

CSD 735: Language Disorders in School-Age Children and Adolescents

Spring 2022

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: TBD after my clinic schedule is finalized

E-mail (preferred contact method): sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following. If I don't, please resend.

Office Telephone: 715-346-3524

Course Information

Course Description: An exploration of the impact of developmental language disorder (DLD) and other language-based challenges on language and literacy development and academic success in school-age populations. Includes effects on information processing mechanisms (i.e. attention, memory, retrieval, etc.), problem-solving abilities, grammatical morphology, syntax, semantics, narrative and expository discourse, literacy, and social communication. Culturally responsive assessment and intervention using various formal and informal assessments and curriculum-based intervention techniques are discussed and practiced.

Credits: 3

Meeting Location and Times: CPS 024; Mondays & Wednesdays, 10:30 am – 11:45 pm

Textbooks & Course Materials

Title and information	Required?	How to get it
<i>Language Disorders from Infancy Through Adolescence: Listening, Speaking, Reading, Writing, and Communicating, 5th Edition</i> Paul, R., Norbury, C., Gosse, C. ISBN: 9780323442343 Publisher: Elsevier	YES	<ol style="list-style-type: none"> 1. Bookstore: available for purchase (Note: I <i>actually</i> referenced this text after I graduated, so it's worth it!) 2. Library: E-book available 3. Your preferred online vendor: quality and version aren't guaranteed.
<i>Treatment of Language Disorders in Children, 2nd edition</i> McCauley, R., Fey, M., & Gillam, R. ISBN: 978-1-59857-979-6 Publisher: Brookes	YES	<ol style="list-style-type: none"> 1. Library: E-book available 2. Bookstore: should have physical copies for purchase 3. Your preferred online vendor: quality and version aren't guaranteed.

<i>The Syntax Handbook: Everything You Learned About Syntax...but Forgot, 2nd Edition</i> Justice, L. M., Ezell, H. K.	No, but strongly recommended	In case you're interested – it's cheaper to buy from Pro-ed than Amazon.
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Suggested Resources:

Assessment of Communication Disorders in Children: Resources and Protocols

by M.N. Hegde and Frances Pomaville

Bilingual Language Development & Disorders in Spanish–English Speakers, Third Edition

by Dr. Brian A. Goldstein Ph.D. CCC-SLP

Grammar and Syntax: Developing School-Age Children's Oral and Written Language

by Monica Gordon-Pershey

Language and Literacy Connections: Interventions for School-Age Children and Adolescents

by Geraldine P. Wallach and Alaine Ocampo

Course Learning Objectives

Students will:

1. Identify – What is developmental language disorder (DLD) and how is it related to other language-based difficulties in the K-12 population?
 - a. Identify, define, and analyze characteristics of DLD in children, adolescents, and young adults.
 - b. Differentiate between DLD and other language-based difficulties in the K-12 population.
 - c. Explain how DLD and other language-based difficulties manifest across the K-12 age range.
2. Assess – How do I assess DLD and other language-based difficulties in curriculum-relevant ways across all domains of language in children and adolescents?
 - a. Identify and practice appropriate formal and informal language assessments for children and adolescents with DLD and other language-based difficulties based on given case studies.
3. Treat – What evidence-based techniques are available and appropriate?
 - a. Understand the framework of “whole-part-whole” in language intervention to promote retention and use of language skills.
 - b. Design one or more intervention plans based on given case studies of individuals with DLD and other language-based difficulties that incorporate evidence-based intervention techniques, available resources, family/individual preferences, and clinical experience.

Pedagogy: Teaching-Learning Activities

I will use a variety of teaching tools including lectures, case studies, individual and small-group in-class exercises, discussion, videos, short writing assignments, and assigned readings to facilitate your learning. **I expect that you will come to class having completed all the assigned readings**, ready to fully engage in class activities and meaningful discussion. I will have a non-

graded reading guide available for each set of readings. There are lecture days where you can choose what you want to read/do to prepare for class. There is no *best* choice; any will adequately prepare you. These days are marked on the reading schedule.

Graded Activities

The primary “homework” activity of this class will be reading, so many of the graded activities will be at least partially completed in class.

Description	Points
(Near)Weekly KLV sheets (one can be dropped)	11 X 5pts = 60
Exams	3 X 50pts = 150
Pretest	15
Childhood Sexual Abuse Prevention Training or Reflection	15
In-Class LSA & Reflection	25
Figurative Language Tx Assignment	25
Syntax Assignment	25
Comprehensive Final Exam/Project	100
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Total Points Possible	410

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%
D+	67-69%

D	64-68%
D-	60-63%
F	< 60%

Late Work Policy

Assignments are due on the dates indicated. Work turned in after that date will receive a 20% reduction in points for each day it is late. Late work will not be accepted after 5 days past the deadline. If you have extenuating circumstances, contact me before the deadline to discuss possible solutions. Do this even if it's an email at midnight the night before it's due – I'd rather have you talk to me than cheat, have a nervous breakdown, etc.

