



CALIFORNIA STATE UNIVERSITY, LONG BEACH  
COLLEGE OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY  
STANDARD COURSE OUTLINE

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### General Information

Course Number:	SLP 662
Title:	Seminar in School-Age Language Disorders: Grade 1 through High School
Units:	3
Semester(s) offered:	Spring 2021
Section/Class Number	01/7967
Location:	On Line
Meeting Time:	Wednesdays, 9:00AM to 11:45AM
Prerequisites:	Admission to Speech-Language Pathology graduate program
Course Classification:	Graduate level
Letter Grade Only	A-F
Modality:	Alternate Modality of Instruction
Responsible faculty:	Margaret Vento-Wilson, Ph.D., CCC-SLP
SCO Prepared by:	Margaret Vento-Wilson, Ph.D., CCC-SLP
Date prepared/revised:	August 23, 2020
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### I. Catalog Description

**SLP 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.

### II. Measurable Student Learning Outcomes (SLO), Evaluation Instruments, and Instructional Strategies for Skill Development

Upon successful completion of this course, students will be able to:

1. Discuss the continuum of language learning and disorders with a focus on *developmental language disorder* 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. Demonstrate an understanding of the connections among functional speech-sound disorders, literacy, and linguistic and dialectical variations and approaches to assessment and intervention in the schools;
7. Articulate the professional challenges facing speech-language pathologists and their ever-evolving roles post the new millennium.

### **III. Speech-Language Pathology Competencies and Standards**

Satisfactory completion of SLP 625 is intended to assist students in meeting the following knowledge and skill sections of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1<sup>st</sup>, 2020. Upon completion, students will meet all of the following standards for ASHA certification as a speech-language pathologist, California licensing requirements for speech-language pathologist, and the requirements of California Commission on Teaching Credentialing for Speech-Language Pathology Services Credential.

Knowledge Outcomes:

*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.

*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.

*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:

*Standard V-A:* The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

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.

*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:

Evaluation

- A. Conduct screening and prevention procedures (including prevention activities).
- B. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- C. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- D. Adapt evaluation procedures to meet client/patient needs.
- E. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- F. Complete administrative and reporting functions necessary to support evaluation.
- G. Refer clients/patients for appropriate services.

## Intervention

- A. 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.
- B. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- C. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- D. Measure and evaluate clients'/patients' performance and progress.
- E. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- F. Complete administrative and reporting functions necessary to support intervention.
- G. Identify and refer clients/patients for services as appropriate.
- H. Interaction and Personal Qualities
- I. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- J. Collaborate with other professionals in case management.
- K. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- L. Adhere to the ASHA Code of Ethics and behave professionally.
- M. These experiences should allow students to:
- N. Interpret, integrate, and synthesize core concepts and knowledge;
- O. Demonstrate appropriate professional and clinical skills; and
- P. 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:

### *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.

*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.

*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.

*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.

*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.

The ASHA CAA Competencies: The CAA operates within a set of core values that are used to guide decisions to ensure excellence in graduate education. Because the CAA has been entrusted to act on behalf of the professions of audiology and speech-language pathology, the Council's actions and decisions must be credible and trustworthy. Members of the CAA, in conducting the business of accreditation of academic programs, act with:

- a. Honesty and integrity,
- b. Accountability,
- c. Fairness and validity,
- d. Clarity and consistency,
- e. Recognition of the role of creativity and innovation in meeting the established accreditation standards.

**CAA Standard 3.0B Curriculum in Speech-Language Pathology**

SLO	ASHA CAA Competencies	ASHA CFCC Standards	CCTC Standards	Learning Activities	Evaluation Method
SLO 1	3.1.1 B 3.1.2 B 3.1.3 B	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 3.1.6 B	Standard IV-B	SLP Standard 1,2		
SLO 3	3.1.2 B 3.1.3 B	Standard IV-B Standard IV-C	SLP Standard 2, 3		
SLO 4	3.1.4B	Standard IV-D	General Standard 2,5 SLP Standard 4		
SLO 5	3.1.1B 3.1.3 B 3.1.4 B 3.1.5 B 3.1.6 B	Standard IV-C Standard IV-D Standard IV-E Standard IV-F	General Standard 2,5 SLP Standard 4,5		

SLO	ASHA CAA Competencies	ASHA CFCC Standards	CCTC Standards	Learning Activities	Evaluation Method
SLO 6	3.1.5B	Standard IV-D	SLP Standard 5		
SLO 7	3.1.5B	Standard IV-D	SLP Standard 5		

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/#4>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- California Commission on Teacher Credentialing: <https://www.ctc.ca.gov>



