

**Brigham Young University
McKay School of Education
Communication Disorders**

COMD 350

Developmental Language Disorders

Winter 2020

Credit Hours: 3

Prerequisites: COMD 330 & COMD 332

Schedule: T & TH 9:30- 10:45 AM, LSB 2004

Instructor: Connie Summers, Ph.D, CCC-SLP
Office: TLRB 158; 422-4319
Office hours: Tuesday 2:00-3:00pm
Wednesday 10:30 am -11:30am
E-mail: connie_summers@byu.edu

Course 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
- 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 some specific intervention procedures

ASHA Standards Addressed: IV-B, IV-C, IV-D, IV-E, IV-F

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).

Required Text/Software:

Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. (5th Ed), St. Louis, MO: Mosby.

*This book is available electronically from the library.

<https://www.sciencedirect.com/book/9780323442343/language-disorders-from-infancy-through-adolescence>

SALT Software- This software can be accessed in 3 ways

1. McKay building computer lab (188 MCKB)
2. Cloud apps @ byu
3. A student version of SALT can be purchased from www.saltsoftware.com.

Recommended Text:

Miller, J. F., Andriacchi, K., & Nockerts, A. (2015). *Assessing language production using SALT software* (2nd ed.). Middleton, WI: SALT Software.

*This book is included with any purchase of SALT software or available in printed format from www.saltsoftware.com

Required Readings:

American Speech-Language-Hearing Association (n.d.). *Readings from the practice portal*. Available from www.asha.org/practice-portal.

Eisenberg, S. L. & Guo, L.Y. (2013). Differentiating children with and without language impairment based on grammaticality. *Language, Speech, and Hearing Services in Schools, 44*, 20-31.

Fey, M.E., Warren, S.F., Bredin-Oja, S.L., & Yoder, P.J. (2017). Responsivity education/Prelinguistic Milieu Teaching. In R.J. McCauley, M.E. Fey, & R.B. Gillam (Eds.), *Treatment of Language Disorders in Children* (pp. 57-86). Baltimore, MD: Brookes.

Hoffman, L.M., Ireland, M., Hall-Mills, S., & Flynn, P. (2013). Evidence-based speech-language pathology practices in schools: Findings from a national survey. *Language, Speech, and Hearing Services in the Schools, 44*, 266-280.

Holyfield, D., Brooks, S., & Schluterman, A. (2019). Comparative effects of high-tech visual scene displays and low-tech isolated picture symbols on engagement from students with multiple disabilities. *Language, Speech, and Hearing Services in the Schools, 50*, 693-702.

Kapantzoglou, M., Restrepo, M. A., & Thompson, M.S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and Hearing Services in the Schools, 43*, 81-96.

Peña, E.D., Bedore, L.M., & Lugo-Neris, M.J. (2017). Language intervention for school-age bilingual children: Principles and application. In R.J. McCauley, M.E. Fey, & R.B. Gillam (Eds.), *Treatment of Language Disorders in Children* (pp. 245-274). Baltimore, MD: Brookes.

Spencer, T.D., Peterson, D.B., & Adams, J.L. (2015). Tier 2 language intervention for diverse preschoolers: An early-stage randomized control group study following an analysis of response to intervention. *American Journal of Speech Language Pathology, 24*, 619-636.

Methods of Instruction: Lecture, active participation, outside reading. Learning Suite capabilities will be used for this course. Readings should be completed prior to coming to class. Students will be expected to participate in class discussions and activities with the knowledge gained from the readings.

Methods of Evaluation:

Formative evaluation will involve labs, presentations, and written examinations. Summative evaluation and the final grade will be based on the percentage of points accrued across the course of the semester. Your final grade will be based upon performance on the following:

Assignment	Points	Number	Total points	Percentage of final grade
Practical Labs	20	5	100	25%
Quizzes	20	3	60	15%
Exams	60	3	180	45%
Group Presentation	40	1	40	10%
Reading Checks	4	6 (drop 1)	20	5%
Total points possible			400	100%

Final grades will be determined as follows:

A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%
B+ = 87%	C+ = 77%	D+ = 67%	

Practical Labs: Lab assignments will require students to apply to apply course content in a clinical context. Some labs will use the SALT software for language sample analysis. Students may purchase the software, use the computers in the McKay computer lab, or the BYU cloud apps to complete the labs. Labs will involve a type of language analysis, treatment plan and/or a written narrative summary.

Quizzes: Quizzes will be administered via Learning Suite and will be open book/notes.

Exams: Exams will be administered in the testing center and will be comprised of multiple choice, matching, short answer, and essay questions.

