



CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Health and Human Services - Department of Speech- Language Pathology

Spring 2020

SLP 662 Seminar in School-Age Language Disorders: Grade 1 through High School.

I. General Information

Meeting Times	Wednesdays: 9am-11:45am
Instructor	Alaine Ocampo, Ph.D., CCC-SLP
Class Location	LAB-114
Course Classification	C-5
Office Location	LAB-131
Office Hours	Wednesdays 12:30-1:30pm; Thursdays 11am – 12pm. (Available by in-person or virtual appointments as well --**PLEASE send email to Alaine.ocampo@csulb.edu confirm your date/time)
Telephone	Office number: (562) 985-5282
E-mail	Alaine.ocampo@csulb.edu Emailing is definitely the most efficient way to communicate with me outside of class. I will reply to emails sent to this address typically within a 48- hour time period. <i>I may be unavailable to answer emails from Saturday morning until Monday at 8:00 a.m., except in the case of an emergency or a non-emergency, yet serious situation.</i> Please include the following: <ul style="list-style-type: none">❖ Your name❖ A useful subject line (include CD 662)❖ How you would like me to respond (email or phone)

II. Catalog Description

CD 662. Seminar in School-Age Language Disorders: Grade 1 through High School. The components of spoken and written communication and language are examined in children and adolescents with diverse, academically-based language learning disabilities. Major approaches to literacy and curricular-based intervention are explored.

III. Expected Student Learning Outcomes

- (1) Discuss the continuum of language learning and disorders with a focus on *specific language disorders (SLI)* from Grade 1 to High School;
- (2) Explain why clinicians make certain intervention (and assessment) choices within the context of some of the myths that persist in language intervention and daily practice
- (3) Demonstrate knowledge of the connections between and among spoken and written language development and disorders, linguistic and metalinguistic layers of language development, and cognitive and executive functions;
- (4) Demonstrate an understanding of the commonalities that exist among children, adolescents, and young adults who are labeled language disordered, learning disabled, reading disabled, and dyslexic, among other clinical and educational categories;
- (5) Apply advanced principles and procedures for developing literacy and curricular-focused intervention plans for children, adolescents and young adults with language learning disabilities across age levels and contexts;
- (6) Articulate the professional challenges facing speech-language pathologists and their ever-evolving roles post the new millennium

IV. Topics addressed in this course apply to the following portions of the ASHA Certificate of Clinical Competence (CCC):

Knowledge Outcomes:

1. Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing.
2. Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

3. Standard IV-G: The candidate must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice and ASHA practice policies and guidelines.

Skills Outcomes:

1. Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
 - a. The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.
2. Standard V-B: The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
 - a. Evaluation
 - i. Conduct screening and prevention procedures (including prevention activities).
 - ii. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - iii. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - iv. Adapt evaluation procedures to meet client/patient needs.
 - v. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - vi. Complete administrative and reporting functions necessary to support evaluation.
 - vii. Refer clients/patients for appropriate services.
 - viii. Intervention
 - ix. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - x. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - xi. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - xii. Measure and evaluate clients'/patients' performance and progress.
 - xiii. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - xiv. Complete administrative and reporting functions necessary to support intervention.
 - xv. Identify and refer clients/patients for services as appropriate.
 - xvi. Interaction and Personal Qualities
 - xvii. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- xviii. Collaborate with other professionals in case management.
- xix. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- xx. Adhere to the ASHA Code of Ethics and behave professionally.

b. These experiences should allow students to:

- i. Interpret, integrate, and synthesize core concepts and knowledge;
- ii. Demonstrate appropriate professional and clinical skills; and
- iii. Incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Also addressed are the following standards for the Speech-Language Pathology Services in the schools according to the CTC credentialing standards:

1. SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition:

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

2. SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders:

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

3. SLP Standard 4: Assessment of Speech and Language Disorders:

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of PSC 2I-17 September-October 2010 interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

4. SLP Standard 5: Management of Speech and Language Disorders:

Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

5. SLP Standard 7: Consultation and Collaboration:

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

Speech-Language Pathology Competencies and Standards

American Speech-Language-Hearing Association (ASHA) CAA competencies, CFCC standards and California Commission on Teacher Credentialing (CCTC) Standards addressed in SLP 662