#### IV. Course Modality

This course will be presented in the following modalities:

1. Alternate Modality of Instruction: Electronic-based interaction, such as lecture, discussion, demonstration, and exchange of materials as the primary method of communication.
2. I will communicate with you via electronic-based lectures and office hours, and via email. It is expected that students will communicate with each as needed and as appropriate to the task.
3. Students are expected to turn in assignments as indicated in the weekly schedule. These assignments will be graded as stated in the rubric.
4. Assignments turned in through online methods will be monitored for timeliness and assignment compliance.
5. Students are expected to demonstrate respect for themselves, their student peers, the instructor, and the department personnel in all their on-line activity. Violations will be reported to the Speech-Language Pathology department chair.
6. Students are expected to be able to navigate a word processing program, the Beachboard portal, and the library database for research. Technical support for Beachboard can be reached at 562/985-4959 or at [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu). Technical support for library research can be reached at 562/985-4672.
7. In the event of technical breakdowns, students may turn in assignments via an alternate portal, such as email, or by providing a paper copy of the assignment to the department on a due date agreed upon by the professor and the class.
8. Unless otherwise specified in the weekly calendar, class meetings will take place via alternate modality of instruction.
9. Academic honesty will be enforced strictly. Any violation from defined honest practices will be dealt with according to University policies.

#### V. Methods of Instruction

**Lecture:** Lecture is used to present basic information about the topic, the basic concepts, principles, facts, or theories and elaboration of these.

**Discussions:** Discussions are encouraged through the probing of questions and answers between teacher and students to enable critical thinking relative to cognitive, affective, and psychomotor domains.

**Multi-media presentations:** Lectures are presented through overheads or power point presentations using the computer laptop and LCD. Course handouts, illustrations, course packet materials and study guides, and videos illustrating topics on health education and the profession.

**Small group discussions:** Small group discussions are encouraged in the form of exercises that utilize critical thinking and analysis, synthesis, or evaluation of facts, situations, or cases. In some cases, the students will break up into small groups and present as resident “experts” on the topic.

**Group activities:** Small group activities include exercises that encourage students to apply theory to practice as well as develop analytical, problem solving and decision-making skills that influence their thinking, attitudes, and behaviors.

**Student group presentations:** Students may be required to develop a presentation on a topic related to the field of speech language pathology.

## VI. Extent and Nature of Technology Use

- a. Lectures utilize PowerPoint: Wireless internet access in all classrooms for use D2L and other internet resources are required for small group projects; online library searches for journal resources for additional course related assignments and presentations; and word processing to complete their papers.
- b. Course Compliance: All course curriculums will be designed to be compliant with ADA requirements.
- c. The course is a large lecture format; however, class discussion on clinical cases and treatment videos will be utilized to enhance active learning in this classroom environment. Video presentation may be used since speech-language pathology is a profession of acquiring and *applying scientific* and practical knowledge, which requires both content knowledge and clinical experience and judgment. Assessment and treatment videos may be used to provide students an idea of actual clinical work and an opportunity of connecting theory and knowledge to clinical practice. Students will also be required to access Beachboard to obtain supplemental materials for the class and to discuss important and relevant issues outside of the classroom to facilitate learning. In addition, PowerPoint may be used along with traditional lecture to augment learning outcomes.
- d. Students are expected to use a word processing program for written assignments, unless otherwise specified.

### Specific Technology Requirements and Skills for this Course

AMI instruction requires students to have access to the following minimum hardware and software. (Information about supported web browsers will be provided in your student orientation.)

- Windows users: Windows 10, Windows 8, Windows 7.
- Mac users: Mac OS 10.10, Mac OS 10.9, Mac OS 10.8.

Students will need speakers and a headset, plus headphones and a microphone.

## VII. Text(s) and Other Required Materials

### Required:

Bauman-Waengler, J. (2020). *Articulation and phonology in speech sound disorders*. United Kingdom: Pearson Publishers.

Ukrainetz, T. A. (2015). *School-age language intervention: evidence-based practices*. Austin, TX: Pro Ed Inc.

Wallach, G. P., & Ocampo, A. (2020). *Language and literacy connections: Intervention for school-age children and adolescents*. Plural + Plus.

See list of scholarly journal articles on the library for additional reading.

Course password: SLP662

***Recommended:***

American Psychological Association. (2019). *Publication Manual of the American Psychological Association*, 7th ed. Washington, DC: American Psychological Association.

