

COMD 350 - Developmental Language Disorders

Fall 2018

Section 001: 177 TLRB on T Th from 9:30 am - 10:45 am

Instructor/TA Info

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Course Information

Description

This course provides an introduction to and overview of the field of developmental language disorders (DLD) in children. We will cover the following topics:

Current approaches to the treatment of DLD in children

Specific types of problems experienced by children with DLD
The long term consequences of having DLD
Current methods of assessment of DLD, including both formal and informal procedures
Current methods of intervention with DLD
The efficacy of various intervention approaches
Review of specific intervention procedures, including prelinguistic milieu teaching, focused stimulation, script training, and story enactment

Prerequisites

A course in language development is required. ComD 330, Language Development, or an equivalent course in language development from a Speech Language Pathology/Communication Disorders Department, fills this requirement.

Learning Outcomes

Problems with Developmental Language Disorder

Demonstrate knowledge of the linguistic, academic, and social problems associated with developmental language disorder.

Models of Developmental Language Disorder.

Describe general models of developmental language disorder.

Service Issues with Developmental Language Disorder.

Describe service delivery issues in the assessment of developmental language disorder.

Assessment Procedures

Demonstrate knowledge of assessment procedures to perform the following tasks: screening, qualifying a child for intervention services, determining goals in intervention, predicting the need for future intervention, and measuring progress in intervention.

Treatment of Developmental Language Disorder

Describe several approaches to the treatment of developmental language disorder (e.g., focused stimulation).

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

1. "Spot" quizzes (30 pts.). There will be 3 quizzes given randomly throughout the semester. There are dates listed, but this may change as the semester progresses. **The actual quiz dates may not be announced.** They will consist of short answer questions or writing assignments, and will be worth 15 points each. Material for the quiz will come from the lectures. 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 able to make it up (the only exceptions being official university excused absences, funeral, or illness with a note from a physician). You will be allowed to drop one quiz from the final total.

2. Three exams (100 pts. each). The first two will be administered in the testing center. The third will be administered in the classroom during the scheduled

time during finals week. Tests may be taken early with permission. Tests may be taken late if you have a university excused absence, illness (with doctor's note), or funeral. Tests may be taken late without an excused absence in only exceptional circumstances and at the instructor's discretion. Late exams will be in a short answer format. Late tests without an excuse will be penalized 10 pts. per day late.

3. Pragmatic Elicitation Task (30 pts.). This assignment involves using a pragmatic elicitation task in an interaction with a child and then interpreting your results. You can also use an adult, but that will make the assignment more challenging so a child would be best. You should take a 15 to 20 minute long language sample. During the course of your interaction, you should use an elicitation task to probe some aspect of the child's pragmatic ability. Possible tasks will be discussed in class. Some examples of tasks you might use are (a), inserting several triple repair sequences to probe the child's ability to respond to listener feedback, (b) using a topic introduction task to probe topic manipulation skills, (c) asking a series of simple and complex questions to probe the child's ability to answer questions, or (d) setting up an interaction with specific probes to examine different speech acts. If you use a specific probe (e.g., triple repair task) please use at least four examples of the probe.

What to hand in: Your transcription of the interaction involving the task (not the entire 20 minutes), the entire recorded interaction on a jump drive, DVD, or some other electronic file, and a description of what you did and your interpretation of the child's performance. Also, please use media or a format that can be readily accessed by the TA. It is your responsibility to make sure that the TA can open your videos, files, etc. Your sample and recording will not be used by your instructors or TAs for any other purpose than grading this assignment.

As noted, you should transcribe the segment of the sample that contains your task and the child's response. Transcription errors will result in a loss of a point per error. Make sure that you label everything so that the TA can easily match

up the written transcript with the actual spoken interaction. Failure to do so will result in a 5 point penalty. You should then discuss what your analysis reveals about the child's ability to perform the task. This will be more difficult if you use an adult, because simply saying that the individual has mastered the skill you are probing will receive at most 50% of the possible points.

Your sample will be scored using the following guidelines: 15 points for the elicitation. Points will be awarded based on how natural your task fits into the flow of the interaction, and how well you are able to perform the task (e.g., how well you insert the triple repair sequence into the conversation).

15 points will be awarded for your discussion of your findings. How well was the child able to perform the task and what does his/her performance mean? This assignment is due by 5 pm on **Nov. 8**. There is a 5 pt. penalty for each day the assignment is late.

4. You can receive 2 points for completing the course evaluation. These are bonus points, so there is no penalty for not completing the evaluation.

Study Habits

The most effective way to master the material in this class is to review what was covered in class each day. Ten hours of study, spread out over three weeks, will be far more effective than 10 hours of study the night before an exam. Also, there are study guides for the readings and the lectures. Material on the exams will be taken directly from points listed on the study guide.

HBLL Course Reserve Readings

The Paul, Norbury, & Gosse textbook is available through electronic course reserve. It is also available electronically through the library (and chapters can be downloaded). The Haynes reading is also available through course reserve. Other items can be downloaded from databases (e.g., psyching, medline) by doing a library search.

Remediation Policy

The principle means of remediation for not doing well in this course is to retake the course. Thus, if you are concerned about your performance, you should talk to me or to the TA immediately. If you do not do well on the first quiz, or first exam, please get help then. Do not wait until you have so many poor scores that you cannot not easily recover.

