

CMSD 6540: LANGUAGE ASSESSMENT AND INTERVENTION WITH PRESCHOOL CHILDREN

Spring Semester 2007, January 8 – May 8, Aderhold 520
Tuesdays & Thursdays: 3:30 – 4:45 p.m. (1 hour, 15 mins each lecture)

Faculty: Suneei Nathani, Ph. D., CCC-SLP
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Electronic Course Availability

A course conference has been created on WebCT, CMSD 6540. Information about the course and lecture notes will be posted here, whenever possible by Kellie (please e-mail her directly if you have any questions about WebCT postings). **NO** guarantee is made that lecture notes will be available **before** class. Your grades will also be posted here. To access WebCT:

- Open your preferred web browser.
- Go to the following URL: <https://webct.uga.edu/>. Select the tab “**Login to my WebCT**”. You must have “**UGA MyID**” to access WebCT.
- For those students who do not have a MyID account, you can create a “UGA MyID” at <http://www.uga.edu/myid>
- Choose CMSD 6540 (Nathani) from your list of accessible courses.

A class listserv, **CMSD 6540**, will be used to post announcements and answer questions that are relevant to the entire class. Please make sure to give me your name and e-mail address during the first week of class. You may also use this listserv to post appropriate questions and issues of general interest to the class. The instructor reserves the right to grant access to the listserv and/or WebCT.

Kellie Bauer will also be in charge of putting materials in OIT for you to access, e.g., handouts, assignments, etc. Please e-mail her directly if you have trouble with these materials.

Course Objectives/ Learning Outcomes:

Following successful completion of this course, the student will be able to:

1. Analyze, integrate, and appraise current theoretical and empirical knowledge regarding language disorders from infancy through five years of age (meets ASHA standards III-C, III-F, III-G);
2. Distinguish causative and contributory factors related to language disorders (meets ASHA Standard III-C);

3. Analyze, synthesize, assess, and apply the basic principles and procedures for assessment and intervention (including prevention) of language disorders in preschoolers (meets ASHA standards III-B, and III-D);
4. Demonstrate basic understanding of individual differences and cultural factors in language disorders, including the effects of bilingualism, which will primarily be covered in class by Dr. Chen, CMSD 6640 (meets ASHA standard III-C, and III-D);
5. Analyze language samples, synthesize, and interpret the results of such analyses for assessment and intervention planning (meets ASHA standards III-C, and III-D);
6. Display oral and writing skills that are prerequisite to the assessment and intervention of preschool language disorders as evidenced on class presentations, discussions, exams, and class projects (meets ASHA Standard IV-B).

This course builds on the assumption that you have successfully completed courses in language science and language development. It is your responsibility to review the foundational material from these courses in order to prepare for this course.

Course Materials

Required Text

Paul, R. (2007). *Language Disorders from Infancy through Adolescence: Assessment and Intervention, 3rd Edition*. St. Louis, MO: Mosby Elsevier. ISBN 10: 0-323-03685-6, ISBN 13: 978-0-323-03685-6

Required Workbook

Retherford, K. S. (2000). *Guide to Analysis of Language Transcripts, 3rd Edition*. Eau Claire, WI: Thinking Publications. ISBN: 1-888222-41-7

Supplemental Text (Not Required)

McCauley, R. J., & Fey, M. E. (Eds.). (2006). *Treatment of language disorders in children*. Baltimore, MD: Paul H. Brookes.

Your presentations will be derived from the chapters in this book. These have been put on reserve under their respective titles in the folder “Nathani-CMSD 6540” in OIT.

Required Readings on Reserve in OIT (as assigned)

- 1) American Speech-Language-Hearing Association. (2006). *Guidelines for speech-language pathologists in diagnosis, assessment, and treatment of autism spectrum disorders across the life span*. Available from <http://www.asha.org/members/deskref-journal/deskref/default>
- 2) American Speech-Language-Hearing Association. (2006). *Roles and responsibilities of speech-language pathologists in diagnosis, assessment, and treatment of autism spectrum disorders across the life span: Position statement*. Available from <http://www.asha.org/members/deskref-journal/deskref/default>
- 3) Law, J., Garrett, Z., & Nye, C. (2004). The efficacy of treatment for children with developmental speech and language delay/disorder: A meta-analysis. *Journal of*

Speech, Language, and Hearing Research, 47, 924-943. (Also includes two responses to the article)

- 4) van Kleeck, A. (1998). Preliteracy domains and stages: Laying foundations for beginning reading. *Journal of Childhood Communication Development*, 20 (1), 33-51

** Readings have been put on reserve under their respective titles in the folder “Nathani-CMSD 6540: Required Readings” in OIT. Additional readings may be assigned during the semester.**

Optional Readings

- 1) American Speech-Language-Hearing Association. (2006). *Knowledge and skills needed by speech-language pathologists for diagnosis, assessment, and treatment for autism spectrum disorders across the life span*. Available from <http://www.asha.org/members/deskref-journal/deskref/default>

Course Requirements

Language sample analysis	15% of grade
Presentation & Annotation	10% of grade
Exam 1	25% of grade
Exam 2	25% of grade
Exam 3	25% of grade

See Details of Course Requirements on WebCT and Schedule of Due Dates on the Course Outline below.

