Communication Disorders 630  
Winter Semester 2013  
Section 1: 260 MOA on T Th at 1:35-2:50 pm

**Instructor:** Martin Fujiki, Dr.  
**Office:** 130 TRLB  
**Office Hours:** Th 10-11 AM  
**Office Phone:** 5994  
**Email:** martin_fujiki@byu.edu

**TA Information**

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**Description**

This course focuses on young children with language impairment. We will concentrate on the pre-linguistic, emerging language, and the developing language user. We will also talk about long term outcomes for these children. 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 impairment.

**Prerequisites**

Undergraduate courses in language development, language impairment, and clinical methods.

**Attendance Policy**

You must be present to take quizzes. Make ups will be allowed for sickness (with doctor's note), funeral (with obit), or official university excused absence. The reading exam can be taken early if you make proper arrangements. This exam can be taken late in extreme circumstances (e.g., serious illness) at the instructor's discretion. Late work will be penalized 10% per day late.

**Participation Policy**

Participation is expected. Frequent absences, or being consistently late to class, will result in a penalty of 5 points per occurrence beginning with the second occurrence. These points will be subtracted from your quiz total.

**Grading Policies**

Course requirements  
1. Language assessment project: 100 pts.  
2. Language intervention project: 100 pts.  
3. 9 quizzes (10 pts. each, one dropped): 90 pts.  
4. Reading Exam: 60 pts.  
5. Course Evaluation: 2 pts., extra credit

1. Language assessment project. (100 pts.) Students will develop an assessment plan for a 3-year-old child with suspected language delay. Tell how you would structure the assessment and why. You should also include what formal and
informal tests you would use, what observations you would perform, what contexts you would structure for your
assessments, and what sources of data you would search out. For each of these items provide a rationale (why are you
using what you are using) and what you hope to find out. You will not be graded on length, however, the paper should be
about 8 to 10 pages long. You can use a sentence outline format if you would like. You must use the course readings
related to early intervention as your primary sources (e.g., Paul & Roth, Crais, ASHA committee reports, unequal treatment
papers), but you can supplement these readings with other sources. This project will be due on March 26. Grading will be
as follows.

25% rationale. Does your plan make good sense, based on what we have talked about in class and what is in your
sources?
25% completeness. Do you cover the bases? Have you gathered all of the information you need?
25% literature. Is your interpretation of the literature accurate?
25% Writing style, organization, etc.

2. Language intervention project. (100 pts.) Students will make presentations on one of the following intervention
models: (a) Prelinguistic Milieu Teaching, (b) Social Communication, Emotion Regulation and Transactional Support
(SCERTS), (c) Developmental, Individual-Difference, Relationship Based Model (DIR, also called the floortime model), (d) the
Hannen Approach to Early Language Intervention, (e) Relationship Development Intervention (RDI), (e) focused stimulation,
and (f) applied behavior analysis. Other approaches can also be presented but must be approved by the instructor. Students
will make presentations in teams of two or three (for a team of three, one individual should focus on treatment efficacy).
Depending on how things work, you might also present individually. A team will have a class period for its presentation. The
presentations will begin on March 20. Presentations should describe the intervention, including video examples of what it
looks like. The theoretical rationale should be discussed as well as the available efficacy data. After seeing your
presentation, the other students should know what the procedure involves, why it is supposed to work, and if it works. You
should prepare a powerpoint presentation for distribution to the other members of the class. Grading will be based on the
following scale:

20% presentation style, clarity, and organization
20% use of video and other enhancements
20% presentation of the rationale for the procedure (why it is supposed to work, with supporting
evidence)
20% presentation of the methodology (how do you do it?)
20% evidence based practice (what is the evidence that it is efficacious?)

You must attend all of the student presentations. There will be a 10 pt. grade penalty per absence for missing other
students presentations (the only exception being illness with a note from a physician or university excused absence).

3. Quizzes (80 pts). There will be 9 scheduled quizzes given throughout the semester. They may consist of short answer
questions or writing assignments. Each quiz will be worth 10 points. The subject matter for the quiz will be the material from
the last two lectures periods, or a special topic which will be announced in class. Quizzes must be taken during class time
on the day given. If you are absent on the day of a quiz you will not be allowed to make it up (the only exceptions being official
university excused absences or illness with a note from your physician). You will be allowed to drop one quiz from the
final total.
If you do not do well on a quiz, you may earn back 2 points (added to your score). You can do this by writing a short paper
(about a page, double spaced, typed) on the quiz topic—this must be a paper—not just writing the right answer over the part
you missed. If you take this option, it is up to you to make sure you understand the concept (more on this will be presented in
class). Corrections will only be accepted two sessions after a quiz has been returned.