Shipley, K. g., & McAfee, J. G. (2016). *Assessment in speech-language pathology: A resource manual* (5<sup>th</sup> or 6<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

**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.

**Recommended Links:**

Intervention Target Areas: <https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/intervention-target-areas/>

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: <https://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/>

Evidence Maps: Spoken Language Disorders:

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

Evidence Maps: Late Language Emergence:

[www.asha.org/EvidenceMapLanding.aspx?id=8589936504&recentarticles=false&year=undefined&tab=all](http://www.asha.org/EvidenceMapLanding.aspx?id=8589936504&recentarticles=false&year=undefined&tab=all)

**Bibliography: Articles**

1. Arias, G., & Frieberg, J. (2017). Bilingual language assessment: Contemporary versus recommended practice in American schools. *Language, Speech, and Hearing in Schools*, 48, 1-15.

2. Cason, J., & Cohn, E. R. (2019). Ethical considerations for client-centered telepractice. *Perspectives of the ASHA Special Interest Groups, 4*, 704-711.
3. Castilla-Earls, A., Bedore, L., Rojas, R., Fabiano-Smith, L., Pruitt-Lord, S., Restrepo, M. A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for dual language learners. *American Journal of Speech-Language Pathology, 29*, 1116-132.
4. Charity Hudley, A. H., Mallinson, C., Sudler, K., & Fama, M. (2018). The sociolinguistically trained speech-language pathologist: Using knowledge of African American English to aid and empower African American Clientele. *Perspectives of the ASHA Special Interest Groups SIG 1, 3*(Part ), 118-131.
5. De Anda, S., Blossom, M., & Abel, A. D. (2020). Cross-morpheme generalization using a complexity approach in school-age children. *Journal of Speech, Language, and Hearing Research, 63*, 3501-3524.
6. Ebert, K. d., & Scott, C. M. (2014). Relationships between narrative language samples and norm-referenced test scores in language assessments of school-age children. *Language, Speech, and Hearing Services in Schools, 45*, 337-350.
7. Ehren, B. J., Murza, K. A., & Malani, M. D. (2012). Disciplinary literacy from a speech-language pathologist's perspective. *Topics in Language Disorders, 32*(1), 85-98.
8. Fey, M. E., Long, S. H., & Finestack, L. H. (2003). Ten principles of grammar facilitation for children with specific language impairment. *American Journal of Speech-Language Pathology, 12*(1), 3-15.

9. Fulcher-Rood, K., Castilla-Earls, A. P., & Higgibotham, J. (2018). School-based speech-language pathologists' perspectives on diagnostic decision making. *American Journal of Speech-Language Pathology, 27*, 796-812.
10. Gierut, J. A. (2007). Phonological complexity and language learnability. *American Journal of Speech-Language Pathology, 16*, 6-17.
11. Green, L., Chance, P., & Stockholm, M. (2019). Implementation and perceptions of classroom-based service delivery: A survey of public school clinicians. *Language, Speech, and Hearing Services in Schools, 50*, 656-672.
12. Kenny, B., Lincoln, M., & Balandin, S. (2010). Experienced speech-language pathologists' responses to ethical dilemmas: An integrated approach to ethical reasoning. *American Journal of Speech-Language Pathology, 19*, 121-134.
13. Krueger, B. (2019). Eligibility and speech sound disorders: Assessment of social impact. *Perspectives of the ASHA Special Interest Groups, 4*, 85-90.
14. Lahey, M. (1990). Who shall be called language disordered? Some reflections and one perspective. *Journal of Speech & Hearing Language Disorders, 55*, 612-620.
15. Meaux, A. B., & Norris, J. A. (2018). Curriculum-based language interventions: What, who, why, where, and how? *Language, Speech, and Hearing Services in Schools, 49*, 165-175.
16. Miller, J. F., Andriacchi, K., & Nockerts, A. (2016). Using spoken language sample analysis to assess spoken language production in adolescents. *Language, Speech Hearing Services in Schools, 47*, 99-112.
17. Parker-McGowan, Q., Chen, M., Reichle, J., Pandit, S., Johnson, L., & Kreibich, S. (2014). Describing treatment intensity in milieu teaching interventions for children with

developmental disabilities: A review. *Language, Speech, and Hearing Services in Schools, 45*, 351-364.

