

CMSD 6540 ~ Spring 2005 ~ UGA

Preschool Language Disorders: Assessment and Intervention

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contact)

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Office hours: 1:30 – 3:00 on Wednesdays, or by appointment

CMSD Office phone: (706) 542-4561(messages only) Fax: (706) 542-5438

Class time: 5:15 – 6:30 p.m., Mondays and Wednesdays

Location: C120 Life Sciences Building, UGA

Textbooks:

Paul, R. (2001). **Language disorders from infancy through adolescence: Assessment and**

Intervention, 2nd edition. St. Louis: Mosby.

Retherford, K.S. (2000). **Guide to analysis of language transcripts, 3rd edition.** Eau Claire,

WI: Thinking Publications.

Additional readings will be required, and will be made available ahead of time.

Course description and objectives: This course will address the scope of language disorders as manifest in the 0-5 year-old population, focusing on a broad spectrum of theoretical and applied assessment and intervention issues.

By the end of this class you should be able to:

- Understand etiological correlations of clinical diagnoses and language disorders in preschool-aged children,
- Understand basic psychometric properties of assessment instruments and be able to select appropriate tools for administration,
- Utilize language sampling and transcript analysis as an effective assessment tool,
- Design age-appropriate intervention strategies based on diagnostic formulations,
- Understand and accommodate to multicultural differences in assessment and intervention.

Class policies:

- Prerequisite: Permission of the CMSD Department
- Code of conduct/Academic Honesty: All academic work must meet the standards included in **A Culture of Honesty**. All students are responsible for informing themselves of those standards before performing any academic work. The Student Honor Code of the University of Georgia states “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” In general, for this course, this means that you are encouraged to talk with your colleagues, but anything you turn in to me for course credit should be the product of your own work and yours alone. For more information, visit this website: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm
- Students with Special Needs: If you need accommodations or have special needs for classroom success, please let me know *within the first week of classes* and provide me with documentation of the type of accommodations you need so I can plan accordingly and make appropriate arrangements. If you do not know what

- accommodations you need, please make an appointment with me to determine what the next step should be.
- ☑ **WebCT:** This will be used to post lecture outlines/notes after each class and grades after quizzes and exams. Also, any additional readings or News You Can Use will be posted here. Please visit regularly.
 - ☑ **ListSrv:** There will be a listserv for this class (CMSD6540-L@listserv.uga.edu) on which I will post any announcements, clarifications, relevant questions and discussions to be shared with the entire class. Please make sure I have your correct e-mail address (preferably a UGA MyID account) by the end of the first week of class.
 - ☑ **Deadlines:** All assignments are due by the end of the class on the date indicated, unless otherwise specified by me in writing.
 - ☑ **Attendance:** Required for success in the class. This is a graduate-level college class, and a significant commitment of your time and energy will be necessary. Although regular attendance will not be taken, there will be in-class activities which will be graded
 - ☑ **In Class:** Your responsibilities include active listening, taking notes, asking questions, and participating in group activities. Interaction is strongly encouraged. In this spirit, please turn off all cell phones, pagers and other noisy devices that may interrupt the learning experience for yourself and those around you.
 - ☑ No extra credit assignments will be given.

Grading procedures:

- ☑ **Quizzes/Assignments = 50 possible points:** There will be six quizzes or assignments worth 10 points each. The dates are noted on your syllabus, and the lowest quiz grade will be dropped; hence, **no make-ups** will be permitted.
- ☑ **Language Sample Project = 50 points:** The project requires collection, analysis, and interpretation of a language sample from a child with a language disorder between the ages of two and five. Signed informed consent from the parents is required, and the participant must have been diagnosed with a language disorder, and not just a speech disorder (although comorbid speech and language disorders are acceptable).

The project is due in stages by the following dates:

- * identification of participant; turn in signed consent January 24, 2005
- * collection of sample and transcription due March 2, 2005
- * final report (analysis and diagnostic report) due April 18, 2005

The final portion of the paper should be written in the form of a diagnostic report, including history. Appropriate citations should be provided for any referenced material. Please refer to the Publication Manual of the American Psychological Association, 5th edition, for specific guidelines. Also, all supporting materials (e.g., audiotapes, videotapes) should be submitted with your final report. Please use only standard sized cassettes or videotapes. Audio quality is crucial to the success of your project.

- ☑ **Exams = 180 total points:** There will be *three* exams: The first two will take place at the end of thematic units, and the final exam will be cumulative. Each exam will be worth 60 points. The first exam will be on **February 9th**, the second exam will be **March 23rd**, and the final exam will be Friday, **May 6th, 2005** from 3:30 to 6:30. Exams may include multiple choice, fill-in-the-blank, true/false, short answers, case studies and lengthier essay questions. The two mid-term exams will cover material that has not been previously assessed, but you must be

able to use information you learned earlier in the semester. Make-up exams will be given only in cases of extreme illness or emergency. In case of illness, tangible documentation will be required (e.g., health center note, memo from doctor). If there is an emergency, documentation will also be required in this situation. In either case, you must contact me within 48 hours of missing the exam. Make-up exams will be composed solely of essay questions.