4. Reading exam (80 pts.) The exam will be administered in class (which means you must complete the exam in the
length of time that we have in a class period). The exam will be essay in nature. It is open book, so you can refer to all of
the readings. The more information you can draw from the readings and incorporate in your answers, the better you will do.
Keep in mind that you must highlight the information in the readings to do well on this test. A typical question might ask you
about an issue related to a particular aspect discussed in the class (e.g., involving families in early intervention) and then ask
5. Course Evaluation (2 pts. extra credit). You can earn 2 extra credit points for completing the course evaluation.

Learning Outcomes

- Early language Development
  Students will demonstrate competent knowledge of early receptive/expressive language development.

- Language Assessment
  Students will demonstrate competent knowledge and skills concerning the appropriate selection, administration and interpretation of assessment techniques and tools for young children.

- Language Intervention
  Students will demonstrate knowledge of contemporary approaches to language intervention, including focused stimulation, prelinguistic milieu teaching, and the SCERTS model.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92</td>
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<tr>
<td>A-</td>
<td>90-91</td>
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<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>82-87</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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<td>D-</td>
<td>62-67</td>
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<tr>
<td>E</td>
<td>59 and lower</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>T - Jan 15</td>
<td>What happens to children with LI? QUIZ 1</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Th - Feb 7</td>
<td>Early Intervention-Assessment</td>
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<tr>
<td>T - Feb 12</td>
<td>Early Intervention-Assessment QUIZ 5</td>
<td>Olswang, L. B., Rodriguez, B., &amp; Timler, G. (1998). Recommending intervention for toddlers with specific language learning difficulties: We may not have all the answers, but we know a lot. American Journal of Speech-Language Pathology, 7, 23-32. (electronic reserve)</td>
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<td>Th - Feb 14</td>
<td>Early Intervention-Treatment</td>
<td>-</td>
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<tr>
<td>T - Feb 19</td>
<td>Monday Class Instruction</td>
<td>Paul &amp; Norbury, Chapter 3, Principles of Intervention</td>
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<tr>
<td>Th - Feb 21</td>
<td>class cancelled for grad interviews</td>
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<tr>
<td>T - Feb 26</td>
<td>Early intervention-treatment QUIZ 6</td>
<td>-</td>
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<tr>
<td>Th - Feb 28</td>
<td>Special topics: Selecting language goals</td>
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<tr>
<td>Date</td>
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<tr>
<td>Th - Mar 7</td>
<td>Special topics: efficacy of language intervention</td>
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<td>T - Mar 12</td>
<td>Guest speaker: Carol Moody, SLP and early interventionist</td>
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<tr>
<td>Th - Mar 14</td>
<td>Special topics: to be announced QUIZ 8</td>
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<tr>
<td>T - Mar 19</td>
<td>Guest speaker: Lorie Reese, SLP, Nebo School District Articulation</td>
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<td>Th - Mar 21</td>
<td>Guest speaker: Lorie Reese QUIZ 9</td>
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<tr>
<td>T - Mar 26</td>
<td>Student presentation</td>
<td>Language Assessment Project due</td>
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<tr>
<td>Th - Mar 28</td>
<td>student presentation</td>
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<td>T - Apr 2</td>
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<td>Th - Apr 4</td>
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<td>T - Apr 9</td>
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<tr>
<td>Th - Apr 11</td>
<td>student presentation</td>
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<tr>
<td>T - Apr 16</td>
<td>Reading Exam</td>
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<tr>
<td>Th - Apr 18</td>
<td>Exam Preparation Day</td>
<td>No class</td>
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**Librarian Information**

Name: Rachel Wadham  
Office: 1223 HBLL  
Phone Number: 422-6780  
Email: rachel_wadham@byu.edu

**Reference Desk Information**

Name: Social Sciences / Education  
Phone Number: 422-6226  
Email: No library information available  
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

**Department Research Information**

http://guides.lib.byu.edu/content.php?aid=56039

**E-reserve Information**

http://www.lib.byu.edu/reserve.html

**ComD 630 electronic reserve link**

http://docsesk.lib.byu.edu/reserve/coursepage.aspx?id=51668&name=docs
BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives 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 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

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 (422-2767). 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.