18. Skebo, C. M., Lewis, B. A., Freebairn, L. A., Tag, J., Ciesla, A. A., & Stein, C. M. (2013). Reading skills of students with speech sound disorders at three stages of literacy development. *Language, Speech, and Hearing Services in Schools, 44*, 360-373.
19. St. Clair, M. C. , Forrest, C. L., Yew, S. G. K., & Gibson, J. L. (2019). Early risk factors and emotional difficulties in children at risk of developmental language disorder: A population cohort study. *Journal of Speech, Language, and Hearing Research, 62*, 2750-2771.
20. Sullivan, A. L., & Bal, A. (2013). Disproportionality in special education: Effects of individual and school variables on disability risk. *Exceptional Children, 79*(4), 475-494.
21. Sun, L., & Nippold, M. A. (2012). Narrative writing in children and adolescents: Examining the literate lexicon. *Language, Speech, and Hearing in Schools, 43*, 2-13.
22. Wallach, G. P. & Sun, L. (2014). Language disorders are learning disabilities: Challenges on the divergent and diverse paths to language learning disability. *Topics in Language Disorders, 34*(1), 25-38.

### VIII. Topics to be covered

<b>Module I: Setting the Stage</b>		
<b>An Overview of School-Age Language Disorders</b>		
<i>Week #</i>	<i>Date</i>	<i>Broad Topic</i>
1	01/20/2021	Course introduction
		Overview of the role of the SLP in the schools
2	01/27/2021	Language, language development, and language disorders
		Language and literacy
<b>Module II: Assessment Decisions in School-Age Language Disorders</b>		
<i>Week #</i>	<i>Date</i>	<i>Broad Topic</i>

3	02/03/2021	Key considerations of language assessment measures
		Assessment Psychometrics
4	02/10/2021	Assessment practices across cultural and linguistic diversity
5	02/17/2021	Assessment practices and decisions
6	02/24/2021	Assessment practices and decisions
7	03/03/2021	Assessment
<b>Module III: Intervention Decisions in School-Age Disorders</b>		
<i>Week #</i>	<i>Date</i>	<i>Broad Topic</i>
8	03/10/2021	Key considerations of intervention
		The link between assessment results and intervention decisions
9	03/17/2021	Intervention practices and decisions
10	03/24/2021	Intervention practices and decisions
11	03/31/2021	<i>Spring Break</i>
12	04/07/2021	The link between intervention decisions and goals
13	04/14/2021	Intervention
<b>Module IV: Special Topics in School-Age Language</b>		
<i>Week #</i>	<i>Date</i>	<i>Broad Topic</i>
14	04/21/2021	Special Education
15	04/28/2021	Service delivery
		Caseload management
16	05/05/2021	Vulnerable populations
17	05/12/2021	Final Review and The Road Ahead

*\*Instructor reserves the right to change weekly topic based on demands of the course*

## IX. Course Requirements

*\*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.*

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

Assessment Description:

Assignment	Description
<b>Weekly Reflective Writing Assignment</b>	Students will respond to a prompt related to each week's readings in a 250-word essay with two specific references to the week's readings.
<b>Research Synthesis</b>	Student pairs will identify a scholarly article published within the past 10 years on a specified topic related to school-aged language (with professor approval), locate two related articles (one on assessment and one on intervention), and synthesize the findings into a two-page paper. Students will also lead a 15-minute class discussion on the synthesis.
<b>Annotated Bibliography I</b>	Each student in the groups will turn in an annotated bibliography for five unique articles related to the Group Assessment Project. Students may incorporate one article from the course reference list.
<b>Group Assessment Project</b>	Student groups (max 3 students) will develop an assessment plan for a school-age student. The profile of the student will be developed with the professor. The assessment plan will include selection of assessment measures, rationales for these decisions, and include the five domains of language, and the four modalities of language. Students will summarize the plan in an 8-page paper and participate in a group discussion regarding the plan.
<b>Annotated Bibliography II</b>	Each student in the group will turn in an annotated bibliography for six articles cited in the Group Intervention Project. Students may incorporate one article from the course reference list.
<b>Group Intervention Project</b>	Student groups (max 3 students) will identify an intervention related to school-age language in conjunction with the professor. This project involves a 10-page paper describing the intervention,



Assignment	Description
	the profile of individuals appropriate for the intervention, and theoretical rationales for the intervention. Students will participate in a group discussion of the intervention and demonstrate the intervention.
<b>Annotated Bibliography III</b>	Students will turn in an annotated bibliography of four articles on one of the Special Topics in School-Age Language with approval of the professor. One article may be from the course bibliography. Students will participate in a class discussion on their collection of articles.

