Course 630: EARLY CHILD LANGUAGE ASSESSMENT & TREATMENT
Communication Disorders Department
FALL 2007

Instructor: ANN DORAIS
Office Hours: By appointment
Class Hours: M/W @11:30-12:45 RM;177 TLRB
Office Location: TLRB 159
ann_dorais@byu.edu, OR adora156@yahoo.com

Course Description and Objectives:
This course is organized into pre-linguistic, emerging language user, developing language user with expressive vocabulary of greater than 50 words who have 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, and team collaboration will be part of the assignments.

The student will make progress toward ASHA’s 2006 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) (projects, discussions, assignments) and summative) (S) (quizes and test ) 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.  CF2: Demonstrate academic excellence
Practicing nurturing pedagogy  CF3: Model Collaboration
Providing access to knowledge  CF4: Act with social competetence
Enculturating for democracy  Ensuring responsible stewardship of the schools

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 IV-A: The applicant must demonstrate knowledge of contemporary professional issues.
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.

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

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<thead>
<tr>
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<th>Feedback Mechanism</th>
<th>CAA Standard</th>
<th>McKay School of Edu, Conceptual Framework</th>
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</thead>
<tbody>
<tr>
<td>Students will gain a knowledge and skills of the following: formal and informal assessment tools for conceptual, play, expressive, receptive language skills. Interpret scores on formal and informal measures. Create informal measures</td>
<td>Projects (F) Class exercises (F) Final (S)</td>
<td>Objective scores Feedback on projects. Final eval</td>
<td>III-C IV-A IV-B</td>
<td>CF1, CF2, CF3, CF4,</td>
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Goal #3  Students will demonstrate competent knowledge of various treatment options for receptive and expressive language delays.

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<tr>
<td>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</td>
<td>Class videos. Presentations (F) chapter questions (F) Final (S)</td>
<td>Objective scores Mid-semester interview</td>
<td>III-D III-F IV-B</td>
<td>CF1, CF2, CF3</td>
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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, quizzes 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 doctor or university excuse.

**Quiz, or class discussion questions:** Random students will be asked to answer questions from their readings (as long as students can demonstrate or explain information from their readings adequately.) It may be counted as a substitute for a quiz per instructor’s discretion. Therefore it’s to your best interest to stay up with the readings for these quizzes and in class discussions as well as for your overall clinic knowledge and experience. In-class quizzes will be assigned with at least one day advanced notice, TBA.

Grading:

- **Chapter questions- 6 quizzes and/or class discussion questions**
  - (5pt each) TBA: 30 points
  - Observation & write up: 25 points
  - 2 assessment projects (50 each): 100 points
  - Book Project (25): 25 points
  - Final Exam: (TBA): 50 points
  - **Total: 280 points**

An evaluation of each student’s progress toward the course goals will be communicated to the student through objective scoring. A final course grade will be assigned on a straight scale and will be computed according to the following breakdown:

- 95-100 A, 90-94 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, so on.

Final grade points containing decimals will be rounded to the closest integer. However, as 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:
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.

**Professional conduct.**

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy. Turn off cell phones. You will lose points if your phone goes off for text messages or calls. No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or get a big zero on your quiz or exam.
2. No laptop usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required to see the notes.) No “ims” (instant messaging) during class.
3. Come to class on time to minimize distractions and quizzes will be given the first 10 minutes.
4. Any requests for quiz or test changes must be approved ahead of time with a doctor or university note. No exceptions!
5. No cheating will ever be tolerated. You will be turned in on the spot. Excused to leave and not come back.

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**630 Early Child Language**

**ESTIMATED COURSE OUTLINE**

1-2 questions will be chosen to answer from the following chapters during the Quiz Week (QW). Open book quiz during the beginning of class.