Course Policies and Resources

Attendance Policy

Come to class! 😊 Let's enjoy being in person together. The only exception is if you are sick. In that case, stay home and get better. Get notes from a friend and come back ASAP.

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, **please contact me as early as possible**. Let's find a solution together. I want to help.

Commit to Integrity

Basically, be honest. I will do my best to be very clear about what is and is not allowed on any given assignment, but ultimately, if something feels iffy, it probably is. Don't do it. I am eager to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

UWSP's 2 cents:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

COVID-19 Policies

I am following University guidelines for management of COVID-19. For full details, please see the guidelines available at: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>. Specifically relevant to our time here are these points:

- Face coverings are required to attend class
 - Our classroom is in the clinic – masks are required

- If you have symptoms of COVID-19, DON'T COME TO CLASS! Please, contact me ASAP.
- If I need to quarantine, I will take the time to be sick and recover. If I have a mild case, we may pivot to synchronous online – we will cross that bridge when we come to it.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Off Campus Access to Library Resources

Students can access library journals, databases, eBooks, and streaming videos from off campus. To access these resources, please go to the Library homepage (<https://www.uwsp.edu/library>) where there is a prompt to log on with your university login information before accessing resources. In addition, you can also link to library resources from Google Scholar by [following these directions](#).

Reference Librarians are also available and can be reached via virtual assistance:

- **Online chat:** www.uwsp.edu/library/chat
- **Text:** 715-602-3542
- **Email:** librefd@uwsp.edu

Personal Research Consultation: <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

Course Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

- **About readings:** Reading assignments will be given one of 3 qualifiers indicating how closely you need to read it ([see this resource for more info](#)):
 - Skim: Reading to get the gist; skimming is okay (obviously... 😊)
 - Understand: Reading to comprehend each sentence. Most readings fall into this category.
 - Explain/discuss: Reading to synthesize, integrate, draw inferences, question, evaluate

WEEK	DAY	TOPIC	READINGS	#PGS/WK*	ASSIGNMENTS DUE
1	9/7	What is Developmental Language Disorder? - Characteristics - History DLD - Cognitive Models, More Characteristics	Read (Understand): Paul pgs. 2-12, 20-24, 420-427, 565-570 Read (Skim): Paul pgs. 12-19 Explore: dldandme.org	27.5	Pre-test: What do you know about DLD?
2	9/12	Other Lang. Issues: ID/Down/Williams/Fragile X	Read (Understand): Paul pgs. 102-113	32	KLW sheet
	9/14	Other Lang. Issues: ADHD	Read (Understand): Westby & Watson (2021) Ch. 23 – ADHD and Communication Disorders pgs. 531-552		KLW sheet
3	9/19	Other Lang. Issues: Selective Mutism; FASD	Read (Understand): ASHA Practice Portal: Selective Mutism ; Coggins et al. (2007)- Double Jeopardy (Skim “Obtaining and Interpreting Data” and “Demographic Data” sections)	Option 1: ~20.5 Option 2: ~28.5	Option 1: KLW sheet; Submit copy of certificate of completion for D2L training
	9/21	Other Lang. Issues: FASD; Child Sexual Abuse [Trigger Warning: We will be discussing childhood sexual abuse in this class. Contact me if you would like to be excused and complete an alternate assignment]	Option 1: Complete the 2 hour Darkness to Light online training “Stewards of Children” training (cost=\$10) and Read (Understand): An Ugly Truth Option 2: Read (Understand): An Ugly Truth ; Protecting the Most Vulnerable from Abuse ; Read (Understand) Intro, Results and Discussion, (Skim) Method: Helton et al. (2017) – Sexual abuse of children with LD; Read (Skim) Hyter (2021) – Childhood Maltreatment Consequences on Social Pragmatic Communication		Option 2: KLW sheet; Reflection on how you can prevent abuse in your context (either present or future)
4	9/26	Multilingualism: Difference vs. Disorder	Read (Understand): Paul Ch. 5	26	
	9/28	TEST			TEST