Assignments

Assignment Descriptions

Quiz 1

Due: Thursday, Sep 20 at 11:59 pm

Test 1

Due: Friday, Oct 05 at 9:00 pm

Quiz 2

Due: Tuesday, Oct 23 at 9:30 am

Quiz2

Test 2

Due: Friday, Nov 02 at 9:00 pm

Pragmatic Task Administration

Due: Thursday, Nov 08 at 5:00 pm

Quiz 3

Due: Thursday, Nov 29 at 9:30 am

Quiz 3

Course evaluation

Due: Thursday, Dec 13 at 11:59 pm

2 points for completing the course evaluation

Test 3

Due: Saturday, Dec 15 at 10:00 am

University Policies

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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their

attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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

The first injunction of the 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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author

through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Schedule

Date	Column 1	Column 2
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T Sep 04 Tuesday	Course Introduction, the nature of developmental language disorder (DLD)	Paul, R., Norbury, C., & Gosse, C. (2018). Models of child language disorders. Chapter 1. from <i>Language disorders from infancy through adolescence</i> , 5th Ed. (pp. 1-24), New York: Elsevier Health Science. This text is available on-line from the library. You have to search the on-line offerings from Elsevier to find it.
Th Sep 06 Thursday	The nature of DLD. Categories, terminology, and causes (continued)	
T Sep 11 Tuesday	The nature of DLD. Co-morbidity with other conditions (continued)	Gillam, R. et al. (2008). The efficacy of Fast ForWorld language intervention in school-age children with language impairment: A randomized controlled trial. <i>Journal of Speech, Language, and Hearing Research</i> , 51, 97-119. This paper received the 2008 editor's award for JSLHR.
Th Sep 13 Thursday	Pragmatic Language Elicitation Assignment Overview	Ms. Kerstine Hart will teach this section
T Sep 18 Tuesday	Problems associated with DLD	
Th Sep	Problems associated with DLD	

20	(continued)	
Thursday		
	Quiz 1	
T Sep 25	Impact of DLD	
Tuesday		
Th Sep 27	Impact of DLD (continued)	Brinton, B., Fujiki, M., Quist Hurst, N., Jones, E., & Spackman, M. P. (2015). The ability of children with language impairment to dissemble emotion in hypothetical scenarios and natural situations. <i>Language, Speech, and Hearing Services in Schools, 46</i> , 325-336.
Thursday		10.1044/2015_LSHSS-14-0096 This paper received the 2015 editor's award for LSHSS
T Oct 02	Review for Test 1	
Tuesday		
Th Oct 04	Exam 1, Testing Center	
Thursday	Test 1 Opens	
F Oct 05	Exam 1 checkout closes at 9 pm, fee after 2 pm	
Friday		
	Test 1 Closes	
T Oct 09	Assessment overview	Haynes, W., & Pindzola, R. (2011). Chapter 3. Psychometric considerations in diagnosis and evaluation. From <i>Diagnosis and</i>
Tuesday		

		evaluation in speech pathology (8th ed.). Boston: Allyn & Bacon.
Th Oct 11 Thursday	Basic questions to answer in assessment	
T Oct 16 Tuesday	Questions to answer in assessment, continued	
Th Oct 18 Thursday	Questions to answer in assessment, continued	Gutierrez-Clellen, V., & Pena, E. (2001). Dynamic assessment of diverse children: A tutorial. <i>Language, Speech, & Hearing Services in Schools, 32, 212-224.</i>
T Oct 23 Tuesday	Questions to answer in assessment, continued	
	Quiz 2	
Th Oct 25 Thursday	Questions to answer in assessment, continued	
F Oct 26 Friday	Questions to answer in assessment, continued	
T Oct 30 Tuesday	Review for exam 2	
Th Nov 01 Thursday	Test 2, Testing Center	
	Test 2 Opens	
F Nov 02 Friday	Test 2 Closes	
T Nov 06 Tuesday	Introduction to Language Intervention Principles: Evidence	

based practice & efficacy.

Test 2 checkout closes at 9 pm,
late fee after 2 pm

Th Nov 08 Language intervention principles
- purposes and planning

Thursday

Brinton, B., & Fujiki, M. (2013).
Principles of assessment and
intervention. In J.S. Damico, M.J.
Ball, & N. Muller (Eds.), *Handbook
of language and speech disorders*
(pp. 131-150). Oxford: Blackwell.

T Nov 13 Language intervention
Tuesday approaches continued:
1. Prelinguistic milieu teaching
2. Focused stimulation

Paul, R., & Norbury, C.F. (2018).
Principles of intervention. chapter
3. from *Language Disorders
from Infancy through
Adolescence*, 5th ed. (pp. 63-101)
New York: Mosby Elsevier Health
Science.

Th Nov 15 class will not meet on this day

15

Thursday

T Nov 20 **Friday Instruction**

Tuesday

Th Nov 22 **Thanksgiving Holiday**

22

Thursday

F Nov 23 **Thanksgiving Holiday**

Friday

T Nov 27 Language intervention

Tuesday	approaches continued: 3. Script training 4. story enactment 5. access activities	
Th Nov 29	Language Intervention Approaches Continued:	
Thursday	Social communication interventions: interactive games, conversation game, journaling, video modeling.	
	Quiz 3	
T Dec 04 Tuesday	Social Communication Intervention-BYU style	
Th Dec 06 Thursday	Social Communication -BYU style, continued	
T Dec 11 Tuesday	Case study: CD & Video Presentation Of CD's family	Brinton, B., Fujiki, M., & Robinson, L. (2005). Life on a tricycle. A case study of language impairment from four to nineteen. <i>Topics in Language Disorders, 25</i> , 338-352.
Th Dec 13 Thursday	Review for Exam 3	
F Dec 14 Friday	Fall Exam Preparation (12/14/2018 - 12/14/2018)	
Sa Dec 15	First Day of Fall Final Exams (12/15/2018 - 12/20/2018)	

Saturday

Final Exam:

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7:00am - 10:00am

Test 3