

# Advanced Seminar in Language Disorders: COSD 60343

Fall, 2006  
817.257.6885

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## Syllabus

### Texts:

1. Klecan-Aker, Joan S. & Brueggeman, Laura. The Expression Connection (1991). Speech Bin. Vero Beach, Florida (Required).
2. Nelson, Nikola Wolf. Childhood Language Disorders in Context (1998). Allyn & Bacon. Needham Hill, MA (Required).

## Course Description, Objectives and Readings

We will address several issues over the course of the semester. Section 1: Theories of Language Assessment; Section 2: Research Designs for Evidence-Based Practice; Section 3: Children with Specific Language Impairment; Section 4: Connections Between Language and Reading; Section 5: Assessment and Section 6: Intervention.

### Section One: Theories of Language Assessment and Intervention

This section will include a brief review of theories of language acquisition, the theoretical basis for contextualized skill intervention, systems theory, CAPD and Information Process Theory.

Upon completing this section, the student will have Standard III-B in terms of the developmental/lifespan and linguistic knowledge base in basic human communication processes and Upon completing this section, the student will have met Standard III-B in terms of acquiring knowledge of the neurological, developmental and linguistic bases of basic human communication processes and Standard III-C in terms of understanding the cognitive aspects of communication such as attention, memory, sequencing, problem-solving and executive functioning.

## Assigned Readings

1. Pp. 15-16 in text #2.
2. **Topics in Language Disorders. Volume 22, Number 3, May 2002. An Information Processing Perspective on Language Impairment in Children: Looking at Both Sides of the Coin and Information Processing and Language Comprehension in Children with Specific Language Impairment.**
3. **Topics in Language Disorders. Vol. 22 #2. Phonemic Awareness: A Complex Developmental Process. Pp. 1-34.**

## **Section 2: Research Designs**

This section includes information on ABA, ABAB and multiple baseline designs as examples of the way intervention can be structured to ensure evidence-based practices.

### **Assigned Readings**

- 1. Chapter Two in Text #2.**
- 2. Chapter Five in Language Disorders in Children: An Evidence-Based Approach to Assessment and Treatment. (2006). Hedge and Maul. Pearson, Boston.**

## **Section 3: Children with Specific Language Impairment**

This section focuses on definitions of specific language impairment and its impact on IDEA and No Child left Behind. This section also includes information about the prevalence and incidence of language disorders and varieties of language disorders.

Upon completing this section, the student will have met Standard III-B, in terms of acquiring knowledge of the neurological, developmental and linguistic bases of basic human communication processes.

## **Section 4: Connections Between Reading and Language**

This section focuses on the relation between reading and language. We will discuss the areas of phonological awareness, reading comprehension and why reading and writing are language based skills.

Upon completing this section, the student will have met Standard III-B in terms of acquiring knowledge of the neurological, developmental and linguistic bases of basic human communication processes.

### **Assigned Readings**

- 1. Topics in Language Disorders. Vol. 25, #1. January-March 2005. Theory and Pedagogical Practices of Text Comprehension.**
- 2. Why Reading Comprehension Fails: Insights from Developmental Disorders.**
- 3. Comprehension Theory as a Guide of Thoughtful Questions.**
- 4. Deep-Level Comprehension of Science Texts: The Role of the Reader and the Text. Pp. 5-83.**
- 5. Topics in Language Disorders: Volume 26, Number 2, 2006. Dyslexia: A Generation of Inquiry and The Influence of Public Policy on Reading Research and Practice.**

## **Section Five: Assessment**

This section of the course will be divided into two parts; criterion-referenced assessment and standardized testing. You will learn why both methods of assessment are important and how to structure an assessment plan, taking into consideration of needs of each specific child. At the end of this section, you should know:

1. Advantages and disadvantages of each assessment process.
2. Why assessment needs to be a scientific process and what that process consists of.
3. How to use the diagnostic model of assessment
4. How to evaluate standardized test instruments
5. The concepts of reliability and validity and their importance in test administration
6. The concepts of reliability and validity and their importance in test selection and administration
7. How to complete a narrative analysis
8. How to complete an expository text analysis

Upon completion of this section, the student will have met Standard III-D in terms of possessing knowledge of the principles and methods of prevention, assessment and intervention for people with communication disorders.

### **Assigned Readings**

1. **All of text #1**
2. **Topics in Language Disorders, Vol. 22 #4. August 2002. Language and Literacy, Digitally Speaking. Pp. 55-69.**
3. **Topics in Language Disorders, Vol. 20, #3. May 2000. Spelling Assessment: Charting a Path to Optimal Intervention. Pp. 50-65.**
4. **Topics in Language Disorders. Volume 25, Number 1, 2005. The Assessment of Reading Comprehension: Considerations and Cautions**

### **Section Six: Intervention**

The sixth and final section of the course is designed to help you learn the principles and application of intervention programs for language-disordered children in grade one through college. At the end of this section you should know:

1. How to generate logical and relevant treatment goals as a final step in the assessment process.
2. How to incorporate curriculum demands into your treatment goals
3. How to structure treatment objectives for the improvement of language comprehension, expression, reading and writing.
4. How to teach compensatory strategies to children exhibiting different types of auditory processing and attention deficit disorders.