5	10/3	Principles of Assessment: Revisiting Language Sampling – A spoonful of SUGAR with your CLAN	<p>Option 1: [do this if you haven't done or are very uncomfortable with doing language sample analysis] Read (Skim): Pavelko & Owens (2017) and Owens & Pavelko (2020) Watch & Do: SUGAR videos <small>https://www.sugarlanguage.org/downloads</small></p> <p>Option 2: [do this if you're already familiar with SUGAR (or SALT) and/or are interested in an also free, but more powerful system] Read (Skim): A Clinician's Complete Guide to CLAN and PRAAT Watch & Do: CLAN videos</p> <p>Option 3: [do this if you are comfortable collecting and analyzing a language sample and want to see drama in the academy – it's fun 😊] Read (in order): 1. Pavelko & Owens (2017) and Owens & Pavelko (2020) 2. Guo et al. (2018) and glance at resources available here: CLAN videos 3. Pavelko & Owens (2019)</p>	<p>1: ~18 + videos 2: ~29.5 + videos 3: ~29</p>	<p>In-Class LSA Assignment; include: Options 1 & 2 Short Reflection: Why did (or didn't) you like the system presented? What were the pros and cons? Do you think you'll use it in the future? If you don't use this one, which will you use and why?</p> <p>Option 3: Explain which language sample analysis system you would choose to use and why?</p>
	10/5	Principles of Assessment: Let's Play with Standardized Assessments	Read (Skim): Paul Ch. 2 pgs. 34-35; 44-58		KLW sheet
6	10/10	Principles of Treatment	Read (Understand): Ukrainetz Ch. 2 pgs. 57-65; Paul Pgs. 70-86 Read (Skim): Ukrainetz Ch. 2 pgs. 98-107	25.5	KLW sheet
	10/12	Cognitive underpinnings of language – Guest Lecture: Allison Hancock	Read (Understand): TBA Read (Skim): Gillam et al. (2018) – Andon Rope Article		

7	10/17	Metacognition – Assess & Treat	Read (Understand): Paul pgs. 429-433; 475-477; 541-544; 600-602; 667-668		
	10/19	Phonological awareness	Read (Understand): Paul pg. 300-301; PA – Paul 355-356; 537-541	18	KLW sheet
8	10/24	Semantics – Characteristics & Assess	Read (Understand): Characteristics - 355-357, 422, 574-578 Assess – Paul pgs. 301-303, 449-452 Treat – 514-521, 634-640 Read (Skim): 403-408	28.5	
	10/26	TEST			TEST
9	10/31	Semantics (Halloween) – Treat 😊	For fun: https://www.merriam-webster.com/topics/idioms	27	Figure of Speech Assignment
	11/2	Spelling	Read (Understand): Ukrainetz Ch. 14		KLW sheet
10	11/7	Grammatical Morphology	Read (Explain/discuss) : Baron & Arbel (2022) – Implicit-Explicit Framework	33	
	11/9	Grammatical Morphology	Read (Understand): MFG Ch. 5 (Skim Empirical Base, pgs. 129-137; skip Application to Individual Child and on)		KLW sheet
11	11/14	Narrative Discourse – No in-person class Complete asynchronous lecture #1 – Dr. Sandi Gillam	FYI: Paul pgs. 423-425, 464-474, 588-593; 529-537, 643-647	23	
	11/16	Narrative Discourse – Asynchronous lecture #2 – Dr. Sandi Gillam	Read (Understand): MFG Ch. 13		KLW sheet (on Canvas)
12	11/21	Expository Discourse - Guest Lecture: Dr. Teresa Ukrainetz	Read (Explain/discuss): Ukrainetz (2016) – Text Preview & Look-back; Ukrainetz (2019) – Sketch & Speak	22	
	11/23	TEST			TEST
13	11/28	Expository Discourse	Read (Understand): Paul pgs. 329, 425-426, 593-594, 647-648, 655-666	25	

	11/30	Syntax – Assess	Read (Understand): Paul pgs. 421-422, 455-460, 523-526, 578-583, 640-642		KLW sheet
14	12/5	Syntax – Treat	Read (Understand): MFG Ch. 12 (Skim Empirical Base, pgs. 356-360 and skip Application to Individual Child on) FYI: Paul pgs. 403-408		Syntax Assignment
	12/7	Why do SLPs need to know about literacy? – Guest Lecture: Sarah Reeve	Read or listen to podcast (52 min): Teaching Poor Reading ; Read (Understand): Paul pg. 430-439	38	KLW sheet
15	12/12	Literacy	Read (Understand): MFG Ch. 7 (Skim Empirical Base, pgs. 192-196 and skip from Application to Individual Child on)		
	12/14	Literacy	Read (Understand): MFG Ch. 11 (can skim Empirical Base, pg. 317-330 – see reading guide for what to focus on; skip pgs. 337-340)	37.5	KLW sheet
FINAL	Friday 12/16	Final Exam OR Final Project Due 8:00 am – 10:00 am (Trust me, I didn't pick the time)			

*Page count = all “Understand” pages + ½ “Skim” pages; doesn’t include reference pages; MFG pgs. are smaller, so that’s why page numbers are higher those weeks, but I’ve done my best to keep reading to no more than 30-40pgs/week)