Class Policies

- Attendance and class participation at all lectures is expected. *You are responsible for getting copies of class notes, handouts, etc. that were presented on any day you were absent.* Please be prepared for class, participate in class discussions consistently, and show professional respect for yourself, your peers, and instructors. Please refer to the “Minimal Expectations” handout provided at the orientation. These minimal expectations are not explicitly graded but the instructor reserves the right to lower your course grade if you are consistently late, absent, unprepared, or otherwise inappropriate.
- Please turn off cell phones and beepers. If you know you may need to be reached in an emergency, please turn your cellphone to vibrate mode and leave the classroom to answer the call.
- The University of Georgia’s Policy on Academic Honesty will be STRICTLY followed for this course. In summary, the policy states that, “All academic work must meet the standards contained in a ‘A Culture of Honesty.’ All students are responsible for informing themselves about those standards before performing any academic work.” The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. While you are encouraged to talk with your peers, anything you turn in to me for course credit should be yours and your work alone. Please familiarize yourself with the UGA Academic Honesty Policy including plagiarism at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

- All written assignments and projects, including tests, should include appropriate citations, even if the material is from the Web. Direct quotations, if used, should be placed in quotation marks. Please refer to the Publication Manual of the American Psychological Association, Fifth Edition, 2001, for specific guidelines on referencing and the CMSD handout: *Is it or is it not plagiarism*, provided at the graduate student orientation.
- Make-up exams will only be given in cases of documented illnesses and/or emergencies, and are at the discretion of the instructor. The make-up exams must be taken within one week of the exam. In case you are suddenly ill or have an emergency, please let me know your status within 48 hours of the missed exam date by e-mail or in person. Any notification after the 48-hour period will not be accepted and you will not be able to make up the missed exam.
- Please refer to your current student bulletin and the Spring 2007 Schedule of Classes for details about drop/add, course withdrawal policies and procedures, and any other general UGA academic policies.
http://www.reg.uga.edu/or.nsf/preview/Academic_Calendar_06-07
- **No extra credit** assignments will be given.
- “The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.” (UGA disclaimer)
- The following **tentative** grading scheme will be employed to determine final grades:

▪ 89.445-100	A
▪ 86.445-89.444	B+
▪ 79.445-86.444	B
▪ 76.445-79.444	C+
▪ 69.445-76.444	C
▪ 59.445-69.444	D
▪ 59.444 and below	F
- Note. Students with documented special needs or disabilities, please see me during the first two weeks of the semester to discuss and plan the necessary modifications.

Tips for Success

Review notes from your undergraduate language development and language science (or linguistics if you have not taken a language science class) classes.

No cookbook approach is available for the assessment and treatment of language disorders. Keep in mind that each client is unique.

Start early on each portion of the language sampling project. Thoughtful sample analysis and interpretation take time especially the first time around.

Form study groups and work to support each other’s learning.

Review the readings and the notes from WebCT prior to class if available.

Visit my office hours if you are confused or need further explanations. DON'T WAIT.

Study your materials a little everyday. Spend time reviewing past material before tackling new information.

Relate new information as much as possible to something you've already learned.

Use flashcards and real-word analogies to facilitate learning.

Useful Resources

- Division of Academic Enhancement: <http://www.uga.edu/dae/>
- Writing Center: <http://www.english.uga.edu/writingcenter/>
- Counseling and Psychiatric Services: <http://www.uhs.uga.edu/CAPS/>

Course Evaluation

Two evaluations of the course will be conducted, one around midterm and one before the final exam. The midterm evaluations are only seen by me and provide me with feedback on what is working for you in the course and what aspects need to be improved. This feedback is valuable because it allows me to make ongoing changes to the course, as needed and as possible. The final evaluations are seen by our department head, my colleagues, and me. It enables all of us to find out how the course worked out and how well it fit within the curriculum thereby providing valuable feedback for any potential future changes to the course and curriculum.

Course Outline (may be modified as needed)

DATE	TOPIC	READING*
January 9, 11	Course Overview, Models	Ch. 1 Paul
January 16, 18	Models, Language sample	Ch. 1 Paul, Retherford text Ch. 1 (pg. 13-34) & Ch. 2
January 23, 25	Principles of Assessment	Ch. 2 Paul
January 30 , Feb 1	Part 1 of project due (semantics), Principles of Intervention	Ch. 3 Paul
February 6, 8	Language Sample, Make-up class	Retherford text Ch. 3 (pg. 97-118), Ch. 1-3 Paul
February 13 , 15	Exam 1 , Special Populations	Ch. 1-3 Paul
February 20 , 22	Part 2 of project due (morphology), Special Populations	Ch. 4 Paul
February 27, March 1	Language Sample, Special Populations	Retherford text Ch. 3 (pg. 119-164), Ch. 4 Paul
March 6, 8	Prelinguistic Ax and Ix	Ch. 6 Paul
March 12-16	**Spring Break**	Have Fun in the Sun!!
March 20 , 22	Part 3 of project due (syntax), Prelinguistic Ax and Ix	Ch. 6 Paul
March 27 , 29	Exam 2 , Language Sample	Retherford text Ch. 4
April 3, 5	Emerging Ax and Ix	Ch. 7 Paul
April 10 , 12	Part 4 of project due (pragmatics), Emerging Ax and Ix	Ch. 7 Paul
April 17, 19	Language Sample, Ax of Developing Language	Retherford text Ch. 1-4, Ch. 8 Paul
April 24 , 26	Ix for Developing Language, Final Part 5 of project due (report)	Ch. 9 Paul
May 3 , 3:30-6:30 p.m.	Final Exam	

- Bilingualism, dialectal considerations, and multicultural issues will be covered in Dr. Chen's class (CMSD 6640)
- Bolded dates represent dates of exams or when parts of the language sampling project are due.