

Language Assessment and Intervention – School-Age
COMD 6020, Fall 2006

Credit: 4 credits **Faculty Member:** Julie Wolter PhD, CCC-SLP
Time: Tuesday and Thursday 10:30-12:15
Place: Lillywhite 006
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Course Description: This course examines various approaches to working with children and adolescents with language disabilities. Practical application of language assessment procedures, individualized planning, and language intervention strategies are discussed. Language in the classroom for school-age children and adolescents and collaborative strategies also are covered. Multicultural literacy and the multidimensional nature of language in the classroom will be addressed.

Course Objective: The purpose of this course is to cover current issues within the area of school-age language development and disorders. Likewise, this seminar serves as a means for maintaining and refining your assessment and intervention skills with school-age clients (I assume certain skills in these areas already). Although we will read a few specific articles on assessment/intervention, I want you to think of the clinical implications for every article, chapter, or other informational source you read. I would like you to leave USU as a clinical scientist, not a clinical technician. The student objectives are listed below.

Learner Outcomes: (assessment, professional standards)

Course Outcomes The student will:	Related Assessment	Professional Standards (ASHA)* (see final pages of syllabus for specific knowledge and skills competencies)
Improve writing skills	Midterm, article critique	III-B, II-C, III-D, IV-G
Develop higher level thinking skills, involving the ability to analyze, synthesize, and evaluate information	Midterm, article critique, final exam, assignments	same
Refine the ability to provide the rationale and ideas for theory-based assessment and remediation with language/learning-impaired school-age children/adolescents	Performance in classroom discussions and activities; midterm and final exams; in-service presentation; assignments	same
Gain knowledge of and experience with the development, assessment, and intervention in the following areas: narratives, reading, writing, spelling, executive functions, classroom/curriculum-based practices, multicultural issues, and “cautionary” procedures.	Performance in classroom discussions and activities; midterm and final exams; assignments	same

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

Personal Teaching Philosophy:

I subscribe to a constructivist theory of learning which emphasizes instruction based in a socially meaningful context. I believe students learn through social and functional interactions in which mature thinkers or mentors model thinking and problem solving. My theory of learning is based on Vygotsky's (1978) "zone of proximal development," which refers to working at a level between what the students actually know and what they could potentially learn given a mentor's guidance or peer collaboration. This dovetails with Bruner's (1976) idea of scaffolding in which a mentor continually presents or scaffolds information which is at or just above the level the student is currently functioning. Thus, my role as a professor is to help provide a knowledge base from which students can draw from and actively reflect upon to discuss new ideas. This involves facilitating student questioning to help learners make connections to personal experiences, knowledge, and beliefs, in order to reshape this knowledge into novel and meaningful ideas. Furthermore, I believe learning is a social activity in which shared inquiry is a valuable way to help clarify personal knowledge and expand on what is already known. By facilitating active participation and linking new information to meaningful experiences, new concepts may be internalized, and thus, students may more readily apply and utilize this information in creative ways when encountering novel situations. Therefore active participation will be facilitated and required in this class.

Textbook(s) and Related material:

- Stone, C.A., Silliman, E.R., Ehren, B.J., & Apel, K. (Eds.). (2005). *Handbook of language and literacy*. New York: Guilford Press.

Suggested Textbooks

- Paul, Rhea. (2001). *Language disorders from infancy through adolescence: Assessment and intervention*. (2nd ed.). St Louis: Mosby.
- Ukrainetz, T. A. (2006). *Contextualized language intervention: Scaffolding PreK-12 literacy achievement*. Eau Claire, WI: Thinking Publications.
- *Publication manual of the American psychological association* (5th ed.). (2001). Washington DC: American Psychological Association.
- Other Readings: See references in the course schedule. These will be available online or on WebCT.

Technology Expectations: Students in this class will be expected to download all handouts and extra assigned course readings from WebCT. Please read the assigned readings and print/ bring the appropriate materials to class on the day of the corresponding presentation listed on your course schedule.

Course Assignments/requirements:

- Weekly Assignments (50 pts)
- Article Critique (25pts)
- Midterm Exam (take home) (50 pts)
- In-service presentation (25 pts)
- Final Exam (in-office, FTF) (50 pts)
- Attendance and active participation (- see below)

Weekly Assignments (10 pts/each): For each topic area covered in class, you will complete an assigned worksheet focused on the topic's corresponding readings. Make a photocopy of your completed worksheet. You will turn in one of the copies at the beginning of each class period. The other copy will be kept by you to be referred to during class discussions. These assignments will be randomly graded throughout the semester.

