

COMD 5200 Language Assessment and Intervention for B-5

SCHEDULE: T TH 9:00 – 10:50
CLASSROOM:
INSTRUCTOR: Dr. Sandi Gillam
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Office Hours: T TH 11:00-12:00 I would prefer that you make an appointment to see me rather than to drop by unannounced.

Disability Accommodations: Anyone requesting disability accommodations should see me.

COURSE PRE-REQUISITES: COMD 2500

Course Description: Advanced study of theory and practice of differential diagnosis and intervention for children with language disorders. Lecture and discussion of current issues in developmental psycholinguistics. Pragmatic, grammatical, syntactic, and lexical analyses of child language samples are conducted.

Required Reference Texts:

Owens, R. (2005). *Language Development: An Introduction*. Sixth Edition. Allyn & Bacon.

Paul, R. (2001). *Language Disorders from infancy through adolescence: Assessment & Intervention*. 2nd Edition. St. Louis: Mosby Year Book Inc.

Retherford, K. (1993). *Guide to analysis of language transcripts (2nd ed.)*. Wisconsin: Thinking Publications.

Rosetti, L. (1996). *Communication Intervention: Birth to three*. San Diego: Singular Publishing Co.

Required Readings: Included with each topic of discussion – on course reserve. Any standardized, computerized, or criterion referenced assessment that we address in class should be considered a part of your required reading materials.

ATTENDANCE:

Consistent attendance reflects professionalism. If an absence is unavoidable, students are responsible for getting any assignments, information, notes, etc. If

an exam or class presentation is missed due to illness or emergency, the instructor should be notified as soon as possible and documentation should be provided. Under these circumstances, an exam or presentation may be made up.

Course Objectives:

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1. Students will acquire knowledge about the social, biological, and cognitive bases of language.
2. Students will become familiar with patterns of language development and patterns of deviant language development and procedures to analyze children's language.
3. To develop knowledge of philosophical issues, current models, and intervention procedures with children with language impairments.
4. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/lifespan, linguistic, and cultural aspects necessary for intervention for receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
5. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/life-span, linguistic, and cultural aspects necessary for intervention for cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
6. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/life-span, linguistic, and cultural aspects necessary for intervention for social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities).
7. To demonstrate knowledge necessary for intervention for of receptive and expressive language, cognitive and social aspects of communication and communication modalities including:
 - a. interpret evaluation findings such as behavioral observations, non-standardized and standardized tests, and instrumental procedures and develop intervention plans
 - b. interpret, integrate, and synthesize information to develop diagnoses and make appropriate recommendations for intervention
8. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/lifespan, linguistic, and cultural aspects necessary for prevention and assessment of receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
9. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/life-span, linguistic, and cultural aspects necessary for prevention and assessment of cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
10. To demonstrate knowledge of etiologies, characteristics, psychological/physiological, developmental/life-span, linguistic, and cultural aspects necessary for prevention and assessment of social

- aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities).
11. To demonstrate knowledge necessary for conducting screening, prevention, and assessment of receptive and expressive language, cognitive and social aspects of communication and communication modalities including:
 - a. ability to collect case history information/integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professions
 - b. select and administer appropriate evaluation procedures such as behavioral observations, non-standardized and standardized tests, and instrumental procedures
 - c. adapt evaluation procedures to meet client/patient needs
 - d. interpret, integrate, and synthesize information to develop diagnoses and make appropriate recommendations for intervention
 - e. refer clients/patients for appropriate services

Course Requirements/Evaluation

Exam – 100 points

Final – 100 points

Language Sample Analysis – 100 by hand

- 100 SALT

Administer and interpret (score) 4 different standardized tests (1 for each of the following areas: language, reading, phonological awareness, and cognitive abilities) (25 points each; 100); list at end of syllabus, and **4 criterion referenced measures** (1 for each of the following areas: language, reading, phonological awareness, and cognitive abilities) (25 points each; 100); listed throughout Paul book. It is preferable that you administer these to children with impairments. These should all be turned in by the last day of class. I encourage you to turn these in as you complete them, well before the last day of class. (total 200 points)

Intervention Plan (100 points) you will be given a “case” to write a plan for.

Grading

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

The Academic misconduct policy of the University will be followed.

HONOR CODE: Every student is expected to abide by the honor code as established at Utah State University.