SLO	ASHA CAA Competencies	ASHA CFCC Standards	CCTC Standards	Learning Activities	Evaluation Method
SLO 1	3.1.1B 3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 1,2	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Mid-Term, Final Project, and Grading Rubrics
SLO 2	3.1.2B 3.1.6B	Standard IV-B	SLP Standard 1,2	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Mid-Term, Final Project, and Grading Rubrics
SLO 3	3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 2,3	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Mid-Term, Final Project, and Grading Rubrics
SLO 4	3.1.4B	Standard IV-D	General Standard 2,5 SLP Standard 4	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Mid-Term, Final Project, and Grading Rubrics
SLO 5	3.1.1B 3.1.3B 3.1.4B 3.1.5B 3.1.6B	Standard IV-C Standard IV-D Standard IV-E Standard IV-F	General Standard 2,5 SLP Standard 4,5	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Mid-Term, Final Project, and Grading Rubrics
SLO 6	3.1.5B	Standard IV-D	SLP Standard 5	Case reports; Midterm Assignments; class discussions	Mid-Term, Final Project, and Grading Rubrics

Links:

For detailed information, please visit

- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology:
<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- CCTC SLP standards: http://www.sisu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf

V. Required Textbooks:

- 1) Ukrainetz, T. A. (2015). School-Age Language Intervention: Evidence-Based Practices. Austin, TX: Pro Ed Inc.
- See list of scholarly journal articles on Beachboard or Library Reserve for additional required reading.

Note: It is expected that students will read the required readings PRIOR to class. This will provide a foundation of knowledge, which will allow students to better understand the lecture and ask relevant questions. Additional required readings will be posted on Beachboard.

Recommended:

Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (2016). Handbook of Language and Literacy: Development and Disorders (2nd Ed.). New York, NY: Guilford Press.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Strunk, W. & White, E.B. (1999). *Elements of Style* (4th Edition). Pearson Education.

Additional Recommended Reading/Books:

Wallach, G. P. (2008). Language intervention for school-age students: Setting goals for academic success. St Louis, MO: Mosby/Elsevier.

Catts, H. W. & Kamhi, A. G. (2012) (Eds.). Language and reading disabilities. 3rd edition. Boston, MA: Allyn & Bacon.

DeKemel, K. (2003). Intervention in language arts: A practical guide for speech-language pathologists. St Louis, MO: Mosby/Elsevier.

VI. Required Materials:

Students are expected to bring:

1. A dry erase marker to participate in lectures
2. One blue book to respond to in-class writing assignments

VII. Important Links:

Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents: <https://www.asha.org/policy/PS2001-00104/>

Practice Portal: Spoken Language Disorders:

<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935327§ion=Treatment>

Evidence Maps: Spoken Language Disorders:

<http://www.asha.org/EvidenceMapLanding.aspx?id=8589936594&recentarticles=false&year=undefined&tab=allTab&filters=/8589935906/8589936594/8589936595/8589936599/>

VIII. Readings and Participation

Attendance and participation are expected for all class sessions. To fully benefit in class session and / or topic of discussion, students **ARE EXPECTED** to have read the material indicated on the spring 2020 outline/schedule below **prior** to each class

***Course Outline for spring 2020** (*topics/due dates may vary based on discretion of instructor)

Date Wednesdays	Topic(s)	Required Readings and/or Assignment Due (Articles via BeachBoard unless otherwise specified)
1/22/2020 Week 1	-Introduction & Review of Course Syllabus Underlying language principles: Theories of language acquisition' Review of course content and assignments; Define an annotated bibliography and explain its use in the class; Define language	1. Article/s: a. Lahey, M. (1990). Who shall be called language disordered? Some reflections and one perspective. <i>Journal of Speech & Hearing Language Disorders</i> , 55, 612-620. b. Kamhi, A.G. (2004). A meme's eye view of speech-language pathology. <i>LSHSS</i> , 35, 105-111
1/29/2020 Week 2	Innovative language intervention at school-age levels: What it takes to get there a) Discuss paradigms of language intervention (level of focus; skill and task structure) b) Underlying language principal: Inter-related development of language across linguistic domains	Ukrainetz (2015) textbook: Chapter 2: The Foundations of Language Intervention: Theory and Research (p. 41-57) Article/s for Class Discussion: <i>(highlight means it is also a requirement for Annotated Bibliography assignment)</i> Article #1: Kahmi, A. G. (2014). Improving clinical practices for children with language and learning disorders. <i>Language, Speech, and Hearing Services in the Schools</i> , 45, 92-103. Article #2: Gillam, S. L., & Gillam, R. B. (2014). Improving Clinical Services: Be Aware of Fuzzy Connections Between Principles and Strategies. <i>Language, Speech, and Hearing in Schools</i> , 45, 137-144
2/5/2020 Week 3	Underlying language principal: The relationship of vocabulary to other language-based skills; Assessment and Treatment - Approaches to building vocabulary and how to identify appropriate targets	Ukrainetz textbook: Chapter 3: Contextualized Skill Intervention Framework: The Whole and the Parts Chapter 7: Promoting Diverse and Deep Vocabulary Development. Article #3: Catts & Hogan (2003). Language Basis of Reading Disabilities and Implications for Early Identification and