Upon completing this section, the student will have met Standard III-D in terms of

Understanding the principles and methods of intervention for people with disorders of the comprehension and expression of language

### **Assigned Readings**

1. **Topics in Language Disorders. Vol. 22, #2, January 2000.**
2. **Child Language Teaching and Therapy: Vol. 16, #1, and 2000. Teaching Pragmatics to Language-Learning Disabled Children. A Treatment Outcome Study. Pp. 24-42.**
3. **Communication Disorders Quarterly. Vol. 25, #1. Fall, 2003. Addressing Literacy: Effective Methods for Reading Instruction. Pp. 5-12.**
4. **Topics in Language Disorders. Vol. 20, #3. May 2000. Principles and Methods of Spelling Instruction: Applications for Poor Spellers. Pp. 66-82.**
5. **Communication Disorders Quarterly. Vol. 25, #4. Summer, 2004. Addressing the Language and Literacy Needs of Vulnerable Children: Innovative Strategies in the Context of Evidence-Based Practice.**
6. **Child Language Teaching and Therapy, Vol. 21, #2, 2005. Teaching Language Organization to a Child with Pervasive Developmental Disorder: A case study. Pp. 60-74.**
7. **Topics in Language Disorders. Vol 25, #2. 2005. An Overview of Responsiveness to Intervention: What Practitioners Ought to Know. Pp. 93-105.**

### **Timeline**

Week of August 22-29: Introduction to course requirements.

Week of September 5-19: First problem based learning task and section one topics.

Week of September 26-October 10: Section Two topics. The first examination will occur after we complete section two. The exact date will be determined one week prior to the examination. Second problem based learning task.

Week of October 17-31. Section three topics. Third problem based learning task.

Week of November 7-December 5. Section four topics. Your final examination is scheduled for the last class day. Fourth problem based learning task.

### **Examinations**

There will be two examinations over the course of the semester. The examinations will be either open book tests or take home examinations. For an open book test, you may bring to class whatever materials you need. We will discuss in class,

and before each exam, strategies that will be useful in preparing for taking each text. No make up exams will be given without approval from the Dean's office.

### **Problem-Based Learning Assignments**

Problem-based learning is an instructional method in which 'real world' problems are used as the context for students to acquire an integrated knowledge base along with critical thinking and problem solving skills. It is an active collaborative process that will aid you in taking responsibility for our own learning. You will be provided with an opportunity:

- 1) To view a problem as a challenge to be met
- 2) To reason accurately and effectively in an attempt to solve the problem
- 3) Assess your ability to achieve a desired outcome
- 4) Determine the inadequacies of your knowledge base and how to remedy the problem
- 5) Collaborate effectively as a member of a team

Each student will participate in four problem based learning assignments. You will work in small groups with randomly assigned group members. You will complete the following steps for each problem:

- 1) For each problem, your group will differ
- 2) The group will determine the role of each group member
- 3) You will list what you already know about the problem
- 4) You will determine what information is needed to solve the problem
- 5) You will decide on mechanisms for obtaining the information that you need
- 6) You will present your solution with documented support to the class in the form of an oral presentation
- 7) You will turn in a paper to me documenting your process and solution to the problem

Each presentation is worth 50 points. All members of your group will receive the same grade. You will be provided with a written evaluation of your group solution. There will be many different ways to solve the problem. You will not be graded by your solution alone. The grade is determined by the rationale and support for the rationale presented in the solutions you choose.

### **Class Participation**

Since this is a graduate level class, your active participation is critical for the best learning environment to occur. We all have skills, ideas and experiences that can enrich the class. Although each class will begin with lecture material or a **clinical moment**, questions will be posed during the lecture or at the end of a section of material. Those questions will provide the framework for a group discussion. Your participation in these discussions is important and 10% of your final grade will be determined by your class participation.

## **Observations**

You must observe one school-age client during the course of the semester. The observation should take place at the beginning of the semester, the middle and the end of the semester. You will turn in a two-page summary of your intervention observation. That summary should include the following:

- 1) Background information about the client
  - 2) Intervention goals
  - 3) Intervention methodology
  - 4) Results
  - 5) The most important thing you learned when doing your observations.
- The observations must be completed by the last week of clinic and turned in to me by noon on December 6. If you have been assigned a client under my supervision, you must observe a different client to meet this requirement. The observation is worth 50 points.

## **Grades**

You can earn up to 500 points over the course of the semester. Each examination is worth 100 points. Each problem-based activity is worth 50 points. The observation is worth 50 points. Class participation is worth 50 points. At the end of the semester, your grade will be determined by dividing the total number of points that you have received by the total number of points possible. The points you've earned vs. possible points will be converted into a percentage. Letter grades are then determined accordingly. Sometimes, it is necessary to curve the grades and so percentages may vary in terms of which percentage equals which letter grade.

## **Office Hours**

I do not have regular office hours. However, I am on campus and in the building all day on Tuesdays and Thursdays. I encourage you to drop by and chat with me anytime during those days. You can also set up an appointment with me for other days during the week. If you need more than a few minutes, it is always best to make an appointment. That way, you ensure that I will be free to visit with you. Email is another way to contact me. I typically return emails within 48 hours.

## **Miscellaneous Issues**

If you are ill when an examination is scheduled, call and leave a message indicating that you will not be present at the exam. Remember, only a University excused absence or doctor's note will be accepted. Without prior notice, students will not be allowed to make up the examination. Failure to abide by this will result in a zero for that examination.

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive. Therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further, information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129 or at (817) 257-7486.

Academic misconduct will not be tolerated in any form. If you are caught violating the Academic Conduct policy, as stated in the University Handbook, the following sanctions will be taken:

- 1) A zero will be assigned for that test or project
  - 2) The Chair of the Department will be informed by memo
  - 3) If there is a second violation, the student will be dropped for the course
- If the alleged incident occurs during final examination, a NR (grade not reported by instructor) shall be given to the student until a decision is forthcoming.

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