Article Critique (25 pts) - You will read a relatively current (i.e., 1998 – 2006) **research** article (i.e., report on a primary *applied* research study) focused on assessment or intervention of school-age language and provide a 2-3 page summary and critique as well as a completed evidence-based practice (EBP) Reference Analysis Worksheet. Your topic must be on narratives, early literacy (e.g., print or phonemic awareness), word decoding, reading comprehension, writing, or spelling in the school-age language population. It cannot be a required reading for this class. Possible sources include *Journal of Speech, Language, Hearing Research; Language, Speech, and Hearing Services in the Schools; The Reading Teacher; American Journal of Speech-Language Pathology; Reading Research Quarterly; Journal of Learning Disabilities; Journal of Communication Disorders*, etc. You may wish to try ASHA website or the ERIC or PSYCHInfo search engines. If you have any questions whether your article qualifies as a research article on

clinical services (a study was completed or, at the very least, observations were conducted on a group of individuals), please see me up to one week prior to the due date. Complete the EBP Reference Analysis Worksheet. For your written critique, use the following suggested format: your reference goes at the top of the page (no title page needed), single spaced, following APA 5th edition guidelines, then: (the rest is double-spaced using APA 5th edition guideline) **1-2 paragraphs (MAX!) summarizing the study** (use your EBP Reference Analysis Worksheet to help organize this information and include information re: purpose, subjects, method, results, and conclusions), **1-2 paragraphs re: how the information relates to the class readings/lectures/discussion**, **1-2 paragraphs re: clinical and/or implications**, if any, **1-2 paragraphs on the limitations of the study**, and **1 paragraph re: what you thought of the article itself and any remaining questions** (this can actually be written “separately” from the body of the paper, if it doesn’t seem to flow and can be in first person with descriptive language). **Remember, stay away from anything that hints of plagiarism (See USU Handbook and APA book if you have questions).** Article critique is **due at 10:30 a.m on 9/21.**

In-service Presentation (25 pts): Several groups will present for 20 minutes on an assigned topic. As part of this assignment, you will develop and present a PowerPoint presentation and handout. The in-services are on the last day of class (NOTE: Even though this requirement comes at the end of the semester, you will be assigned your presentation topic early in the semester. Thus nothing prevents you from working on the presentation early and only needing to *present* it at the end of the semester).

Possible Topics: Cognitive Referencing, Auditory Processing Disorder, Fast Forward, Vision Reading Therapy.

Exams (50 pts respectively): There will be a mid-term and final exam (50 & 50 pts., respectively). Both of these exams will be “synthesis” type, essay exams. **The midterm will be a take home and the final exam will be a face-to-face exam.** The midterm will be handed out October 19th and will be **due by 10:30 a.m. on November 2nd.**

Grading:

Grades will be determined on a 200 pt. scale:

<u>Percentage</u>	<u>Grade</u>
93- 100%	A
90 - 92%	A -
87 - 89%	B +
83 - 86%	B
80 - 82%	B -
77 - 79%	C +
73 - 76%	C
70 - 72%	C -
ETC.	

Course Policies:

- A) Students are expected to have read all materials for the class meeting and have them available during class. Not being able to access an assignment via WebCT or internet is not an excuse for not having read, as these issues need to be brought up to the professor prior to the day the reading is due in class.
- B) Attendance is expected. Scholarly discourse is the basis of this course; it is important that you are prepared and participate in class. Lack of participation, repeated absences, **and/or** tardiness may result in a lowering of your grade one grade level (e.g., A to B). **This policy will be factored into your grade.** If you have questions or concerns about my on-going perspective of your attendance or participation, please notify me by email by 11/2/06.
- C) Failure to complete an assignment **on time** will result in a lowering of your grade one grade level per day or portion thereof. Exceptions to this rule must be discussed with me no less than one week prior to the due date. Not being finished due to time constraints/requirements of another class will not be accepted as an exception.

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Grievance Process (Student Code): Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment; Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Academic Honesty: A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University.(as outlined in the Utah State University Honor System). Portions of the Honor System that pertain to academic honesty are included below. More information is available through Student Services at <http://studentlife.tsc.usu.edu/stuserv/>

The following student code defines academic dishonesty as acts of cheating, falsification, and plagiarism.

Cheating is defined as:

- Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually.
- Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
- Substituting for another student, or permitting another student to substitute for oneself, to take an examination or prepare academic work.
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission.
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity.
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor.
- Engaging in any form of research fraud.

Falsification is defined as:

- Altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism is defined as:

- Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of using materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

Tentative Course Schedule: Reading assignments will be a combination of chapters from the required textbook and seminal, primary research articles that will be available on WebCT. Dates for individual topics and exams are tentative and may be altered based on class progress at the discretion of the professor.