<table>
<thead>
<tr>
<th>Date and topic</th>
<th>Objectives</th>
<th>Readings, Assignments- projects / quizzes, tests</th>
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<tbody>
<tr>
<td>Sept 5, First day</td>
<td>review course syllabus, expectations; introduction of class materials</td>
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</table>
| Sept 10, 12 | Determine the primary source of communication problem (content, form, or function); describe communication difficulty from a possible case. | Read chapter 1 pages 3 to 21  
Study guide questions 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? |
| Nature of Language Disorders | Identify components of language to assess, explain standardized tests. Differentiate between standardized, criterion referenced (informal) and observational tools  
Activities and evaluation  
Identify weaknesses in any standardized test (e.g. PPVT, PLS)  
Demonstrate uses of formal and informal assessment tools with a possible case study (Heather)  
Review; (assessment project) | Read, Chapter 2, pages 23-59  
Study guide questions 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) |
| Sept 17, 19 | Identify and evaluate intervention approaches from video clips | |
| Assessment Principles | Conceptual levels using ALB and CSBS, and Westby’s play scales, language and concepts, attentional behavior. | Read on your own Chapters 4 (pgs 107-164) & Ch 5, (pgs 165-209) It has detailed information on specific populations and their disorders in which you may or may not encounter in the future, so read on your own to glean interesting information for the future.  
Study guide questions What considerations should be kept in mind when developing an assessment and intervention program for a child with autism? How specific are specific language problems? What is the purpose of a play assessment in evaluating the cognitive behavior of young children? |
### Oct 1–3

#### Intervention Principles

**Objectives**: Recognize examples of intervention approaches: clinician directed, Hybrid vs child-centered; know the value of each

**Activities and evaluation**
- 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).

**Readings**: Chapter 3; (pages 65-106) Chapter 10: IEPs (page 429-453) (goals and objectives) and table 10-1 on page 432

**Study guide questions**: Tell the natural continuum of interventions and it’s importance. QW

### Oct 8–10

#### Assessing cognitive, conceptual functioning

**Activities and evaluation**
- Describe and characterize a child’s conceptual and communicative behavior; accurately apply play assessment tools (assessment project)
- View video of Baby Cues; first language Piaget stages; samples of children at various stages of play development; make judgments about developmental level, stages of children’s play.

**Readings**: Chapter 6, (pg 213-251) (collateral areas: hearing, oral motor, cognitive deficits; vocal play, Leiter, CMMS)

- Identify children’s levels of development, Differentiate among means (form), function, intentionality
- Recognize levels of communication (perlocutionary, illocutionary, locutionary) based on behaviors exhibited

### Oct 15, 17

#### Assessing Parent child interaction

**Objectives**
- Apply tools to assess parent-child interaction along a number of dimensions

**Activities and evaluation**
- Rate interaction of videotaped samples of parent-child interaction. Identify directive vs interactive styles
- Make intervention decisions, create a plan to use scripts and routines to facilitate communication and conceptual knowledge

**Readings**: Chapter 6; pg 252-263

- Intentionality and communication; parent child interaction;
- Family-Centered Practice
- What is IDEA?
- Describe the Individual Family Service Plan. Name its required elements. Discuss communication strategies that can be used in family-centered practice. (What areas should be addressed?) Differentiate test from information questions, Observe and rate a parent’s interaction style QW)

**Time permits show video’s on play; shy, ignored, etc.**

**Readings**: Chapter 7, 264- 274; prelinguisitc and emerging language screen.

**Handouts**: WESTBY PLAY SCALE, McCUNE & NICOLICH Criteria,

### Oct 29–31

#### Assessing receptive language in emerging language user:

**Happy Halloween**

**Objectives**:
- Assess knowledge of language rules using decontextualized tasks (vocabulary, question words, syntax and morphology

**Activities and evaluation**
- Review Macarthur Communication Development Inventories and Rosetti Infant and Toddler Language Scale
- Analyze children’s responses to language in context

**Readings**: Chapter 7; assessing communicative skills, range of communicative function, pg 277 in children with emerging language; forms of communication, pg 278, assessing comprehension, pg 280, assessing lexical production, pg 286, assessing semantic syntactic production pg 287 - 291

**Study guide questions**,

- What formal and informal methods are available for assessing comprehension in children with emerging language? Candy QW, Thurs.
### Nov 5,7

**Assessing comprehension attachments, strategies (processing) in developing language user**

**Objectives**
- Identify strategies children use to comprehend
- Create task (probes) for assessing early receptive language
- Differentiate between contextualized vs decontextualized comprehension
- Create script-based comprehension probes; create contextualized and decontextualized assessment contexts, probes
- Assess comprehension of stories

**Activities and evaluation**
- Video clips of early strategies; Identify influence of context on comprehension, responsiveness
- Accurately evaluate a child’s receptive language (receptive language assessment project)

**Readings:**
- Chapter 8; 258-266
- Chapter 9: Criterion-referenced receptive language assessment; pages 311 to 316, page 316 (assessing comprehension in contextualized settings)

**Study guide questions**
- Why is it important to look not only at what the child understands but also at what comprehension strategies he or she uses? Why must receptive and expressive syntax be assessed separately? Discuss the assessment of contextualized and decontextualized comprehension skills.

