

**LANGUAGE DISORDERS OF CHILDREN**  
**Communication Sciences and Disorders 4382**  
Louisiana State University  
**SPRING 2009**

SECTION 1: Tuesday – Thursday 9:00 – 10:30

ROOM:

INSTRUCTOR: Jan Norris, Ph.D.

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OFFICE HOURS:

**SERVICE-LEARNING PARTNERS:**

NAME:

PHONE:

EMAIL:

#### COURSE DESCRIPTION

LANGUAGE DISORDERS OF CHILDREN is an introductory course designed to familiarize participants with basic principles of language intervention and disorders, including the etiological categories associated with different profiles of atypical development. The course will also introduce students to principles of evidence-based practice through collaboration with community partners (i.e., service-learning). Within this partnership, students will learn about language by exploring it with a child who struggles with its complexities. Thus each partner (student and child) will learn what they need to know about language. At the completion of the class, participants will have the knowledge and skill required to begin a supervised practicum in language intervention for young children, and to take more advanced coursework in language assessment, language intervention, theory, research, and practices.

#### WHY SERVICE-LEARNING?

LSU's executive vice chancellor Astrid Merget defines the role of service-learning within our university: "We are an institution of higher education, a land grant institution, and that carries with it a very special covenant to our communities and to our state, We at LSU seek not only to educate as preparation for a career or advanced study, as production outlets for individual talents; we also seek to prepare our students for responsible citizenship. We seek not only technically trained and analytically adroit graduates; we also seek graduates who are concerned about the world's problems and passionate about fixing them. We seek productive and creative graduates who are enlightened, responsible and purposeful members of our community from the grass roots to the globe."

Service-learning is "... a course-based, credit-bearing educational experience in which students a) participate in an organized service-learning activity that meets identified community needs and b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (from Bringle & Hatcher, 1995).

Hands-on learning is the easiest way to understand something and the knowledge is retained the longest!

## COURSE GOALS – Students Will:

### GOAL 1: UNDERSTAND LANGUAGE AND COMMUNICATION

*KASA Standard III-C (development, physiological, psychological, linguistic, and cultural correlates)*

- Distinguish between speech, language, and communication
- Differentiate elements of language (phonology, morphology, syntax, semantics, pragmatics)
- Understand basic concepts of each element of language, such as “morpheme” or “phoneme”
- Know cognitive-social-physiological-semiotic bases of language acquisition
- Differentiate between current major models of language acquisition
- Explain the course of normal language development

Competency Measures: Completion of 8 weeks of service-learning with a child

Written reflections on the language difficulties experienced by the child

Measurements of effectiveness of the PowerPoint instruction taken each session and profiled across time to demonstrate changes in language understanding

Reflections collected from the child on learning language using the PowerPoints

### GOAL 2: UNDERSTAND LANGUAGE AND COMMUNICATION PROBLEMS

*KASA Standard III-C (language disorders and differences, including etiologies and characteristics)*

- Understand the distinctions between different disabilities that are characterized by a language disorder, including learning disabilities, intellectual disabilities, autism spectrum disorders, sensory disabilities, and emotional and behavioral difficulties
- Know the language and communication characteristics associated with specific disabilities
- Recognize the intervention goals and long-term prognosis associated with each disability
- Know the difference between language disabilities and cultural language differences

Competency Measure: IN-CLASS PROJECTS, EXAM

### GOAL 3: UNDERSTAND EVALUATION OF LANGUAGE DISORDERS

*KASA Standard III-D (principles and methods of assessment for language and communication)*

- Distinguish between verbal and nonverbal aspects of communication
- Understand the definition and implications of a language disorder
- Understand basic principles of formal, standardized language assessment
- Understand basic principles of informal language assessment
- Know the purposes and uses/misuses of language assessment

Competency Measure: Assist in developing language probes for assessing changes in language

Use assessment probes following each service-learning session

Interpret the results of the changes in probe results across time

Reflect on your child: What does your assessment suggest?