Group Presentation: Students will prepare an evidence-based project in groups. Students will read studies focused around a specific diagnostic or treatment topic and present them in class. They will also prepare a handout for their classmates.

Reading Checks: Reading checks will be administered 6 times throughout the semester during the first few minutes of class. Students will be asked if they are current in the readings for the course and then asked two questions from the reading. These will not be announced in advance and cannot be made up. The lowest score will be dropped.

COURSE POLICIES:

Reading: All readings should be completed **prior to** class.

Recording in class: You must have permission from Dr. Summers for any audio or video recording or still photography. Lectures, assignments, tests, etc. used for this class are the intellectual property of Dr. Summers and any guest speakers. In addition, receiving permission for such recording demonstrates proper respect.

Attendance & Participation: Regular attendance is essential for success in the course. Participation points will be based in part on in-class activities. Out of politeness to your fellow students, you are strongly encouraged to arrive promptly and be prepared to start class on time. If you must come in late or leave early, please do so with a minimum of disruption. Cell phones should be turned off and personal conversations should be limited during class time. Laptop computers will be permitted for note taking only. I will try to make the class as interactive as possible. You are encouraged to participate in class discussions as well as small-group discussions. You may be called on during class to answer questions. If this is a problem for you, please see me after class on the first day.

Late Policy: Assignments will be collected at the BEGINNING of the class on the day they are due. 25% of the grade will be deducted if the assignment is late. It will not be accepted more than 1 week late. Late assignments should be submitted directly to Dr. Summers. **NOTE: Make-up exams and quizzes will only be given in the case of an emergency and will not be given unless prior notice is given to the instructor. In the event of an emergency, notify the instructor as soon as possible about rescheduling the exam. Appropriate documentation will be required in order to reschedule an exam.**

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 & Responding to 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.

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.

Respectful Environment: "Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all

to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

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.

Mental Health: 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>.

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.

Topic/Assignment Outline: This outline is **tentative** and may be modified throughout the course.

Date	Topic	Readings	Assignments/Tests
Jan	7 Introduction to course Developmental Language Disorders		
	9 Models of DLD	Paul: pp 8-12	
	14 Models of DLD	Paul: pp 12-24	
	16 Characteristics of DLD	<i>ASHA PP: Spoken Language Disorders (read Overview thru Roles & responsibilities)</i>	
	21 Characteristics/Impact of DLD	Paul: 418-427	Lab #1
	23 DLD vs secondary language disorders	<i>ASHA PP: Late Language Emergence</i>	
	28 Principles of Assessment	<i>ASHA PP: Spoken Language Disorders (Assessment)</i> Paul: 289-294, 570	Quiz #1
	30 Assessment: purposes & early word learning	Paul: 30-34 (purposes) Paul: 210-212 (intentionality) Paul: 242-246; 253-257 (word combos)	
Feb	4 Standardized assessments	Paul: 44-50	Lab #2
	6 Language sampling	<i>Eisenberg & Guo, 2013</i>	
	11 Skills Day		Quiz #2
	13 Criterion-referenced assessments	Paul: 449-452 (semantics) 457-460 (complex sentences) 475-477 (“metas”) 576-577 (figurative language)	Presentations 1 & 2
	20 Criterion-referenced assessments	<i>Kapantzoglou et al, 2012</i> Paul: 323-329 (pragmatics)	
	25 Review of assessment		Exam #1 (2/25-2/27)
	27 Principles of Intervention/Approaches	<i>ASHA PP: Spoken Language Disorders (Intervention)</i> Paul: 70-80, 630-633 (approaches)	
Mar	3 Principles of Intervention/Approaches	<i>Hoffman et al., 2013</i> Paul: 80-90 Paul: 508-510	Lab #3
	5 Child centered	Paul: 74-75, 367-369	
	10 Child centered	Paul: 353-363 (goals)	Presentations 3 & 4
	12 Skills Day		Quiz #3

	17	Clinician directed	Paul: 363-366	
	19	Clinician directed	<i>Peña et al., 2017</i>	Presentation 5 & 6
	24	Hybrid	<i>Fey et al., 2017</i> Paul: 371-382	Lab #4
	26	Hybrid	<i>Spencer, Peterson & Adams, 2015</i> Paul: 513-544	Presentations 7 & 8
	31	Review of Intervention		Exam #2 (3/31-4/3)
April	2	Skills Day		
	7	Language intervention in secondary language disorders	Paul: 273-283	Lab #5
	9	Language intervention in secondary language disorders	<i>Holyfield et al., 2019</i>	Presentations 9 & 10
	14	Review for final		
	17	Exam #3 (Final Exam) 7- 10am		Exam #3 (Final Exam) 7- 10am