ASLP 350, Language Disorders in Children  
Winter 2000, Dr. Fujiki  
T, Th, 1:35-2:50 PM, 205 JRCB  
Office: 130 TLRB  
Office hours: F 10-11 (I will be available at various times on T, Th, or F  
But it would be best to let me know you are coming)

COURSE OUTLINE

TEXTS:


Other readings are on reserve at the library

COURSE OBJECTIVES:

To present an overview of current approaches to childhood language impairment  
To review and evaluate current methods of language evaluation and treatment of language impairment  
To provide a theoretical approach as well as specific procedures for the treatment of language impairment  
To provide an overview of language patterns associated with specific disabling conditions  
To provide an overview of service delivery models

REQUIREMENTS AND GRADES:

**Grades:** Grades will be assigned based on the accumulation of points received on tests and assignments. Percentage of total points earned is calculated, and grades are usually assigned according to the class distribution of points. About the top 30% of students typically receive As, the next 30% receive Bs and the next 30% receive Cs. The lowest 10% can expect Ds or Es. Earning less than 60% of the total possible points will warrant a failing grade. However, scale will be adjusted as is warranted. (e.g., If more that 30% of the class earns over 90% of the total points more A grades will be given.) Past experience shows that students who earn close to 90% of the possible points can expect an "A" grade, those earning approximately 80% can expect a "B" grade, those earning approximately 70% can expect a "C" grade, and those earning 60% can expect no higher than a "D" grade.

Points are distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
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<tr>
<td>Quizzes</td>
<td>100 pts.</td>
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<tr>
<td>Observations</td>
<td>20 pts.</td>
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<tr>
<td><strong>Total possible</strong></td>
<td><strong>320 pts.</strong></td>
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**Exams and quizzes:** Midterm and final exams will be administered in the testing center. Quizzes will be unannounced and will be administered during class. Makeup exams will be given only under exceptional conditions (illness with written confirmation from physician, etc.). **Missed quizzes may not be made up unless you have a university excused absence.** Your lowest quiz score will be dropped.
**Observations:** You are required to do 4 language observations for this class. Video-tape observations are available from the check out desk at the Learning Resource Center in the library. Your write-ups may be handed in at any time but are **due on March 29th.** Tapes on reserve are as follows.

Tape 1. Deb Luker, M.S. Elementary school level whole language classroom
Tape 2. Cathy Shenuman, M.S. Itinerant pull out model, language and articulation intervention
Tape 3. Diane Loeb, Ph.D. & Marc Fey, Ph.D. focused stimulation, language intervention (Drs. Loeb and Fey provided the tape, however, neither is on the video)
Tape 4. Tara Wells, M.S. preschool level whole language classroom

For each observation you do, hand in a single sheet that lists the clinician's name/type of intervention and the date that you observed the session. In addition, provide a short summary of the following: a) the methods used, b) the goals being addressed (or what is being worked on) and the activities used to accomplish those goals, and c) your impressions about the session and the clinical process.

**grading:** To complete the assignment you must hand in all four observations and turn in the summary sheet. Each observation is worth 5 points. There will also be some general questions from the observations on the final exam. Late observations will be penalized 20% per day late.

The American Speech-Language-Hearing Association requires that audiology and speech language pathology students in an accredited training program perform a minimum of 25 hours of observation before enrolling in clinical practicum (in other words, you cannot enroll in practicum courses until these observations are completed). These observation hours count toward fulfilling this requirement.

After completing the observations you will want to complete a summary sheet listing these hours (special forms for audiology and speech language pathology observation hours are available in 136 TLRB). These forms must be signed by a faculty member with ASHA certification (in this case, me). You will need to have completed this requirement when you enter graduate school. Otherwise you will not be able to see clients. Note: If you do not take care of this in a timely manner, meaning this semester, there is no guarantee that you will receive credit for these hours toward meeting the ASHA requirement.

You may also count hours of observation from ASLP 133 or other courses toward meeting the 25 hour ASHA. You will need to keep track of these hours yourself.

**HONOR CODE:**

The honor code represents our commitment to the ideal "nice guys (guys is used in the true Utah sense, and is therefore, not gender specific) finish first." I am impressed at the integrity typically displayed by BYU students. Violations of the honor code are few, but particularly troublesome considering who we profess to be here (the term saint comes to mind).
Strict adherence to the BYU honor code is expected. Violations of the honor code in the areas of cheating and/or plagiarism will result in extreme disappointment on the part of your instructor, a failing grade for your work in this course, and a report to the Honors Office.

Exams for this class (past and present) are not passed back to students. Any exams from past classes that may be floating around were obtained in violation of the honor code. Looking at any such exam would constitute cheating.

**Students with disabilities.** If you have a disability which may impair your ability to successfully complete this course, please let me know during the first week of class.

**TEXTS ON RESERVE:**


**SYLLABUS AND READINGS**

**Introduction**

The nature of language impairment

Nelson, chapters 1 & 4

What can go wrong? An overview of language impairment

The impact of language impairment

Fey, Catts, & Larrivee, chapter 1 in Fey, Windsor, & Warren

An approach to assessment and intervention

Language Assessment

Nelson, chapter 6, 7, & 9

**Feb. 28/March 1 Midterm (all day, in the testing center)**

Nelson, pages 81-89 on social interactionist theory

**March 29 Observations due**
Intervention with young children

Nelson, Chapters 8, 10

Case Studies

Brinton & Fujiki, Chapter 7, Fey, Windsor, & Warren

reading days April 18 & 19

Finals April 20-25  You may take the final exam at any time during this week.

If ye are prepared ye shall not fear.
D&C 38:30