Collect data according to principles of standardized test administration

### GOAL 4: KNOW PRINCIPLES AND STRATEGIES FOR LANGUAGE INTERVENTION

*KASA Standard III-D (principles and methods for prevention and intervention)*

- Distinguish between different philosophies and approaches to intervention
- Understand the value of classroom, family and other least restrictive settings
- Know how to provide intervention in the context of activities such as storybook and book reading, play, and art

- Understand the use of alternative communication modes for nonverbal children
- Understand how to accommodate children with language and cultural differences

Competency Measure: Completion of 8 weeks of service-learning with a child

Video recording of one session with child

Written reflections on value of PowerPoints and suggestions for change

Submitting complete portfolio

## TEXTBOOK:

TEACHING STUDENTS WITH LANGUAGE AND COMMUNICATION DISABILITIES (3rd ED)

S. Jay Kuder, Boston: Pearson Education, Inc, 2008.

Students are expected to read assignments prior to the classroom lecture.

NOTES: Class lecture materials and other readings can be found on-line on semester book

## REFLECTION

Reflection occurs when you think about your service-learning experience in regard to a specific learning objective or objectives. For example, an objective from Goal 1 is to *understand basic concepts of each element of language, such as "morpheme" or "phoneme."* You might reflect on whether your child had difficulty with morphemes in your activity, and if so why? Give specific examples. How is that impacting his/her ability to read? To succeed in school? Did the PowerPoint activity address the child's needs? If not, how did you modify the activity? What do this child's struggles suggest about others like him/her? Are we meeting the needs of most children in schools? If your child is a dialect speaker, how do differences in his/her use of morphemes affect learning to read? Is this a problem with the child, a problem with the school, not a problem? How could your small efforts with one child be turned into a bigger solution for a widespread problem? Or is this the wrong solution to this problem?

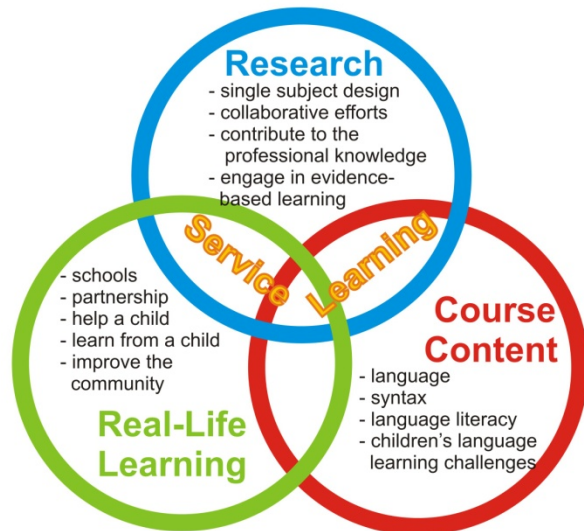
*Student Reflection:* You must complete **5 reflections** over the course of the semester. Each will be guided by probing questions that will link a content goal to your service-learning experience, as above. These reflections will help you answer "Why am I doing this?" at multiple levels, from the short-term activity to the long-term impact.

*Child Reflection:* You must complete **3 reflections** with your child. You will read the questions to the child and record his/her responses. You then must analyze reflections for changes across time

Reflection A is administered at pretest and again at posttest. Child is asked to reflect on reading, what is hard, what child likes/doesn't like about reading, how child feels when he/she sees a "long sentence," to what degree long sentences make it harder to understand what is read, to what degree long sentences take the fun out of reading.

Reflection B is a reflection on the PowerPoints administered during the last session (but comments spontaneously made throughout the semester should be recorded and included in the write up of this reflection). Child is asked to reflect on what he/she likes, doesn't like about the PowerPoints, how they can be made better, did the child think they helped his/her reading and so forth.

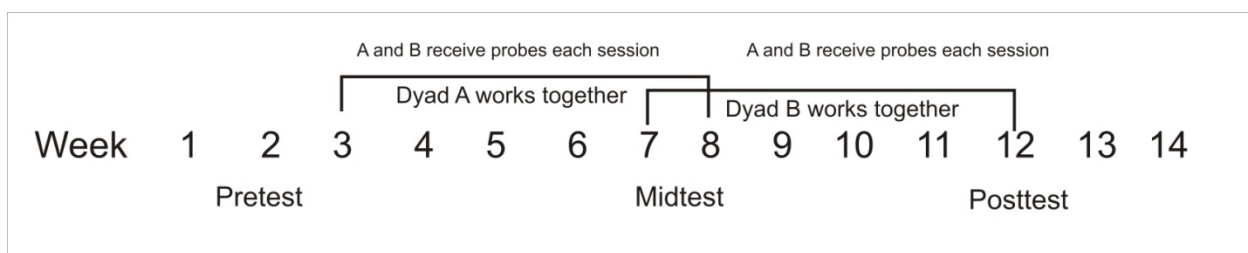
## Service-Learning Project



The service-learning project is designed to provide students with three dimensions of experience: 1) course content (language and child language learning), 2) a mentored research experience (competency) that contributes knowledge to the field (service), and 3) real experience-based learning (accomplishing 1 and 2 while working within the community to accomplish mutually established goals). Together these components result in multiple levels of *Service-Learning*.