<u>Dates</u>	<u>Topic(s)</u>	<u>Readings</u>
WEEK 1 • 8/29-8/31	• Overview of Course: What is the Role of the Speech-Language Pathologist in Regard to Literacy?	• American Speech-Language-Hearing Association. (2000). <i>Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents: Guidelines, and technical report</i> . Rockville, MD: ASHA. • http://www.asha.org/NR/rdonlyres/84D8CE98-C313-4236-A61B-2B41DB1122D2/0/19101_1.pdf
WEEK 2 • 9/5-9/7	• Early Literacy	• Justice, L.M., & Kaderavek, J.N. (2004). Embedded-explicit emergent literacy intervention I: Background and description of approach. <i>Language, Speech, and Hearing Services in the Schools, 35</i> , 201-211. • Kaderavek, J.N., & Justice, L.M. (2004). Embedded-explicit emergent literacy intervention I: Goal selection and implementation in the early childhood classroom. <i>Language, Speech, and Hearing Services in the Schools, 35</i> , 212-228.
WEEK 3 • 9/12-9/14	• Spoken Language	• Wolter, J.A. (in press). Assessment and diagnosis of adolescents and young adults: Spoken language disorders. In Kamhi, A., Masterson, J., & Apel, K (Eds.), <i>Clinical Decision Making in Developmental Language Disorders</i> . • Eisenberg, S.L. (2006). Grammar: how can I say that better? In Ukrainetz, T.A. (Ed.), <i>Contextualized Language Intervention: Scaffolding PreK-12 Literacy Achievement</i> . Eau Claire, WI: Thinking Publications.
WEEK 4 • 9/19-9/21	• Narrative Discourse • Article critique due at beginning of class 9/21	• Ukrainetz, T.A. , Justice, L.M., Kaderavek, J.N., Eisenburg, S.L., Gillam, R.B., & Harm, H.M. (2005). The development of expressive elaboration in fictional narratives. <i>Journal of Speech, Language, and Hearing Research, 48</i> , 1363-1377. • Ukrainetz, T.A. (2006). Teaching narrative structure: coherence, cohesion, and captivation. In Ukrainetz, T.A. (Ed.), <i>Contextualized Language Intervention: Scaffolding PreK-12 Literacy Achievement</i> . Eau Claire, WI: Thinking Publications.

<p>WEEK 12</p> <ul style="list-style-type: none"> • 11/14-11/16 	<ul style="list-style-type: none"> • Self-concept/Self-esteem issues; adolescence cont. 	<ul style="list-style-type: none"> • See previous week
<p>WEEK 13</p> <ul style="list-style-type: none"> • 11/21 • 11/23 	<ul style="list-style-type: none"> • Classroom-based services • No classes – Thanksgiving break 	<ul style="list-style-type: none"> • Ehren, B., & Nelson, N. (2005). The responsiveness to intervention approach and language impairment. <i>Topics in Language Disorders, 25</i>(2), 120-131. • Wallach, G.P., & Ehren, B.J.. (2004). Collaborative models of instruction and intervention. In Silliman, E.R. & Wilkinson, L.C. (Eds.), <i>Language and Literacy Learning in Schools</i>. (pp. 39-59). New York: Guilford Press.
<p>WEEK 14</p> <ul style="list-style-type: none"> • 11/28-11/30 	<ul style="list-style-type: none"> • Cultural Differences 	<ul style="list-style-type: none"> • Ch. 11 (HLL) • Laing, S.P., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. 43, <i>Language, Speech, and Hearing Services in the Schools, 34</i>, 44-55.
<p>WEEK 15</p> <ul style="list-style-type: none"> • 12/5 • 12/7 	<ul style="list-style-type: none"> • Theory-Guided Practice • In Class Presentations 	<ul style="list-style-type: none"> • Apel, K. (1999). Checks and balances: Keeping science in our profession. <i>Language, Speech, and Hearing Services in the Schools, 30</i>, 98-107. • Hewitt, L. (2000). Does it matter what your client thinks? The Role of theory in intervention: Response to Kamhi. <i>Language, Speech, and Hearing Services in the Schools, 31</i>, 186-193. • Kamhi, A.G. (1999). To use or not to use: Factors that influence the selection of new treatment approaches. <i>Language, Speech, and Hearing Services in the Schools, 30</i>, 92-97. • Kamhi, A.G. (2000). Practice makes perfect: The incompatibility of practicing speech and meaningful communication. <i>Language, Speech, and Hearing Services in the Schools, 31</i>, 182-186.

• **Questions to answer as you read**

- To help you as you read and to make sure we start off our discussions with the same information, I recommend that you use these questions as you read your articles:
- What did the author(s) say?
- What’s the current thinking on the topic/areas of conflict/controversy?
- What questions(s) remain?
- How does this information “jive” with what you already know?
- How will assessment/intervention be affected?
- What specific research needs to be done?