Communication Sciences and Disorders (CSD 6300)
Treatment of Child Language Disorders

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Semester: Spring, 2014  Time/Place: Th. 2 – 2:50; Fr. 10 – 11:50  CAC 212
eLearning login: https://uni.edu/elearning/
Office Hours: M T W from 9:30 to 11 a.m.; and Th from 3 to 4 p.m. You are welcome to drop by at other times or to schedule an individual appointment.

Course Objectives

By the end of this course student will be able to:

1. Demonstrate retention of information about basic human communication, including its neurological, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate retention of information about the nature of language, and communication disorders and differences, including etiologies, characteristics, psychological, developmental, and linguistic and cultural correlates.
3. Describe general principles that guide treatment of child language disorders from the prelinguistic period into the school years.
4. Demonstrate knowledge of specific treatment approaches appropriate for children from the prelinguistic period into the school years.
5. Demonstrate knowledge of specific treatment approaches addressing receptive and expressive language, linguistic abilities, and cognitive, and social aspects of communication.
6. Demonstrate knowledge of different models of service delivery, including direct service models, parent training, collaboration and responsiveness to intervention.
7. Apply principles of evidence-based practice in investigating and evaluating treatment approaches for child language disorders.

For students seeking the Certificate of Clinical Competence in Speech-Language Pathology, this course contributes toward completion of Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including receptive and expressive language disorders, cognitive aspects of communication, and social aspects of communication.

Formative Student Outcome Assessments

Throughout the course students will be asked to demonstrate knowledge and skills associated with treatment of language disorders in children in a variety of ways. These demonstrations may include successful completion of a case assignment, performance on examination questions, completion of a group evidence-based practice assignment, and contributions during in-class small group activities. Students who do
not achieve satisfactory performances on these assessments will be required to complete a remediation plan before advancing to future coursework.

**Text**


**Additional Reading**


**Course Requirements**

*Criterion Test*
85% or better on review test (online)

*Course Grade*
- Activity “Show and Tell” (In-class demonstration) 10%
- Mid-term exam 28%
- Case study treatment plan 14%
- EBP assignment (Small Group paper & presentation) 20%
- Final exam 28%

**Course Outline**

| Week #1 | Principles of Language Intervention | McCauley & Fey (2006, ch. 1) |

1 Note: To simplify the syllabus, the assigned readings from your textbook are identified by the editors and chapter. If using APA style, you would cite the authors of each chapter rather than the editors.
1/16 & 1/17 Gillam & Loeb (2010)

Week #2 Prelinguistic Communication McCauley & Fey (2006, ch. 2, pp. 21-29; chs. 3 & 4)
1/23 & 1/24

1/23 Online review test available

Week #3 Early Language McCauley & Fey (2006, chs. 7-8)
1/30 & 1/31 DeThome et al. (2009)

Week #4 Early Language McCauley & Fey (2006, 9-10)
2/6 & 2/7

2/7 Complete online review test

Week #5 Grammatical Intervention Eisenburg (2013); Tyler et al. (2002)
2/13 & 2/14

2/14 Turn in EBP Literature Search

Weeks #6-7 Cognitive and Social Communication Disorders
2/22-3/1

Note: I am a member of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and will be attending the council meeting in Rockville, MD on February 18th through 22nd.
Your class activity for that week will be viewing portions of the DVD *Autism Spectrum Disorders & the SCERTS Model: A Comprehensive Educational Approach* (Prizant, 2004).

Week #8 Review SCERTS Model/DVD Assignment Goldstein et al. (2007)
3/6

Week #8 Mid-term Examination
3/7

Week #9 Functional Communication Training McCauley & Fey (2006, ch. 19)
3/13 & 3/14

3/17 - 3/21 Spring Break

Week #10 Iowa Conference on Communication Disorders
3/27 & 3/28

Week #11 Phonological Awareness Intervention McCauley & Fey (2006, ch. 12)
Week #12  School-Based Intervention and the Common Core  Graner et al. (2005); Troia (2005) Staskowski (2012)
4/10 & 4/11

4/17 & 4/18

Week #14  Vocabulary Instruction  Pullen et al. (2010)
4/24 & 4/25

4/25  Turn in EBP Papers

Week #15  Executive Functions  Gamino et al. (2009) Lee et al. (2012)
5/1 & 5/2

5/2  Case Study Treatment Plans Due

Finals Exams  Sign up for one of the following times:
5/5 - 5/9  Monday, May 5 from 10 to 11:50
           Tuesday, May 6 from 10 to 11:50

Statement about Disability Services

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. Students with disabilities and other special needs may request instructional accommodations through the Office of Disability Services (ODS). In order for a student with a disability to receive special instructional accommodations, he or she must be registered through the Office of Disability Services. Students who wish to register with the ODS should set up a consultation appointment by calling (319) 273-2676 (voice) or (319) 273-3011 (TTY) or by stopping in the office at 103 Student Health Center (Upper Level).

Statement about Academic Ethics

It is expected that student work for this course will be consistent with the University of Northern Iowa Policy on Academic Ethics/Discipline (See below). If you have any questions, access the policy on Academic Ethics on the university website or see me for more information.

The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members.
and service to others.

In order to realize its commitments and values, all members of the UNI community must demonstrate academic integrity and ethical behavior and foster academic integrity and ethical behavior in others. Those who violate UNI’s standards of academic ethics must be held responsible for their misconduct. Those who observe violations of academic ethics have a responsibility to address it. (http://www.uni.edu/policies/301)

Statement about the Academic Learning Center

I encourage you to utilize the Academic Learning Center’s free assistance with writing, math, reading, and learning strategies. UNI’s Academic Learning Center is located in 007/008 ITTC. Visit the website at http://www.uni.edu/unialc/ or phone 273-6023 for more information.

Description of Course Assignments

Treatment Activity “Show and Tell”

Students will work in two-person teams for the treatment activity “Show and Tell” presentation. These presentations should be brief and will occur throughout the semester. Your team will sign up for a preferred day. Two to three teams could present during each class. For this assignment you will identify an activity, computer software, iPad app, website, or other materials that you would like to present to the class. What you present could be something you have already tried in treatment or something you think is interesting and will try with an appropriate client in the future. This is intended to be a “low key” assignment and the presentations should be brief, about 10 minutes.

Case study treatment plan

Over the course of the semester, we will be using six different case studies in class. The children in the cases range in age from toddlers to school-age and have different types of language disorders. After becoming familiar with the cases, you will choose one that interests you most to complete the case assignment. You will read the information in the case, choose a specific treatment approach for the client, develop a treatment plan, and provide a rationale for your treatment choices. You will receive more information about this assignment when you receive your case.

EBP paper/presentation (Small Group)
The evidence based practice (EBP) presentations will occur in the second half of the class, after the mid-term examination. For this assignment you will work in teams of 4 to 5 students. Each team will be assigned one of the specific treatment topics we are covering in class. The teams will conduct a literature search over their treatment approach to identify relevant evidence, write a paper summarizing this evidence, and develop a presentation for the class that provides an overview of the evidence, as well as a more in depth discussion of the most important studies. The grade for this assignment will be based on both the paper you submit and your presentation.