	<p>-Common Core State Standards (CCSS): What are they and what is their importance for SLPs?</p> <p>-How do we determine and write Goals for students? (re-current theme throughout semester)</p>	<p><i>Remediation, Special Education and Communication Disorders Faculty Publications, 36.</i></p>
2/12/2020 Week 4	<p>Underlying language principal: The relationship between language development and literacy skills</p> <p>Differentiating between SLI and a reading disability</p> <p>Consequences for SLI and reading disability across the educational span</p>	<p>Ukrainetz textbook:</p> <p>Chapter 5: Sorting the Learning Disorders: Language Impairment and Reading</p> <p>Chapter 15: Improving Reading Comprehension: More Than Basics</p> <p>Article #4: Gillam, S. L., Olszewski, A., Fargo, J., & Gillam, R. (2014). Classroom-based narrative and vocabulary instruction: Results of an early-stage, non-randomized comparison study. <i>Language, Speech, and Hearing Services in the Schools, 45</i>, 204-219.</p> <p>**Assignment Due Today: via DropBox by 9am Turn in 1st segment of annotated bibliography (Articles #1, 2, 3)</p>
2/19/2020 Week 5	<p>Underlying language principal: Linguistic factors that support the development of syntax;</p> <p>The relationships between morphology and semantics and vocabulary</p>	<p>Ukrainetz textbook:</p> <p>Chapter 8: The Place of Syntax in School-Age Language Assessment and Intervention.</p> <p>Chapter 10: Informational Discourse: Teaching the Main Concepts of Schooling</p> <p>Article #5: Fey, M. E., Long, S. H., & Finestack, L. H. (2003). Ten principles of grammar facilitation for children with specific language impairments. <i>American Journal of Speech-Language Pathology, 12</i>(1), 3-15.</p>
2/26/2020 Week 6	<p>The Continuum of Language Disorders & Learning Disabilities</p> <p>Definitional & Eligibility Issues</p>	<p>Ukrainetz textbook:</p> <p>Continue / Finish Chapters 8 and 10</p> <p>Article #6: Sun, L., & Wallach, G. P. (2014). Language disorders are learning disabilities: Challenges on the divergent and diverse paths to language learning disability. <i>Topics in Language Disorders, 34</i>(1), 25-38.</p> <p>Links: -ASHA. (2002). <i>Knowledge and skills needed by speech-language pathologists with respect to reading and writing in children and adolescents [Knowledge and Skills]</i>. Available from www.asha.org/policy -ASHA. <i>Disorders of reading and writing [Clinical Topics]</i>. Available from http://www.asha.org/Practice-Portal/Clinical-Topics/Written-Language-Disorders/Disorders-of-Reading-and-Writing/</p>