*The schedule is tentative. We will move as quickly or as slowly as we need to in order to cover the material effectively.

January 9 First day of class – ***Review syllabus and course requirements***

January 11

Theories of language development

Readings

:

Bohannon article

Owens, Ch. 2

January 18

Biological Bases of language

Readings:

Damasio & Damasio

Tallal

Owens Ch. 4

January 23

Sociocultural bases of language

Readings:

Stages in development of intentionality

Examples of presymbolic communication

Owens Ch. 6

January 25

Cognitive/intellectual bases of language

Readings:

Owens Ch. 5

Cognitive Development: An information processing perspective

Cognitive Milestones

Sternberg, R., & Kaufman, J. (1998). Human Abilities. Annual Reviews in Psychology, 49, 479-502

January 30

Perception

Owens

February 1,

Early communicative behaviors, first words, combining meanings

Readings:

Semantics

Early semantic development

What every 5 year old should know.

Owens Ch. 3, 8

6

Grammatical morphology and syntactic development **Bootstrapping**

Readings:

Bedore, L., & Leonard, L. (1995). Prosodic & syntactic bootstrapping & their clinical applications, *AJSLP*, 4, 66-72.

Readings:

Owens Ch. 10

February 8, 13

Introduction to diagnosis and evaluation procedures, definitions and models of language assessment

Readings:

Paul Ch. 1, 2

Ukrainetz McFadden, T. (1996). Creating language impairments in typically achieving children: The pitfalls of normal normative sampling. LSHSS, 27, 3-9.

Dale, P. & Cole, K. (1991). What's normal? Specific language impairment in an individual difference perspective. LSHSS, 22, 80-83.

Kamhi, A. (1998). Trying to make sense of developmental language disorders. LSHSS, 29, 35-44.

February 29, March 1

Psychometric issues, standardized assessments, dynamic assessments, and criterion referenced assessments

Readings:

*Laing, S., & Kamhi, A. (2003). Alternative Assessment of Language and Literacy in Culturally and Linguistically Diverse Populations. LSHSS, 34, 44-55.

February 15, 22, 27

Language Sample Analysis Procedures

SALT

Retherford

March 6

Principles of Intervention

Readings:

Paul Ch. 3

March 8 **Exam**

March 20, 22, 27, 29, April 3, 5

Assessment and intervention in the prelinguistic period

Acredolo, L., & Goodwyn, S. (1996). *Baby Signs: How to talk with your baby before your baby can talk*. Chicago: Contemporary Books, Inc. (We will talk about the book)

Rosetti, L. (1996). *Communication Intervention: Birth to three*. San Diego: Singular Publishing Co.

Paul Ch. 7

April 10, 12, 17, 19, 24, 26

**Assessment and intervention in the emerging/developing period
Teaching morphology; writing intervention plans**

Paul Ch. 8, 9, & 10

Bateman, B. & Herr, C. (2003). Writing measurable IEP goals and objectives.

Cleave, P., & Fey, M. (1997). Two approaches to the facilitation of grammar in children with language impairments: Rationale and description. *AJSLP*, 6, 22-32.

Robertson, S., & Ellis Weismer, S. (1999). Effects of treatment on linguistic and social skills in toddlers with delayed language development. *JSHLR*, 42, 1234-1248.

Seifert, H., & Schwarz, I. (1991). Treatment effectiveness of large group basic concept instruction with head start students. *LSHSS*, 22, 60-64.

Tyler, A., & Sandoval, K. (1994). Preschoolers with phonological and language disorders: Treating different linguistic domains. *LSHSS*, 25, 215-234.

Shiple, K., & Banis, C. (1989). *Teaching Morphology Developmentally: Methods and Materials for Teaching Bound Morphology*. Communication Skill Builders, Tucson, Az: The Psychological Corporation, pp. 8-23.

April 24 **Turn in Language Sample**

April 26 **Turn in intervention plan**

Dates to remember

January 16 MLK no classes

February 20 Washington & Lincoln Day no classes

Attend Monday schedule on Tuesday February 21

Spring Break M-F March 13-17 no classes

Classes end April 28

Speech/language Assessment Project Guidelines

Each project will consist of a language sample and “quasi-analyses” from a child between with a language impairment between the ages of 3;0-5:0 years of age. You will analyze your language sample twice, once by hand and once using a computerized language program (SALT). You will compare your “by hand”

analysis to your SALT analysis in terms of TTR, MLU etc... SALT is on the computers in the YETC lab.