Links Between SLOs and Assignments:

→ Assignments ↓ Student Learning Outcomes	Weekly Reflective Writing	Research Synthesis	Group Assessment Project	Group Intervention Project	Annotated Bibs
Discuss the continuum of language learning and disorders with a focus on <i>developmental language disorder</i> from Grade 1 to High School	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓
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;	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓

→ Assignments ↓ Student Learning Outcomes	Weekly Reflective Writing	Research Synthesis	Group Assessment Project	Group Intervention Project	Annotated Bibs
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	✓	✓	✓	✓	✓
Demonstrate an understanding of the connections among functional speech-sound disorders, literacy, and linguistic and dialectical variations and approaches to assessment and intervention in the schools.	✓	✓	✓	✓	✓
Articulate the professional challenges facing speech-language pathologists and their ever-evolving roles post the new millennium	✓	✓	✓	✓	✓

## X. Methods of Evaluating for Grading

1. Weekly Reflective Writing
2. Research Synthesis
3. Group Assessment Project
4. Annotated Bibliography II
5. Intervention Project
6. Annotated Bibliography II

### Course Assessments

<b>*Assessment Description</b>	<b>Link to SLO</b>	<b>Points</b>	<b>% of Course Grade</b>
Weekly Reflective Writing	1-7	70	17.5.0%
Research Synthesis	1-7	40	10.0%
Group Assessment Project	1-7	60	15.0%
Annotated Bib I	1-7	65	16.25%
Group Intervention Project	1-7	60	15.0%
Annotated Bib II	1-7	65	16.25%
Annotated Bib III	1-7	40	10.0%
<b>Total</b>		<b>400</b>	<b>100%</b>
<i>Points Allocation</i>			
<i>Individual Points</i>		280	70.0%
<i>Group Points</i>		120	30.0%

\*Rubrics will be available on beachboard.

Course grades will be issued based on the following criteria:

90-100% “A” - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

80-89.99% “B” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

70-79% “C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

60-69% “D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.

Below 60% “F” - Performance of the student has been such that minimal course requirements have not been met.

## **XI. Course 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**

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 need special consideration for class schedules due to military obligations must notify the instructor at least one week in advance. Students who need special consideration for established religious observances should be notify the instructor during the first week of instruction.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC). BMAC offers a variety of support services such as retention services, case management, disability management, writing assistance and tutoring. You can make an appointment via the front desk at BMAC located at the **Student Success Center, #110**, or by phone at, **562-985-5401** or via our new e-mail address [\*\*BMAC@csulb.edu\*\*](mailto:BMAC@csulb.edu). The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Please ask the instructor if you have any questions.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS 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 DSS 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 DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

### **C. Cheating and Plagiarism**

[http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&urto=search#cheating-and-plagiarism\)](http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&urto=search#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 plagiarisms 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 Options:** 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 faculty 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**

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance>

It is highly recommended that students attend all classes to gain the maximum benefit. There are weekly in-class assignments that will help students prepare for the mid-term and final. If an absence is defined as excused per PS 01-01, students are allowed to make-up missed work. 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:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. 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.)

#### **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://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb>)

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. 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 school director 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.

3. Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction is 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, school director (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.
4. 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:
  - a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
  - b. Withdrawals in terms prior to fall 2009 at CSULB,
  - c. Withdrawals at institutions other than CSULB, and
  - d. 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).
5. Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
  - a. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
  - b. 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**

1. CSULB Statement on Civility and acts of Violence: 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, AY 2015-2016, p. 855).

2. Preferred 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.
3. 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.
4. 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. ***This includes a commitment to maintain established classroom policies against voice and/or video recordings (including photos) unless permitted for ADA accommodations as noted above.***

## G. Electronic Media

1. Any time that a class session is recorded during the COVID-19-related Alternate Modality of Instruction, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
  - Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
  - Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
  - Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
  - If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a non-secure digital platform



### **Zoom Netiquette**

Students **may not record (audio or video)** in this class except in accordance with ADA accommodations approved by the Bob Murphy Access Center (BMAC), which need to be submitted in writing to the instructor according to the BMAC guidelines. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

The section below refers to etiquette with technology while using Zoom. A few things to keep in mind are:

- Dress appropriately as if you were sitting in a face-to-face class.
- While not required, it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face-to-face course. If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintaining active classroom engagement.
- Think about your background – remove items that may be distracting to others, including distracting virtual backgrounds. I suggest sitting in front of a blank wall if you can.
- Speak to the camera and not the screen.
- Raise your hand to speak and don't interrupt others while speaking.
- Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
- Make use of Zoom's chat function.
- Use your full name to identify yourself in Zoom.
- Close any windows or programs open on your device that are unrelated to your meeting.

For further information, please see “Zoom Meetings Best Practices” from California State University, Long Beach at <https://www.csulb.edu/academic-technology-services/instructional-design/zoom-meetings-best-practices>

### **Professor Expectations**

Lectures and all course materials are considered the intellectual property of the professor and may not be used or posted without the express permission of the professor. Further, students must obtain explicit permission of the professor to record a lecture.