3/4/2020 Week 7	<p>Underlying language principal: The stages of language development and how they are revealed in narrative structure</p> <ul style="list-style-type: none"> -Narrative structure (Types of narratives) -Discussion of expository texts and intervention used <p style="margin-left: 20px;">➤ Prepare for upcoming mid-term (Discussion of midterm format and definition of components)</p>	<p>Ukrainetz textbook: Chapter 9: Telling a Good Story: Teaching the Structure of Narrative</p> <p>Article #7: Sun, L., & Nippold, M. A. (2012). Narrative writing in children and adolescents: Examining the literate lexicon. <i>Language, Speech, and Hearing in Schools</i>, 43, 2-13.</p> <p>Assignment Due Today: via DropBox by 9am Turn in 2nd segment of annotated bibliography (Articles #4,5,6---can be added to first document since it is a cumulative assignment)</p>
3/11/2020 Week 8	Midterm Assignment	Please bring laptops
3/18/2020 Week 9	<p>Underlying language principal: Risk factors in language development; Identification of at-risk populations; What is the role of the SLP in approaching children at-risk?; Begin: The relationship between literacy development and functional language</p>	<p>Ukrainetz textbook: Chapter 11: Playing the Classroom Game: Supporting Students Who are Environmentally at Risk</p> <p>Article #8: Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? <i>Topics in Language Disorders</i>, 3(1), 7-18.</p> <p>Article #9: Ehren, B. J., Murza, K. A., & Malani, M. D. (2012). Disciplinary literacy from a speech-language pathologist's perspective. 32(1), 85-98.</p> <p>Article #10: YOUR CHOICE for last article (---can choose from Reading list or Contact instructor for approval if you want a different article as long it is related to school-age language disorders)</p>
3/25/2020 Week 10	<p>Underlying language principal: The relationship between literacy development and functional language - Vocabulary Development; Reading Impairments; Vocabulary Development</p>	<p>Disciplinary Literacy: Hand-outs provided by Instructor</p> <p>**Assignment Due Today: Outline of Key Points for Final Presentation (see template) -Each group provides 1-page (hard copy to Dr. Ocampo) (<i>Credit/No Credit Grade; Missing assignment will result in a loss of 3 points from In-Class Activity Points category</i>)</p>
4/1/2020 Week 11	Happy Spring Break! ☺	
4/8/2020 Week 12	<p>Continue: Underlying language principal: The relationship between literacy development and functional language; Integrating concepts related to Assessment and Treatment</p>	<p>Ukrainetz textbook: (Make sure you have notes of Key Points from Chapters assigned)</p> <p>In-Class Application Activity: Practice Case Scenario write-up</p>

		<p>**Assignment Due Today: via DropBox (deadline extended to Friday 4/10/20 at 6pm)</p> <p>Turn in 3rd and <u>FINAL/Cumulative</u> segment of annotated bibliography</p> <p>(Articles #7,8,9,10---can be added to first document since it is a cumulative assignment; so Articles #1-10 in one document)</p>
4/15/2020 Week 13	Continue: Underlying language principal: The relationship between literacy development and functional language; Integrating concepts related to Assessment and Treatment	<p>Ukrainetz Chapter 16: The Final Frontier: High School and College Students with Reading Disorders</p> <p>**Required Assignment: In – Class Case Scenario (written) Please bring laptops and hardcopy of Annotated Bibliography to reference for Case Study Scenario</p>
4/22/2020 Week 14	Advanced Principles & Procedures <u>(Continued)</u> a) Summary: Integration & inference abilities refined b) Macro levels: Connected discourse components c) Micro levels: Word finding & retrieval aspects of language disorders d) Micro level: Syntactic & phonological analysis components	<p>Readings: Catch up on all required readings as well as supplemental reading assignments needed for final project</p> <p>-“Back to the Field: Pulling the Missing Pieces together” (Hand-out provided by instructor)</p> <p>-What does Macro and Micro mean in terms of Assessment and Therapy?</p>
4/29/2020 Week 15	Multiple Literacies: Spoken & written language integrated from the beginning: Content & structure knowledge: Executive functioning and more writing and <i>the changing roles of SLP</i>	“Back to the Field: Pulling the Missing Pieces Together” (continued)...and review of myths or top 5 tips for working in field
5/6/2020 Week 16	Begin: Final Project Presentations (Total of 6 Groups)	Group #1 (Refer to topic sign-up sheet for group members) Group #2 Group #3, Group #4
5/11/2020 MONDAY!	<p>*Note: Day & Time change: MONDAY, 5/11/2020 from 2:45pm – 4:45pm</p> <p>*MANDATORY FINAL MEETING/FINAL EXAMINATION PRESENTATIONS (cont'd)</p> <p>Group #5 and Group #6</p>	

[*thank you to Dr. Gerry Wallach and Margaret Vento-Wilson for their support in composing this outline]

IX. Methods of Instruction

- A. Lecture (SLO #'s 1-6)
- B. Discussion (SLO #'s 1-6)
- C. Case Studies (SLO #'s 2, 5, & 6)
- D. Demonstrations & Role Playing (SLO #'s 2, 3, & 5)
- E. Analyses of Selected Clinical & Educational Problems (SLO #'s 1-6)