I. Grammatical morphemes analysis

Complete worksheet and discuss child's use and developmental stage for each of the grammatical morphemes. Provide a comparison to developmental age norms and summarize these findings. Summarize the findings of your computer analysis with regard to this domain and how your by hand analysis compares with your computer analysis.

II. Lexical Analysis (word classes):

Complete worksheet and discuss child's use and developmental stage for each of the word classes. Complete (TTR, NDW, NTW) on middle 50 utterances and comment about child's vocabulary usage (nouns, verbs, adverbs, adjectives) Is vocabulary concrete or abstract? Talk about % of mazes used, any word finding "red flags" you note in the sample. Discuss and summarize your lexical analysis. Summarize the findings of your computer analysis with regard to this domain and how your by hand analysis compares with your computer analysis.

IV. Syntactic Analysis

Complete phrase/clause structure worksheet and identify and discuss child's developmental level with regard to syntax, including the most typical, and most advanced stages the child exhibits, his/her age, and MLU. Give % of complex sentences. Summarize your child's syntactic development. Summarize the findings of your computer analysis with regard to this domain and how your by hand analysis compares with your computer analysis.

V. Conversational discourse

Use a pragmatic worksheet, you will give examples from the sample illustrating that he/she demonstrates each of the pragmatic skills listed.

Standardized tests that will be covered in this class include but are not limited to the following:

Language

<u>Receptive-Expressive Emergent Language Test</u> (REEL-2) Kenneth R. Bzoch and Richard League (1991)	ages Birth-3
<u>Early Language Milestone Scale</u> (ELM SCALE-2) (language) James Coplan (1993)	ages Birth-3 18-48months
<u>Preschool Language Scale – 4</u> (PLS-4)	
<u>Birth To Three: Assessment and Intervention System</u> Tina E. Bangs, PH.D (1986)	ages Birth-3

Sequenced Inventory of Communication Development-Revised (SICD-R) 4-48months
Dona Lea Hedrick, Elizabeth M. Prather, and Annette R. Tobin (1975)

Test of Auditory Comprehension of Language (TACL-3) ages 3-9
Elizabeth Carrow-Woolfolk (1999)

Clinical Evaluation of Language Fundamentals-Preschool (CELF-Preschool) ages 3-6
Elisabeth H. Wiig, Wayne Secord, and Eleanor Semel

Clinical Evaluation of Language Fundamentals-3 (CELF-3)
(CASL) Comprehensive Assessment of Spoken Language

Test of Language Development-Primary (TOLD-P:3) ages 4-11
Phyllis L. Newcomer and Donald D. Hammill (1997)

Test of Language Development-Intermediate (TOLD-I:3) ages 8.6-12.11
Phyllis L. Newcomer and Donald D. Hammill (1997)

The Test of Narrative Language Development
Gillam & Pearson 5-9

The Token Test for Children ages 3-12
Frank DiSimoni

Comprehensive Test of Phonological Awareness (CTOPP)

Test of Phonological Awareness (TOPA) grades K-2

Test of Visual-Motor Integration (TVMI) ages 4-17
Donald D. Hammill, Nils A. Pearson, and Judith K. Voress (1996)

Vocabulary and Naming:

Expressive Vocabulary Test (EVT) ages 2.6-adult
Kathleen T. Williams, Ph.D. (1997)

Peabody Picture Vocabulary Test-Third Edition (PPVT-III) ages 2.6-adult
Forms IIIA and IIIB
Lloyd M. Dunn and Leota M. Dunn (1997)

Rapid Automatic Naming Charts
Marilyn L. Flynn (1998)

grades PreK-5th

Test of Word Finding Diane German

Cognition:

Cognitive Abilities Scale (CAS)
Sharon Bradley-Johnson (1987)

ages 2-3

School Aptitude and Achievement:

Basic School Skills Inventory-Third Edition (BSSI-3)
8.11
Donald D. Hammill, James E. Leigh, Nils A. Pearson,
And Taddy Maddox (1998)

ages 4.0-

Detroit Tests of Learning Aptitude-Primary (DTLA-P:2)
Donald D. Hammill and Brian R. Bryant (1991)

ages 3-9