If you require additional assistance or need to speak with me outside of class times, my times for my office hours and office location are listed above. Come to my office prepared, with a list of specific questions.

**I am happy to answer questions via e-mail; however, please stay abreast of the readings and course content and plan so that you can contact me with sufficient time to respond. I typically respond to e-mails within 48 hours.**

Letter of recommendation requirements: Students requesting letters of recommendation must have taken at least two courses with me and have received an “A” grade in both classes.

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**Course Outline/Reading Schedule:**

The following course schedule is tentative. The instructor reserves the right to change/modify it at anytime.

**It is expected that the readings listed below will be completed prior to class sessions. I do not simply review what is in the readings. Our class time will be spent highlighting important or difficult concepts, answering your questions about the readings, and extending the content of the readings through videos, demonstrations, etc. IT IS THE STUDENT’S RESPONSIBILITY TO READ AND UNDERSTAND WHAT IS CONTAINED IN THE READINGS. This is why readings are assigned.**

Readings to be completed prior to class meetings	Assignments Due
<i>Module I: Overview of School-Age Language Disorders: Setting the Stage</i>	
<b>Week 1: Jan 20</b> Course introduction and Overview of the role of the SLP in the school-setting	
1. Wallach and Ocampo: a. Chapter 1: Innovative Language Literacy Intervention at School-Age Levels: What It Takes to Get There  2. Ukrainetz: a. Chapter 1: The Groundwork of Practice: Speech-Language Pathology in the Schools	Reflective Writing
<b>Week 2: Jan 27</b> Language, language development, and language disorders and Language and literacy	
1. Wallach and Ocampo: a. Chapter 2: The Continuum of Language Disorders and Learning Disabilities: Definitional and Eligibility Issues  2. Ukrainetz: a. Chapter 4: Speech-Language Services in the Schools: Rules of the Road	Reflective Writing  Research Synthesis 1
<i>Module II: Assessment Decisions in School-Age Language Disorders</i>	
<b>Week 3: Feb 3</b> Key considerations of language assessment measures and	

Readings to be completed prior to class meetings	Assignments Due
<b>Assessment psychometrics</b>	
<ol style="list-style-type: none"> <li>1. Wallach and Ocampo:               <ol style="list-style-type: none"> <li>a. Chapter 3: Integrating Spoken and Written Language: An Eye Toward Becoming Literate</li> </ol> </li> <li>2. Bauman-Waengler:               <ol style="list-style-type: none"> <li>a. Chapter 2: Clinical Framework</li> </ol> </li> <li>3. Article/s:               <ol style="list-style-type: none"> <li>a. Fulcher-Rood, K., Castilla-Earls, A. P., &amp; Higgibotham, J. (2018). School-based speech-language pathologists' perspectives on diagnostic decision making. <i>American Journal of Speech-Language Pathology</i>, 27, 796-812.</li> </ol> </li> </ol>	Reflective Writing  Research Synthesis 2
<b>Week 4: Feb 10</b>	
<b>Assessment practices across cultural and linguistic diversity</b>	
<ol style="list-style-type: none"> <li>1. Wallach and Ocampo:               <ol style="list-style-type: none"> <li>a. Chapter 4: Preliteracy to the Literacies of School: How Curriculum-Relevant Intervention Begins</li> </ol> </li> <li>2. Bauman-Waengler:               <ol style="list-style-type: none"> <li>a. Chapter 7: Diagnosis: Summarizing Data and Classifying Speech Sound Disorders</li> </ol> </li> <li>3. Article/s:               <ol style="list-style-type: none"> <li>a. Arias, G., &amp; Frieberg, J. (2017). Bilingual language assessment: Contemporary versus recommended practice in American schools. <i>Language, Speech, and Hearing in Schools</i>, 48, 1-15.</li> </ol> </li> </ol>	Reflective Writing  Research Synthesis 3
<b>Week 5: Feb 17</b>	
<b>Assessment practices and decisions</b>	
<ol style="list-style-type: none"> <li>1. Ukrainetz:               <ol style="list-style-type: none"> <li>a. Chapter 5: Sorting the Learning Disorders: Language Impairments and Reading Disability</li> </ol> </li> <li>2. Bauman-Waengler:               <ol style="list-style-type: none"> <li>a. Chapter 8: Dialects and English as a Second Language</li> </ol> </li> <li>3. Article/s:               <ol style="list-style-type: none"> <li>a. Wallach, G. P. &amp; Sun, L. (2014). Language disorders are learning disabilities: Challenges on the divergent and diverse paths to language learning disability. <i>Topics in Language Disorders</i>, 34(1), 25-38.</li> </ol> </li> </ol>	Reflective Writing  Research Synthesis 4  Annotated Bib I due
<b>Week 6: Feb 24</b>	