Methods of Evaluation (I=Individual; G=Group)	Student Learning Outcomes	Point Value	% of course grade	Date Scheduled or Due
A. Reflective writing and/or Assessment in-class activities (I & G)	1-6	140 (10 points x 14 weeks)	15%	Weekly throughout the semester
B. Cumulative Annotative Bibliography (I)	1-6	75	20%	Cumulative (beginning week 2 with specific due dates)
C. Midterm (I)	1-6	75	25%	Week 8
E. In-Class Case Study/Scenario (I)	1-6	30	20%	Tentative 4/15/20
F. Final Projects: (G)	1-6	100	20%	5/6/20 and 5/11/20

X. Grade Assignment

Grades are distributed as follows: (1) **90-100% = A**; (2) **89.9-80% = B**; (3) **79.9-70% = C**; (4) **69.9-60% = D**; (5) Below **60 = F**.

Please see the CSULB 2017-2018 catalogue for additional description of grades from A - F

Note: Failure to complete any one of the above course requirements will result in a failing grade for this course

➤ **CD 662 Seminar REQUIREMENTS DETAILED:** All graduate students in CD 662 are required to complete each of the following assignments for Spring 2020:

**The Instructor reserves the right to adjust a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for graduate grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.*

Weekly Quick Writes/Assessment in-class activities: For this assignment, students will respond to an in-class prompt covering that week's readings in the text or journal article. The quick write will take place in the first portion of the class and should take no more than 10 minutes. The assignment must include specific references to the readings, such as a quote or direct connection that ties the prompt to the readings. The quick- write will be turned in immediately upon completion and will be returned the following week. Related "assessment/reflection" activities can also include: a) group discussion activities;

b) informal presentations; or c) language sample analysis activities. ***As indicated above, no late assignments will be accepted without a University "excused" absence.***

In-Class Case Study/Scenario Students will be provided with a prompt/specific “case”. Written responses will require students to integrate, organize and interpret the information presented in class, reading assignments and class discussions.

A grading rubric will be provided on a separate document.

Annotated Bibliography: For this assignment, students will develop and maintain an annotated bibliography covering the assigned journal articles. This assignment is cumulative and will be turned in multiple times throughout the semester as noted in the syllabus. ***As indicated above, no late assignments will be accepted without a University "excused" absence.***

Midterm In-Class Assignment: *Laptop or tablet required. A written response will be required.* Access to printed annotated bibliography or resources will be allowed. ***As indicated above, no make-up exams will be provided without a University "excused" absence.***

Final Project: This assignment may take the form of a proposed research project **OR** the creation of a clinical tool or program (e.g., a new and innovative language test, a school-based curricular-based presentation for teachers, a “goal bank” for Grades 1-8; or high school, etc.) The intent is to encourage students to create a research design or tool they may use in clinic and beyond with an understanding of the role of Speech-Language Pathologists (SLPs). (We are *not* looking for pamphlets for SLPs, teachers, or parents. The project should show in-depth coverage of the topic/area.) (*Group Project*). Detailed requirements and a grading rubric will be provided in a separate hand-out.

Course and University Policies:

I. Course Policies

Extended or Multiple Absences

Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

Alternative Assignments

In circumstances where a specific assignment, activity, quiz, or exam cannot reasonably be made up, it is the instructor’s option to assign alternative work.

Assignments, Exam Dates, Point Values

It is unlikely that the dates of various assignments, exams, or their point values will change. It is possible, however, that adjustments in the course schedule or the course assignments may be necessary. Students will be notified about changes, if any, and whenever possible, students will be consulted in advance about any changes. All exam papers will be retained by the professor. Examinations and other assignments may be returned to the student for review and then re-collected the same day and stored. Students are also welcome to review papers and/or exams during office hour appointments.

II. University/College-wide Policies

A. Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

B. Statement of Accessibility

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) located at SSC, Room 110; Contact information is as follows - **Phone:** (562) 985-5401; **E-mail:** bmac@csulb.edu

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

C. Cheating and Plagiarism (CSULB Catalog,

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed

by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

"One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion."

D. Attendance Policy:

The instructor may withdraw students who fail to attend class during the first week of the semester. The attendance policy for this course is described as follows:

Attendance is mandatory in order to complete and receive credit for in-class assignments. No make-up points will be given for missed assignments.

