or function); describe her communication difficulty.</p>
<p>Sept 6- 8th,</p> <p>Principles of assessment</p>	<p><i>Readings:</i></p> <p>Chapter 2, pages 21 to 54 (skim section on speech motor assessment, pages 29 to 35); Chapter 9 pages 293 to 305(screening; standardized tests vs criterion referenced tools)</p> <p><i>Objectives</i></p> <p>Identify components of language to assess Explain standardized tests Differentiate between standardized, criterion referenced (informal) and observational tools</p>	<p><i>Study guide questions</i> How can standardized testing and informal assessments (e.g., criterion referenced and behavioral observations) operate together? What are the purposes of dynamic and functional assessment? (QW)</p> <p><i>Activities and evaluation</i></p> <p>Identify weaknesses in a standardized test (PLS) Demonstrate uses of formal and informal assessment tools with a case study (Heather)</p> <p>Review; (assessment project)</p>
<p>Sept 13-15</p> <p>Setting goals and objectives</p> <p>Spt 13-15 Principles of Intervention</p>	<p><i>Readings:</i></p> <p>Read Chapter 3; pages 64 to 66; Chapter 10: IEP; page 349 to 353 (Rachel's goals and objectives) and table 10-1 on page 354 (example goals); Chapter 8: Decision Making Based on Assessment Information; pages 266 to 268</p> <p><i>Readings:</i> Read Chapter 3; pages 62 to 81;</p> <p><i>Objectives</i> Recognize examples of intervention approaches: clinician directed, Hybrid vs child-centered; know the value of each</p>	<p><i>Activities and evaluation</i></p> <p>Identify present levels of development in particular children, Set objectives for a child based on case study information provided in class (Leslie; Andrew; Tanner). Write goals and objectives for particular children within their ZPD (based on present level of functioning)</p> <p><i>Study guide questions:</i></p> <p>How would you arrange to teach a particular target language rule (e.g., is + verb-ing or the term 'missing or gone') and yet keep the intervention natural (functional, meaningful)? Contrast how you would teach 'is + verb-ing' using two of the three intervention approaches (CD, Hybrid, CC). What activities, settings, and strategies would you use for each? How would you manipulate perceptual salience and pragmatic elements to highlight the linguistic pattern or rule you are teaching?</p> <p><i>Activities and evaluation</i></p> <p>Identify and evaluate intervention approaches from video clips</p>
<p>Sept 20-22nd</p> <p>Assessing cognitive, conceptual functioning</p>	<p><i>Readings</i></p> <p>Chapter 5: pages 134 to 147 (Communication in Psychiatric Disorders) and pages 154 to 158 (specific Language Impairment); Chapter 8 pages 246 to 254 (cognitive deficits; play assessment); Chapter 9 pages 292 to 293 (collateral areas Leiter, CMMS)</p> <p><i>Objectives</i></p>	<p><i>Study guide questions</i></p> <p>What considerations should be kept in mind when developing an assessment and intervention program for a child with autism (Andrew)? How specific are specific language problems? What is the purpose of a play assessment in evaluating the cognitive behavior of young children? (QW)</p> <p><i>Activities and evaluation</i></p> <p>Describe and characterize a child's conceptual and communicative</p>

