ASLP 350  
Language Disorders in Children  
Winter, 1998  
T, Th, 8:00-9:15, Dr. Fujiki  
Office: 130 TLRB  
Office hours: Thurs. 11:00-12:00 (except for faculty meetings) and by appointment

COURSE OUTLINE

TEXTS:

Nelson, N., Childhood Language Disorders in Context, 2nd Ed.  
Brinton, B. & Fujiki, M., Conversational Management with Language-Impaired Children (recommended)  

Other readings are on reserve in 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, but grades are usually assigned according to the class distribution of points. About the top 25% of students typically receive As, the next 25% receive Bs and the next 25% receive Cs. The lowest quartile can expect Ds or failing grades. Earning less than 60% of the total possible points will warrant a failing grade. However, the instructor reserves the right to assign more As if many students earn around 90% of the total points. The reverse is also true—the instructor may assign a greater proportion of lower grades if student scores cluster in the low ranges. Past experience shows that students who earn approximately 90% of 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:  
Midterm Exam: 100 pts.
Final Exam 100 pts.
Quizzes 100 pts.
Observations 25
Total possible 325 pts.

**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 5 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 10th. 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
Tape 5. Anne Lingley, graduate student in speech language pathology working with CD, language intervention at the BYU clinic with CD, session 1

For each observation you do, hand in a **single sheet** that lists the clinician's name and tape number 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 five observations and turn in the summary sheet. Each observation is worth 5 points. There will also be some general questions from the observations on 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 turn in a summary sheet listing these hours (special forms for audiology and speech language pathology hours are available in 136 TLRB). These forms must be signed by a faculty member with ASHA certification (in this case, me), and then recorded in the area computerized data base and placed in your permanent file (you should also keep a copy for yourself). 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 requirement (e.g., You can count 1 hour of observation from ASLP 330). You will need to keep track of these hours yourself but if you turn them in to the secretary in 136 TLRB they can be recorded in the Department data base.

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 (since 1991) 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 any disability which may impair your ability to successfully complete this course, please let me know during the first week of class. Accommodations can be coordinated in consultation with the Services for Students with Disabilities (SSD) office and may require medical and/or psychological documentation. The SSD office is located in 160 SWKT, 378-2767.

TEXTS ON RESERVE:


SYLLABUS AND READINGS**

Introduction
The nature of language impairment

Nelson, chapter 4 (photocopy on reserve)

What can go wrong? An overview of language impairment


Fey, Chapter 2 (optional)

McCormick & Loeb, Characteristics of students with language and communication difficulties (Chapter 3), in McCormick, Loeb, & Chapter 3 (optional)

The impact of language impairment

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

Brinton & Fujiki, Language, social skills, and socioemotional behavior, Language Speech and Hearing Services in Schools (LSHSS) (1993)

Craig, Social skills of children with specific language impairment, peer relations, LSHSS, Oct. 1993 (optional)

An approach to assessment and intervention
Language Assessment

Loeb, Diagnostic and descriptive assessment (chapter 6), in McCormick, Loeb, & Schiefelbusch

**Feb. 25-26** Midterm (all day, in the testing center)

March 10 Observations due

Intervention with young children

Nelson, Chapters 8, 10
Brinton & Fujiki, chapters 7, 8
Norris & Damico, (1990), LSHSS, 21, pp. 212-220
Norris (1992), Clinical Consult, American Journal of Speech Language Pathology pp. 11-14

Fey, chapters 6-10 (optional)

Bleile, Language intervention with infants and toddlers (chapter 9) and McCormick, Language intervention in the inclusive preschool (chapter 10) in McCormick, Loeb, & Schiefelbusch (optional)

Case Studies

Brinton & Fujiki, Chapter 7, Fey, Windsor, & Warren (yes this is the same article that was assigned previously)

**reading days April 15-16**

**Finals April 17-22** (Exam will be administered on the scheduled date in the testing center)

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