

## **CSD 366: Language Impairments in Young Children**

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 Class: Tue/Thurs 2:00-3:15 pm

### **So...What will I learn in this class?**

The assessment and treatment of speech and language disorders in children is both an art and a science. In this course we will build upon your scientific knowledge of anatomy and normal language development and begin to develop your art and skill in eliciting language. There is no magic formula for diagnosing and treating language disorders in children. We can't make children talk. However, with solid understanding of theory and a toolbox of techniques, we can learn to create the best environment for language to occur and to be naturally reinforced. Once children recognize that words are power, language and communication tend to follow.

The purpose of this course is to explore current theories and schools of thought regarding language acquisition and disorders, as well as assessment and intervention. We will use these theories as an evidence base for comparing and contrasting diagnostic and treatment models. Ultimately, we will synthesize the theoretical information with practical application and personal reflection, so that you have the language foundation to confidently begin your first practicum. To accomplish this, we will engage in team-based learning, which will include class discussion and debate, video analysis, case study problem solving, and plenty of guided practice.

*Once I knew only darkness and stillness...my life was without past or future... but a little word from the fingers of another fell into my hand that clutched at emptiness and my heart leaped to the rapture of living.*

**Helen Keller**

### **Text**

Rental: *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (2nd ed.)--Kaderavek

Highly recommended for purchase: *The Syntax Handbook* (1st or 2nd ed.)—Justice and Ezell

## Learning Outcomes

### Language disorders in preschoolers may be manifested within any and all language domains.

- Classify and explain language deficits associated with specific etiologies.
- Identify and explain language deficits and their interactions across all aspects of language including the five domains, plus emergent literacy, oral discourse, and narratives.

### Working knowledge of theory and current research are foundational components of evidence-based practice.

- Compare and contrast current theories of language acquisition, assessment, and treatment.
- Appreciate the importance of having working knowledge of theory and begin to develop your own theoretical perspective.
- Demonstrate understanding of the concept of evidence-based practice, its importance to the professions, and its role in critiquing and selecting clinical tools and methods.

### Accurate diagnosis and dynamic assessment inform creative, efficient intervention.

- Administer and critically evaluate standardized tests, recognizing their limitations.
- Appreciate and discern the use of formal and/or informal types of assessment in varied scenarios.
- Analyze and interpret a language sample and develop relevant and functional goals and objectives.
- Describe and role-play a variety of intervention techniques to improve communication and play skills in preschoolers.
- Consider and appreciate the role of culture and second language learning in the communication development of preschoolers.

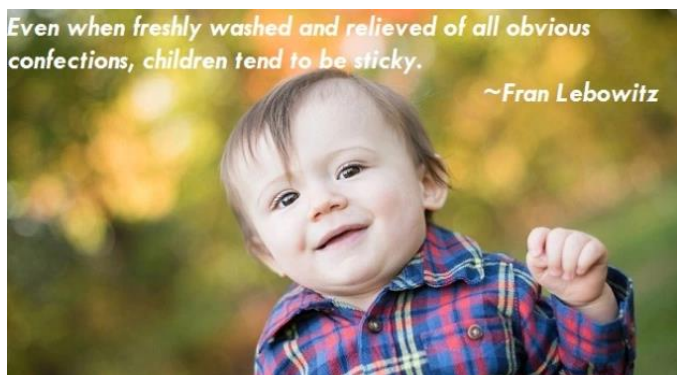
### To become a skilled pediatric clinician, you must become a student of preschoolers.

- Identify and describe children in terms of family, culture, play, motor skills, cognition, and language across the toddler and preschool years.
- Integrate knowledge of toddlers and preschoolers, theory, assessment methods, and intervention techniques.

### Grading Scale

A: 95-100%	A-: 92-94%	B+ 88-91%	B 84-87%	B- 80-83%	C+ 77-79%
C: 74-76%	C-: 70-73%	D+ 67-69%	D 64-66%	D- 60-63%	<60% = F

If a percentage has a decimal  $>0.45$ , then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.