Last year's service-learning project created PowerPoint programs designed to teach children to "unpack" the syntactic complexity of reading text from levels first through seventh grade. This year we will implement the programs and measure whether they have the teaching-learning power we hoped for. As you are implementing this service-learning, your "community partner" (the child, as well as relevant adults) will teach you about the language-learning struggles and needs of a child with learning problems. It is your task to teach him the language needed to overcome these struggles. The tool designed to help both of you accomplish your goals will be language-literacy PowerPoints. Over the course of the 8 weeks, you will work with your child to interpret and explain the PowerPoints as you work through them together. Each session you will make written observations of the interactions that occurred throughout the session, and you also will record responses to a probe designed to measure change across time.

Students will work in pairs. During week 1, assessment will be discussed in class and the test instrument taught. During week two, each student will assess his/her assigned child. On week 3, the group A dyad will begin working together and continue for 6 weeks, while the other child receives no intervention but does take the daily probes. During week 7, the assessments are readministered and the group B dyads begin working while group A discontinues. At the end of 12 weeks, all children are reassessed.



**GRADES:** Grades are based on one examination, in-class projects, and 6 service-learning components

**In-Class Assignments**                    **30 pt. (NO MAKE-UPS)**

**Exam Disorders**                            **100 pt.**

**Service-Learning**                         **200 pt.**

    Student reflections                    40

    Child reflections                      30

    14 sessions with child               40

    Probes                                 30

    Testing                                 40

    Group class presentations 20

                                                  200 service-learning points

    Point Scale:

    A = 330 - 297

    B = 296 – 264

    C = 263 – 231

    D = 230 – 198

    F = <198

MAKE-UP EXAMS WILL BE PENALIZED BY A LOSS OF 5 POINTS (1/2 GRADE REDUCTION) UNLESS SIGNED LETTERHEAD FROM DOCTOR IS PROVIDED. Make-ups should occur within 24 hours unless there are extreme circumstances or 5 points will be deducted per day.

Please turn off cell phones, do not text message, shop on-line or engage in other non-academic behaviors during class.

WEEK	TOPIC	READING	SERVICE-LEARNING	TECHNIQUE
<b>UNIT 1</b>				
1	ASSESSMENT	Chapter 13	Complete forms	Gesture
2	ASSESSMENT	Chapter 14	Pretest child	
3	LANGUAGE AND DISORDERS	Chapter 1	Student A intervention	Modeling
	ELEMENTS OF LANGUAGE	Chapter 2	child reflection	
4	LANGUAGE ACQUISITION	Chapters 3-4	intervention	Expansion
5	DEVELOPMENT OF LANGUAGE	Chapter 5	Student Reflection 1	Extension
6	LANGUAGE AND CULTURE	Chapter 16	Student B intervention	Explanation
<b>UNIT 2</b>				
7	LANGUAGE AND LITERACY STORYBOOK READING	Chapter 6	Student reflection 2 Student B midtest	Drawing/ Visuals
8	LEARNING DISABILITIES	Chapter 7	Student B intervention Student A posttest child	Self Talk
9	INTELLECTUAL DISABILITY PLAY	Chapter 8	child reflection	
10	AUTISM SPECTRUM MATH AND SNACK	Chapter 9	Student Reflection3	Binary Choice
11	<b><i>Spring Break</i></b>			
12	EMOTIONAL & BEHAVIORAL ART	Chapter 10	Student B intervention	Relational Term
13	SENSORY DISABILITIES MOTOR SKILLS	Chapter 11	Student reflection 4	Cloze
<b>EXAM DISORDERS</b>				
14	NEUROMOTOR/BRAIN INJURY	Chapter 12	intervention, posttest Child reflection	Phonemic Cue
15	AUGMENTATIVE	Chapter 15	Student reflection 5	Picture Exchange
MAY 5 (Monday)	final portfolio of probes, tests, reflections 5:00 pm			