	Identify children's level of functioning conceptual levels using ALB and CSBS, and Westby's play scales, language and concepts, attentional behavior.	behavior; accurately apply play assessment tools (assessment project) View video samples of children at various stages of play development; make judgments about developmental level, stages of children's play.
Sept 27-29th Assessing early communication	<i>Readings:</i> Chapter 7: Assessment and intervention for Infants at prelinguistic stages of communication (9 to 18 mo), pages 229 to 237; vocal assessment, page 218 to 220; Chapter 8, communication assessment, pages 250 to 258 <i>Objectives</i> Identify children's levels of development, Differentiate among means (form), function, intentionality Recognize levels of communication (perlocutionary, illocutionary, locutionary) based on behaviors exhibited Decide how to use routines to teach various components of language	<i>Study guide questions</i> How do you differentiate pre-intentional from intentional communication? How and when should communication temptations be used for assessment? How do we know if a child is ready to move from illocutionary to locutionary communication? Discuss echolalia as a form of communication. What are the dimensions of non-verbal communication behavior should be assessed and how? <i>Activities and evaluation</i> Make decisions about communication levels of children exhibited during their interactions in play Describe communicative behavior of children at different developmental stages (from video tape samples)
Oct 4-6th Assessing Parent child interaction Implementing early conceptual and communication intervention	<i>Readings:</i> Chapter 7, parent-child communication, pages 224 to 229 <i>Objectives</i> Apply tools to assess parent-child interaction along a number of dimensions <i>Readings</i> Chapter 7: Read Chapter 8, play and communication, pages 268 to 275 and pages 280 to 282 <i>Objectives</i> <ul style="list-style-type: none"> Decide how to use scripts and routines to facilitate cognitive and communication development Create opportunities to signal communicative functions 	<i>Study guide questions</i> How can assessment of parent-child communication be made family centered? How can the SLP enhance parent-child communication? (What areas should be addressed?) What interactive behaviors can the SLP encourage parents to use? <i>Activities and evaluation</i> Rate interaction of videotaped samples of parent-child interaction, Identify directive vs interactive styles Differentiate test from information questions, Observe and rate a parent's interaction style <i>Activities and evaluation</i> Make intervention decisions, create a plan to use scripts and routines to facilitate communication and conceptual knowledge How would you use scaffolding to improve communication behavior? How and when should communication temptations be used for intervention? How would you use symbolic play as a mechanism for developing conceptual and communicative behavior? What mechanisms would you use to increase non-verbal communication skills in a child with emerging language? (QW)
Oct 11-13 Assessing receptive language in emerging language user: attachments, strategies Assessing Knowledge of language rules	<i>Readings:</i> Chapter 8: assessing comprehension: pages 258 to 261 (assessing comprehension) and pages 275 to 276 (receptive intervention for emerging language) <i>Objectives</i> Identify strategies children use to comprehend Create task (probes) for assessing early receptive language <i>Objectives:</i> Assess knowledge of language rules using decontextualized tasks (vocabulary, question words, syntax and morphology)	<i>Study guide questions</i> What formal and informal methods are available for assessing comprehension in children with emerging language? Why is it important to look not only at what the child understands but also at what comprehension strategies he or she uses? <i>Activities and evaluation</i> Review Macarthur Communication Development Inventories and Rosetti Infant and Toddler Language Scale Analyze children's responses to language in context (Collin) <i>Activities and evaluation</i> Create criterion-referenced probes (games; script-based assessment), Make decisions about words to teach
Oct 18-20	<i>Readings:</i> Chapter 9: Criterion-referenced receptive language assessment; pages 311 to 316, page 316 (assessing comprehension in	<i>Study guide questions</i> Why must receptive and expressive syntax be assessed separately? Discuss the assessment of contextualized and decontextualized

<p>Assessing comprehension (processing) in developing language user</p>	<p>contextualized settings)</p> <p><i>Objectives</i></p> <p>Differentiate between contextualized vs decontextualized comprehension</p> <p>Create script-based comprehension probes; create contextualized and decontextualized assessment contexts, probes</p> <p>Assess comprehension of stories</p>	<p>comprehension skills. Describe how you would use non-standardized assessment methods to assess decontextualized and contextualized comprehension. QW</p> <p><i>Activities and evaluation</i></p> <p>Identify influence of context on comprehension, responsiveness, Accurately evaluate a child's receptive language (receptive language assessment project)</p>
<p>Oct 25-27 Assessing productive language (first words, word combinations, syntactic structures)</p>	<p><i>Readings:</i></p> <p>Read Chapter 8: pages 261 to 266; chapter 9: pages 316 to 333 Chapter 8: pages 250 to 258; 216 to 266</p> <p><i>Objectives</i></p> <p>Analyze a language sample</p>	<p><i>Study guide questions</i></p> <p>Describe the methods you would use to assess semantic and syntactic development in children with emerging language</p> <p><i>Activities and evaluation</i></p> <p>Make decisions about children's productive language, Analyze language sample, Administer assessment project Analyze communication task demands (amount of modeling; communicative complexity of situation) Make decisions about a child's expressive language skills</p>
<p>Nov 1-3 Teaching production of first words and word combinations</p>	<p><i>Readings:</i></p> <p>Read Chapter 8; pages 276 to 280 and pages 282 to 283</p> <p><i>Objectives</i></p> <p>Plan activities to teach target rules</p>	<p><i>Study guide and take home assignment</i></p> <p>When and how would you work on receptive language for a child with emerging language? What considerations would go into choosing a first lexicon for Andrew (or Leslie or Adrienne)? What methods would you use to increase vocabulary size of a child with emerging language? Do you think adult speech to children with emerging language should be telegraphic? Why or why not? (QW)</p> <p><i>Activities and evaluation</i></p> <p>View intervention for Masha, Matthew Decide how to teach particular words, word combination rules (semantic relations)</p>
<p>Nov 8-10 Language stimulation techniques</p>	<p><i>Readings:</i></p> <p>Chapter 3: child-centered approaches (pages 70 to 74; page 63 to 64; using the continuum of naturalness (pages 76 to 82); chapter 10; pages 360 - 363</p> <p><i>Objectives</i></p> <p>Various techniques and styles to stimulate language.</p>	<p><i>Activities and evaluation</i></p> <p>View videotapes of parent-child interactions, Make decision about how to facilitate language in emerging language user Decide how to apply Blank's strategies</p>
<p>Nov 15-17 Teaching comprehension and production of vocabulary and grammatical structures</p>	<p><i>Readings:</i></p> <p>Read Chapter 10; comprehension vs production; page 355 to 356; Intervention for syntax and morphology (Clinician directed approach), pages 359 to 360; hybrid approach, pages 363 to 368</p> <p><i>Objectives</i></p> <p>Select examples and create stimuli for teaching language rules; Determine if emphasis for a child should be on production or comprehension Decide how to implement hybrid (focused stimulation and script based therapy, Clinician directed, and child-directed approaches</p> <p><i>Readings:</i></p> <p>Read Chapter 10 (child-centered approaches), pages 357; 360 to 363; using narrative in hybrid intervention, 363 to 369</p>	<p><i>Study guide; take home assignment</i></p> <p>How would you apply the principle of 'one new thing' in intervention for semantic and syntactic development? What are the patterns of grammatical difficulty of a child in the developing language phase? How can clinician directed intervention methods be modified to increase naturalness? How can modeling of the modal 'will' be integrated into a play script? How can strategies for facilitating and evoking target responses be used to facilitate production of the verb 'will'? (See table 10-6 and table 10-5; focused stimulation procedures and activity based procedures). (NO QW- ASHA convention.)</p> <p><i>Activities and evaluation</i></p> <p>Create plans and activities to teach word and word combination rules (semantic relations)</p>