COURSE OUTLINE	(may be adjusted through the semester as need arises- let's be honest... when the need arises)	READINGS
Week 1 1/26-28	Course introduction/overview; Get acquainted Team Building	Canvas; e-reserve
Week 2 2/2-4	Language Foundations & Clinical Practice; Language Theories	Ch. 1 Ch. 2 (pp. 15-26)
Week 3 2/9-11	Language Development and Communication Subdomains	Ch. 2 (pp. 26-43)
Week 4 2/16-18	Assessment Decision Making in Assessment	Ch. 3 (pp. 45-59; 78-96) Ch. 4 (pp. 97-106)
Week 5 2/23-25	<b>RAT 1: Ch. 1-4a</b> Decision Making in Intervention Principles of Intervention	Ch. 4 (pp.113-133) Ch. 5
Week 6 3/2-4	LSA: Semantic and Pragmatic Assessment; Morpho-syntax	Canvas; e-reserve
Week 7 3/9-11	LSA and SUGAR <b>Assessment Admin/Analysis</b>	Canvas; e-reserve
Week 8 3/16-18	Specific Language Impairment	Ch. 6
Week 9 3/22-26	<b>NO CLASS—SPRING BREAK!</b>	
Week 10 3/30-4/1	Specific Language Impairment Intellectual Disability <b>LSA: RAT 2: LSA, Ch. 4b-6</b>	Ch. 6, Ch. 8
Week 11 4/6-8	Intellectual Disability	Ch. 8
Week 12 4/13-15	Autism Spectrum Disorders	Ch. 9
Week 13 4/20-22	Autism Spectrum Disorders	Ch. 9
Week 14 4/27-29	Play <b>Therapy Plan</b>	Canvas; e-reserve
Week 15 5/4-6	Emergent Literacy	Ch. 10 (pp. 295-312)
Week 16 5/11-13	<b>RAT 3: Ch. 8, Ch. 9, Play, Emergent Literacy;</b> Catch-up; Exam review	
Due Tues, 5/19 at 2:30 pm	<b>FINAL EXAM</b>	Comprehensive

### Course Assignments

1. Exam: There will be one final exam composed of objective, short answer, and application questions
2. Language Sample Analysis (LSA): This will be completed in pairs, after working on the samples individually. I will provide the language samples and you will use knowledge gained from class and SUGAR to analyze a child's language strengths and weaknesses.
3. Assessment Administration and Analysis: You will score and analyze a standardized language assessment and write up the results.
4. Application/Participation: Various individual and group assignments, both inside and outside of class.

5. RATs:
  - a. Individual quizzes: 80 points (70%)
  - b. Group quizzes: 80 points (25%)
  - c. Peer evals: ~10 points (5%)

### **Total Percentages**

Final Exam	25%
Language Sample Analysis	20%
Asst Admin/Analysis	15%
Therapy Plan	15%
RATs	15%
Application/Participation	10%

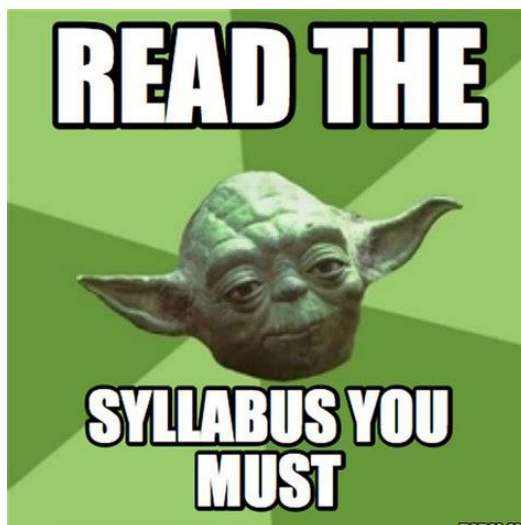
### **First things first—Guiding Principles for the Pandemic Classroom:**

1. This isn't what we wanted.
  - We never wished for a pandemic, social distancing, or wearing masks.
  - We didn't hope for an online class, teaching remotely, learning from home, or mastering new technologies.
  - We need to acknowledge that we will miss being in a shared space together, developing relationships with one another. It's okay to be sad about that.
2. The humane option is the best option.
  - We are going to prioritize supporting each other as humans.
  - We are going to prioritize simple solutions that make sense for the most.
  - We are going to prioritize sharing resources and communicating clearly.
  - We are going to support different thoughts, perspectives, and experiences, while honoring differing identities (such as race, gender, class, sexuality, religion, ability, etc.). Everyone is welcome here.
3. Although things have to be adapted for online classes, rich, deep learning will still occur.
  - Some assignments will need to be modified
  - Expectations and outcomes have been adjusted, while still providing opportunities to read, discuss, and connect with each other as we apply course content.
4. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and contexts
  - Synchronous discussion to learn together and combat isolation
  - Regular office hours and prompt communication through email.
5. We will remain flexible and adjust to the situation.
  - Nobody knows where this is going and what we'll need to adapt.
  - Everybody needs support and understanding in this unprecedented moment.