Readings to be completed prior to class meetings	Assignments Due
Assessment practices and decisions	
1. Wallach and Ocampo: <ol style="list-style-type: none"> <li>a. Chapter 5: Exploring Elements of Processing and Comprehension: Getting Beneath the “Tip-of-the-Iceberg” of Symptoms and Intervention Choices</li> </ol> 2. Ukrainetz: <ol style="list-style-type: none"> <li>a. Chapter 6: Another Dimension to the Caseload: Bilingual Learners</li> </ol> 3. Article/s: <ol style="list-style-type: none"> <li>a. Miller, J. F., Andriacchi, K., &amp; Nockerts, A. (2016). Using spoken language sample analysis to assess spoken language production in adolescents. <i>Language, Speech Hearing Services in Schools, 47</i>, 99-112.</li> </ol>	Reflective Writing  Research Synthesis 5
<b>Week 7: Mar 3</b> Assessment	
1. Article/s: <ol style="list-style-type: none"> <li>a. Ebert, K. d., &amp; Scott, C. M. (2014). Relationships between narrative language samples and norm-referenced test scores in language assessments of school-age children. <i>Language, Speech, and Hearing Services in Schools, 45</i>, 337-350.</li> <li>b. Krueger, B. (2019). Eligibility and speech sound disorders: Assessment of social impact. <i>Perspectives of the ASHA Special Interest Groups, 4</i>, 85-90.</li> <li>c. Lahey, M. (1990). Who shall be called language disordered? Some reflections and one perspective. <i>Journal of Speech &amp; Hearing Language Disorders, 55</i>, 612-620.</li> </ol>	Reflective Writing  Group Assessment Project due
<i>Module III: Intervention Decisions in School-Age Language Disorders</i>	
<b>Week 8: Mar 10</b> Key considerations of intervention and The link between assessment results and intervention decisions	
1. Wallach and Ocampo: <ol style="list-style-type: none"> <li>a. Chapter 7: Seeing the World Through Connected Text: Bringing Structure and Content, Macro and Micro Pieces Together (Part 1)</li> </ol> 2. Ukrainetz: <ol style="list-style-type: none"> <li>a. Chapter 2: The Foundations of Language Intervention: Theory and Research</li> </ol> 3. Article/s:	Reflective Writing  Research Synthesis 6

Readings to be completed prior to class meetings	Assignments Due
<p>a. Gierut, J. A. (2007). Phonological complexity and language learnability. <i>American Journal of Speech-Language Pathology</i>, 16, 6-17.</p>	
<p><b>Week 9: Mar 17</b> Intervention practices and decisions</p>	
<p>1. Wallach and Ocampo:  a. Chapter 8: Seeing the World Through Connected Text: Bringing Structure and Content, Macro and Micro Pieces Together (Part 2)</p> <p>2. Ukrainetz:  a. Chapter 3: Contextualized Skill Intervention Framework: The Whole and the Parts</p> <p>3. Article/s:  a. De Anda, S., Blossom, M., &amp; Abel, A. D. (2020). Cross-morpheme generalization using a complexity approach in school-age children. <i>Journal of Speech, Language, and Hearing Research</i>, 63, 3501-3524.</p>	<p>Reflective Writing  Research Synthesis 7</p>
<p><b>Week 10: Mar 24</b> Intervention practices and decisions</p>	
<p>1. Wallach and Ocampo:  a. Chapter 9: Back in the Field: Starting to Pull the Missing Pieces Together</p> <p>2. Bauman-Waengler:  a. Chapter 9: Therapy for Articulation Disorders</p> <p>3. Article/s:  a. Skebo, C. M., Lewis, B. A., Freebairn, L. A., Tag, J., Ciesla, A. A., &amp; Stein, C. M. (2013). Reading skills of students with speech sound disorders at three stages of literacy development. <i>Language, Speech, and Hearing Services in Schools</i>, 44, 360-373.</p>	<p>Reflective Writing  Research Synthesis 8</p>
<p><b>Week 11: Mar 31</b> <b>Spring Break</b></p>	
<p><b>Week 12: Apr 7</b> The link between intervention decisions and goals</p>	
<p>1. Wallach and Ocampo:  a. Chapter 10: The End Becomes a New Beginning: Evaluating Intervention Sessions and Sequences</p> <p>2. Ukrainetz:</p>	<p>Reflective Writing  Research Synthesis 9</p>