Prompt attendance is not only expected but required at all class periods. More than 3 unexcused absences (which is more than 20% of the total class periods) may constitute an automatic F. Students arriving more than 10 minutes after the start of class will be considered absent. Please note that three tardies will equal one absence.

- A. The instructor may take attendance from randomly selected classes. You cannot earn or make-up the points from in-class assignments if you're absent.
- B. Late papers may be accepted with official documents only (e.g., a doctor's note; a jury summons, etc.). The late paper must be turned in within a week of the due date of the assignment in order to receive a grade. However, 20% deduction from the original score may be given in consideration of fairness to other students.
- C. E. If you miss an in-class activity (e.g., application activity; pop quiz) you will receive a "0" for that class activity.

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student
- B. Death, injury, or serious illness of an immediate family member or the like
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty or government obligation
- E. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

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E. Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

<http://web.csulb.edu/depts/enrollment/registration/details.html#anchor1>

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

F. Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog <http://catalog.csulb.edu/content.php?catoid=2&navoid=34>).

referred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

- G. Accommodations for Religious Holidays & Military Service:** Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance, for those established religious observances the instructor should be notified during the first week of instruction.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Social Media Policy

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones, tablets) and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

1. All students are expected to follow the CSULB Social Media Guideline
<http://www.csulb.edu/sites/default/files/groups/marketing-communications/accessibleversionfinalapril2018-jmp.pdf>
2. Per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations

<https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the full HIPAA policy in the Clinical Practicum Handbook. Violation of HIPAA regulations may result in disciplinary action being taken by the University against the student. The SLP Department takes all violations of HIPAA regulations and the Social Media Policy seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program.

3. Students should use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the CSULB and/or the Department of Speech-Language Pathology.

Students should follow the criteria below:

1. No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience. Under no circumstances will a client be photographed without a signed photo release from that individual. Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
2. Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the instructor is explicitly prohibited.
3. Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. However, they also represent the SLP Department, CSULB, and the field of speech language pathology.
4. Students should carefully consider the way they describe the program, clinical assignments, and professional experiences. Respectfulness and professionalism are expected. Use of social media that results or could result in individual or group harm, physical or emotional (e.g. damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated.

Violations of these professional behavior standards will result in the following tiered consequences

1. First occurrence: Student receives a verbal and written warning which is placed in the student's file. Studnet must meet with the graduate program coordinator.
 2. Second occurrence: Student will be reported to the College and University. Consequences of violations will be determined by the Department, College, and University after a full investigation.
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Justification

This course provides students with in depth knowledge of the characteristics, causes, theories, principles, and practices necessary to conduct educationally-focused assessments and develop literacy-based and curricular-focused intervention programs for students with spoken and written language disorders. The course also provides students with an understanding of the continuum of language disorders, the connection between spoken and written language disorders, and the relationship between language ability and academic success. This course is required before students may take a clinical practicum in child language disorders. It is the foundation for the School-based externship in Speech and Language.

In addition, this course is designed to meet the needs of students in the Department of Communicative Disorders who must master this content in order to meet national (ASHA) certification, state (CTC) teaching credential and state licensure (Board of Medical Quality Examiners) requirements in Speech and Language Pathology.

Bibliography

(Complete references appear on a separate page at the end of the outline)

Selected Websites

American Speech-Language-Hearing Association: <http://www.asha.org>; With a special focus on Special Interest Division I (Language Learning & Education)

ASHA Policies: <http://www.asha.org/policy>

California Speech-Language-Hearing Association <http://www.csha.org>

Association for Supervision & Curriculum Development: <http://www.ascd.org>; including exploring websites related to their specific research projects and other websites that provide assessment & intervention ideas (e.g., mapthemind.com).

<http://www.internationalreadingassociation.org>

Selected Journals

*American Journal of Speech and Language Pathology
Applied Psycholinguistics
Communication Disorders Quarterly
Elementary School Journal
Language, Speech, and Hearing Services in Schools
Journal of Adolescent and Adult Literacy
Journal of Applied School Psychology
Journal of Educational Psychology
Journal of Language and Social Psychology
Journal of Learning Disabilities
Journal of Speech, Language, and Hearing Research
Reading Research Quarterly
The Reading Teacher
Topics in Language Disorders*

Additional Bibliography

Please see separate page at the end of the Course Outline

APPENDIX: CD 662 Selected Bibliography (Detail)

[Many “classic” articles are listed here with more current ones. They and are highly recommended especially if they are new or less familiar to students]

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