**Zoom Netiquette:**

- You are not required to turn on your camera. I realize that there are a variety of environmental and safety reasons that you may not want to use your camera. It may also interfere with your bandwidth. If you can use your camera, it is very helpful for me because it is much more energizing and rewarding to connect with faces rather than blank screens. However, if you don't feel comfortable using your camera, please upload a natural looking headshot of yourself to Zoom and to Canvas (e.g., not all glammed up for a social event if you normally wear sweats and a baseball hat) so I can at least start connecting names and faces.
- If you do use your camera, make sure you are dressed appropriately.
- If you want to speak, raise your hand physically or use the "raise hand" feature. Start your question/comment by stating your name.
- Use your real name (in its preferred form) and have it appear on the screen. Feel free to include your pronouns.
- Mute your microphone if you aren't talking.
- Feel free to use the chat with messages relevant to the class. Keep messages fairly short and don't type in all caps.

EXPECTATIONS	
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Complete assigned readings <b>before</b> class.</li> <li>• Come to class promptly and prepared to actively participate in discussion and in-class assignments.</li> <li>• Answer questions asked by the instructor.</li> <li>• Ask the instructor for clarification when needed.</li> <li>• Display appropriate respect and courtesy to other students, guest lecturers, and instructor.</li> </ul>	<p>The instructor is expected to:</p> <ul style="list-style-type: none"> <li>• Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings</li> <li>• Have a solid rationale for why she is teaching the material</li> <li>• Begin and end class on time</li> <li>• Announce any changes to the syllabus during the semester, including date changes, in advance</li> <li>• Answer any student questions. If I don't know the answer, I will find it out.</li> <li>• Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance</li> <li>• Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.</li> </ul>



### Other Important Tidbits

1. Capstone binder: CSD students, should be developing a binder of pertinent course materials that will be beneficial to you during your senior capstone clinical experience. I will try to point out handouts and materials that I find helpful. However, it's ultimately your responsibility to choose materials from this course to put into your binder.
2. Contacting the instructor
  - a. Office Hours: I will have established weekly office hours in Zoom once the clinic schedule is set and that is the best time to see me. I will be using a Zoom and Bookings scheduler, so that you can alert me if you are coming. If those hours don't work, then email me for an appointment. You don't have to have a specific class-related question to attend office hours. I also enjoy when students drop in virtually for a brief visit just to chat.
  - b. Email: Remember some faculty receive as many as 100 emails per day. Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Use a greeting (Dr. Terrell) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 266 babbling question). I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email because sometimes yours may get "buried" in my inbox. ***To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.***
3. This semester you need to purchase an annual subscription to Master Clinician (masterclinician.org).
  - a. An annual subscription is \$45.00 (auto-renewal). You can cancel your subscription at any time, and you will still have access to your account until one year from your last payment date.
  - b. Master Clinician videos will be referenced and discussed in CSD 360 (Mrs. Reeve instructor) and CSD 366 (Dr. Terrell instructor). You only need to purchase one annual subscription.

4. Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.
5. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### Class Policies

1. Students with accommodations through disability services will be accommodated via online platforms. I have worked hard to make all materials accessible to screen-readers and have added closed-captions or written transcripts when closed captioning was not possible. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly. If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.
2. There will still be deadlines, but if you are unable to meet those deadlines, please let me know **before the due date** (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments, illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.
3. Lecture materials and recordings for CSD 266 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also

prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

4. **Attendance:**

- Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.
- Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” [here](#).
- If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.
- During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- Attendance in our synchronous class is strongly recommended. The time will be spent clarifying difficult concepts and learning to apply the course material. Additionally, this is a great opportunity for us to connect with and get to know each other. However, all synchronous Zoom meetings will be recorded and uploaded following the class. If you miss class due to illness, I do not need a doctor's excuse.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

5. **Academic Integrity:** Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these



acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined [here](#)