- ☑ **Participation = 20 points:** This class will involve a number of active learning activities, including group work and interactive discussions. This style of learning requires your active participation, particularly as we address language sampling, assessment, and intervention techniques. These points will be earned across the semester, and added to the total at the end of the semester.

Quizzes	50 points (6 @ 10 pt ea; drop lowest)
Project	50 points
Exam 1	60 points
Exam 2	60 points
Final exam	60 points
Participation	20 points
TOTAL	300 POINTS

Grades will be calculated as:

POINTS	GRADE
270 – 300	A
240 – 269	B
210 – 239	C
180 – 209	D
below 179	F

TENTATIVE SCHEDULE OF TOPICS

Disclaimer: The course syllabus, schedule and readings may be subject to change according to the needs of the students and the pace of the course. Necessary deviations will be announced by the instructor in class.

Definitions and Models	<i>Date</i>	<i>Topic</i>	<i>Be Ready!</i>	<i>Readings</i>
	M - Jan 10	Syllabus review and Introduction to preschool language disorders		None
	W – Jan 12	Definitions and models of preschool language disorders	Quiz 1	Paul - Ch 1
	M – Jan 17	<i>~MLK Holiday – No class today~</i>		
	W – Jan 19	Causation and prevention of language disorders in young children		Paul – Ch 4
	M – Jan 24	Language disorders in special populations – congenital/developmental	Part 1 of project	Paul – Ch 4 & 5
	W – Jan 26	Language disorders in special populations – acquired	Quiz 2	
	M – Jan 31	Language interactions with behavioral and mental health disorders		Paul – Ch 5
	W – Feb 2	Specific Language Impairment in young		

		children		
	M – Feb 7	Disorder or Difference? Multicultural influences in early language		Paul – Ch 6
	W – Feb 9		Exam 1	
Assessment	M – Feb 14	Introduction to assessment of preschool language disorders		Paul – Ch 2
	W – Feb 16	Collecting a language sample: transcripts as assessment tools		Retherford – Ch 1
	M – Feb 21	<i>President's Day Holiday – No class today</i>		
	W – Feb 23	Review of formal and informal measures of early language skills	Quiz 3	Retherford – Ch 2
	M – Feb 28	Considerations for multicultural pops Guest lecture: Language sample analysis		Paul - Ch 6 Retherford - Ch 3
	W – Mar 2	Language use in context: Analysis of social skills and pragmatic function	Part 2 of project	Retherford - Ch 4
	M – Mar 7	Assessment with very young children Guest Speaker: SLP in NICU		Paul – Ch 7 & 8
	W – Mar 9	Family-centered assessment practices: why we need all the pieces	Quiz 4	Paul – Ch 9
	M – Mar 14	<i>Spring Break – No classes this week</i>		Read about language
	W – Mar 16	<i>Spring Break – No classes this week</i>		at the beach this week!
	M – Mar 21	Getting the Big Picture in assessment		Paul – Ch 9
	W – Mar 23		Exam 2	
Intervention	M – Mar 28	Introduction to intervention with preschool language disorders		Paul – Ch 3
	W – Mar 30	Evidence-based practiced or practice-based evidence?		Additional readings
	M – Apr 4	Models of service delivery for early intervention		Paul – Ch 10
	W – Apr 6	Guest Speaker: Early Intervention	Quiz 5	Paul – Ch 7 & 8
	M – Apr 11	Continuum of service delivery		Additional readings
	W – Apr 13	Continuum of service delivery		Additional readings
	M – Apr 18	Continuum of service delivery	Part 3 of Project	Additional readings
	W – Apr 20	Continuum of service delivery		Additional readings
	M – Apr 25	Guest Speaker: Sensory Integration	Quiz 6	
	W – Apr 27	Review for final – Bring your questions to class.		Almost done!

**FINAL EXAMINATION – Friday, May 6, 2005
3:30 - 6:30 pm**

Tips for success in this class:

- ☑ Do the readings ahead of time, and be prepared to answer questions. I will call on you, and material from the books will be on the tests and quizzes, regardless of whether we have covered it in class.
- ☑ Show up for class. The in-class discussions will include information that may not be directly from the books, but will be included on tests or quizzes.
- ☑ Ask questions about things you don't understand. If you don't ask questions, I can only conclude that you understand the material.
- ☑ Start early on your projects to reduce your end-of-semester stress, to help you integrate the information, and to maximize your opportunities to ask for assistance from me.
- ☑ Study for comprehension, integration and application of the information. Memorization is one of many study strategies; please use others.
- ☑ Show up for office hours. That's what they are for.