**QW**

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### Nov 12

**Assessing productive language (first words, word combinations, syntactic structures)**

**Objectives**
- Analyze a language sample

**Activities and evaluation**
- 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

**Readings:**
- Read Chapter 8 (pg 317-380: Assessment and intervention for Infants at prelinguistic stages of communication)
- Standardized tests pg 320-332) Chapter 8, collateral areas; pg 319, eliciting questions- Shy Puppet, pg 364- Table 8-10; Eliciting activities for verb clause, pg 365- Table 8-11, Pragmatic skills profile, Prutting and Kirchner’s pragmatic Skills, pg 366- Table 8-12, conversation questionnaire, pg 367,

**Study guide questions**
- Describe the methods you would use to assess semantic and syntactic development in children with emerging language

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### Nov 19

**Teaching production of first words and word combinations**

**Objectives**
- Plan activities to teach target rules

**Activities and evaluation**
- Joint Book reading,
- Decide how to teach particular words, word combination rules (semantic relations)

**Readings:**
- Read Chapter 7, pg 264-315;

**Study guide and take home assignment**
- When and how would you teach receptive language for a child with emerging language? What considerations would go into choosing a first lexicon? 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**

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### Nov 26,28

**Intervention; Language stimulation techniques**

**Objectives**
- Various techniques and styles to stimulate language Indirect, direct language stimulation.

**Activities and evaluation**
- View videotapes of parent-child interactions, Make decision about how to facilitate language in emerging language user
- Decide how to apply Blank’s strategies

**Readings:**
- Chapter 3: pg 70, Products of Intervention; Setting Goals, Processes of Intervention; child-centered approaches (pg 74 – 90) using the continuum of naturalness (pg 73);
- Chapter 9, clinician-Directed Model; pg 396 Child Centered; pg 398-401 Hybrid Approaches; pg 79, 402

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**Project 1 due Nov 13**

**No Class 14th, ASHA conference**

**Project 2 Due Nov 28**
<table>
<thead>
<tr>
<th>Dec. 3</th>
<th>Facilitating narrative (language processing or story comprehension) and higher-level play skills</th>
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<tr>
<td></td>
<td><strong>Objectives</strong></td>
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<tr>
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<td>Select examples and create stimuli for teaching language rules;</td>
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<td>Determine if emphasis for a child should be on production or comprehension</td>
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<td>Decide how to implement hybrid (focused stimulation and script based therapy, Clinician directed, and child-directed approaches)</td>
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<tr>
<td></td>
<td><strong>Readings: Activities and evaluation</strong></td>
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<tr>
<td></td>
<td>Create plans and activities to teach word and word combination rules (semantic relations)</td>
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<td></td>
<td><strong>Read Chapter 9 pg 393-426</strong> child centered intervention pg 398., indirected language stimulation, pg 399, facilitated play, language elicitation techniques pg 400 pg 402, 406., pretend play guidline, pg 401, 414, language intervention, hybird approach, child centered, pg 404 Emergent Literacy</td>
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<td></td>
<td><strong>Study guide; take home assignment</strong></td>
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<td>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’? <strong>QW</strong></td>
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| Dec 5, class Therapy share |

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<th>Dec 10, 12-</th>
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<tr>
<td>Last week of Class Therapy Share presentations. 10 mins done Pairs</td>
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<tr>
<td>Assessing and facilitating conversational turn taking and personal narrative.</td>
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**Class Project locations:** **For Observation write up and possible contact for other projects**
State funded: Kid’s on the Move; 221-9930, Amanda Gidden ext 166
Call to schedule the visits. They are very accommodating to byu student so please keep your appoints or Call for any changes!!!

Alpine District: Orem, North Ridge Preschool:227-8720, Main Teacher; Linda Chadburn ext 150, T-F 9:08- 12:08 and 12:38 – 3:30 email; chad191@alpine.k12.ut.us (FYI; SLP -Kathy Ritter)

Nebo District; Springville Art City preschool; 489-2820, Main Teacher; Rachel Gordon, (FYI; SLP Lorie Reese)

Provo District; TBA