Readings to be completed prior to class meetings	Assignments Due
a. Chapter 7: Promoting Diverse and Deep Vocabulary Development 3. Article/s: a. Fey, M. E., Long, S. H., & Finestack, L. H. (2003). Ten principles of grammar facilitation for children with specific language impairment. <i>American Journal of Speech-Language Pathology, 12</i> (1), 3-15. b. Sun, L., & Nippold, M. A. (2012). Narrative writing in children and adolescents: Examining the literate lexicon. <i>Language, Speech, and Hearing in Schools, 43</i> , 2-13.	Annotated Bib II due
<b>Week 13: Apr 14</b> Intervention	
1. Ukrainetz: a. Chapter 8: The Place of Syntax in School-age Language Assessment and Intervention b. Chapter 9: Telling a Good Story: Teaching the Structure of Narrative 2. Article/s: a. Ehren, B. J., Murza, K. A., & Malani, M. D. (2012). Disciplinary literacy from a speech-language pathologist's perspective. <i>Topics in Language Disorders, 32</i> (1), 85-98.	Reflective Writing
<i>Module IV: Special Topics in School-Age Language</i>	
<b>Week 14: Apr 21</b> Special Education	
1. Article/s: a. Castilla-Earls, A., Bedore, L., Rojas, R., Fabiano-Smith, L., Pruitt-Lord, S., Restrepo, M. A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for dual language learners. <i>American Journal of Speech-Language Pathology, 29</i> , 1116-132. b. Charity Hudley, A. H., Mallinson, C., Sudler, K., & Fama, M. (2018). The sociolinguistically trained speech-language pathologist: Using knowledge of African American English to aid and empower African American Clientele. <i>Perspectives of the ASHA Special Interest Groups SIG 1, 3</i> (Part ), 118-131. c. Sullivan, A. L., & Bal, A. (2013). Disproportionality in special education: Effects of individual and school variables on disability risk. <i>Exceptional Children, 79</i> (4), 475-494.	Reflective Writing  Research Synthesis 10  Group Intervention and Project and Demonstration due

Readings to be completed prior to class meetings	Assignments Due
<b>Week 15: Apr 28</b> Service Delivery and Caseload Management	
1. Ukrainetz: a. Chapter 10: Informational Discourse: Teaching the Main Course of Schooling 2. Article/s: a. Green, L., Chance, P., & Stockholm, M. (2019). Implementation and perceptions of classroom-based service delivery: A survey of public school clinicians. <i>Language, Speech, and Hearing Services in Schools, 50</i> , 656-672. b. Parker-McGowan, Q., Chen, M., Reichle, J., Pandit, S., Johnson, L., & Kreibich, S. (2014). Describing treatment intensity in milieu teaching interventions for children with developmental disabilities: A review. <i>Language, Speech, and Hearing Services in Schools, 45</i> , 351-364.	Reflective Writing  Research Synthesis 11
<b>Week 16: May 5</b> Vulnerable populations	
1. Ukrainetz: a. Chapter 11: Playing the Classroom Game: Supporting Students Who Are at Risk 2. Article/s: a. Kenny, B., Lincoln, M., & Balandin, S. (2010). Experienced speech-language pathologists' responses to ethical dilemmas: An integrated approach to ethical reasoning. <i>American Journal of Speech-Language Pathology, 19</i> , 121-134. b. St. Clair, M. C. , Forrest, C. L., Yew, S. G. K., & Gibson, J. L. (2019). Early risk factors and emotional difficulties in children at risk of developmental language disorder: A population cohort study. <i>Journal of Speech, Language, and Hearing Research, 62</i> , 2750-2771.	Reflective Writing  Research Synthesis 12
<b>Week 17: May 12</b> Final Review and The Road Ahead	
1. Ukrainetz: a. Chapter 16: The Final Frontier: High School and College Students with Reading Disorders 2. Article/s:	Reflective Writing  Annotated Bibliography III due



Readings to be completed prior to class meetings	Assignments Due
<ul style="list-style-type: none"><li>a. Meaux, A B., &amp; Norris, J. A. (2018). Curriculum-based language interventions: What, who, why, where, and how? <i>Language, Speech, and Hearing Services in Schools, 49</i>, 165-175.</li><li>b. Cason, J., &amp; Cohn, E. R. (2019). Ethical considerations for client-centered telepractice. <i>Perspectives of the ASHA Special Interest Groups, 4</i>, 704-711.</li></ul>	