<p>Facilitating narrative (language processing or story comprehension) and higher-level play skills</p>	<p><i>Objectives</i></p> <p>Analyze and select stories to facilitate comprehension Decide how to use scripts, story enactment to facilitate comprehension</p>	<p><i>Study guide questions:</i></p> <p>Discuss the role of scripted play and story enactment contexts for facilitating cognitive and language skills in the developing language user</p> <p>analyze the demands of a story; analyze intervention interactions within story and play context.</p>
<p>11/16-20 W-F ASHA - No Classes, work on assignments</p>	<p>11/22 – no class (Friday class schedule)</p>	
<p>Nov 29- Dec 1 Assessing and facilitating conversational turn taking and personal narratives</p>	<p><i>Readings</i></p> <p>Chapter 9 (assessment), pages 333 to 339; Chapter 10, pragmatics, pages 356 to 357 (pragmatics, play and thinking); Chapter 10, using conversation in hybrid intervention (pages 369 to 371)</p> <p><i>Objectives</i></p> <p>Identify important conversational behaviors Conduct a conversational analysis Describe children's conversational or interactive exchanges</p>	<p><i>Study guide Questions and take-home assignments:</i></p> <p>How can the results of a pragmatic assessment be used in intervention planning? What is the purpose of using elicited production procedures and criterion-referenced assessment (Shy puppet; peanut butter protocol); table 9-15; versus check lists (e.g. table 9-7 and 9-14)? (QW)</p> <p><i>Activities and evaluation mechanism</i></p> <p>Analyze Connor's interactions, Decide how to modify demands, Analyze conversational turn taking</p>
<p>Dec 6-8 (last class)</p> <p>Pulling it all together; making recommendations: Case study analysis</p>	<p><i>Readings:</i></p> <p>Chapter 8: Decision Making Based on Assessment Information; pages 266 to 268</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> Establish objectives for individual children in various component areas given case study profiles; use developmental information to establish appropriate objectives Identify discrepancies in Connor's performance (within and between component areas) 	<p><i>Activities and evaluation</i></p> <p>Make recommendations based upon children's functioning and developmental levels</p>
<p>Final Take Home Exam due Dec 15 .</p>		

Important Dates

<p>Cognitive project: OCT 13 Midterm Exam: OCT 20 Receptive & Expressive Language Project: Nov 17 Book Treatment Presentations Dec 8 Food Treatment Presentations (TBA) Final Take Home Exam DUE: DEC 15</p>
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<p><u>Class Project locations: You can gather your own child or go to</u> State: Kid's on the Move; 221-9930, Ileen Chamberland Provo District: PEEPs- early intervention, 374-4915 ext 6 Oakridge Pre-school- 374-4915 ext 101 Alpine District: North Ridge Preschool:227-8720, Miss Lynn Otteson Geneva Preschool; 2278714, Mrs Kristie Campbell</p>

Nebo District: Sage Creek preschool; 489-2860

Springville MaryAnn Main

Art City preschool; 489-2820,

Caroline Balls