



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 223 Advanced Seminar in Child Language Disorders	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 9:00 AM-10:15 AM	Location: Folsom Hall 2307
Instructor: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP	Email: <a href="mailto:celeste@csus.edu">celeste@csus.edu</a>	Phone: 916-278- 6601
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesdays 1:30-2:30, M-W to be determined	

#### Catalogue Course Description:

**CSAD 223. Advanced Seminar in Child Language Disorders.**

**3 Units**

**Prerequisite(s):** [CSAD 125](#) or equivalent

**Term Typically Offered:** Fall only

In-depth study of childhood language disorders emphasizing the use of critical thinking to integrate evidence-based practice into discussion of current assessment and intervention practices for children with primary and secondary language impairment. Specific topics include language sampling, early intervention, connecting intervention with Common Core State Standards, and team-based service delivery. Populations addressed include bilingual learners, those with working memory deficits, and autism spectrum disorder. The impact of the digital era and screen exposure on children with language impairment is discussed.

#### Place of Course in Program

The focus of this 3-unit graduate seminar is the advanced study of child language impairment (LI). In this seminar, we will discuss assessment and intervention for children and adolescents with LI. We will discuss special populations such as bilingual children, children with sensory processing disorder, at-risk infants and toddlers, children with autism spectrum disorder, and others. The focus is on evidence-based practice—assessment and intervention strategies and techniques supported by scientific research. Because so many children with LI have concomitant speech sound disorders, we will informally integrate speech activities into our discussions about language intervention. We will also have a targeted focus on connecting intervention with Common Core State Standards. Contemporary special topics will be integrated into course content.

This class will be interactive, with a strong focus on critical thinking, analysis and synthesis, and clinical reasoning, and application of information in readings, lectures, and discussion. In a typical class period, the instructor will lecture for approximately 45 minutes. We will spend 30 minutes in each class 1) analyzing case studies to apply the information we are learning, and 2) carrying out hands-on activities where we create actual therapy materials that

students can use in the future with LI students. Again, is absolutely essential to bring the copy book to class each day, because you can't participate without it.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	yes
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	yes
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	yes
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	yes
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	yes
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	yes

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 223 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Develop the student's foundational knowledge of language development theories and their clinical implications for service delivery to children and adolescents with language impairment LI.
2. Extend the student's knowledge of typical language development milestones as related to assessment of and intervention children with LI.
3. Increase the student's awareness of the reciprocal nature of LI and speech sound disorders and the necessity of targeting both areas in intervention in an integrative fashion.
4. Promote the student's ability to integrate knowledge of all areas of language development into meaningful intervention activities.
5. Expand the student's knowledge of intervention approaches for young children that integrate language and sensory integration techniques and materials.
6. Foster the student's knowledge of a team approach to service delivery for students with LI, including effective techniques for working with parents and other professionals.
7. Broaden the student's understanding of research-based effective intervention strategies for bilingual learners with LI.
8. Broaden the student's knowledge of assessment techniques, report writing, and legal considerations in language assessment.
9. Develop the student's ability to compile assessment findings into a cogent diagnostic summary and create intervention goals and objects based on assessment findings.
10. Extend the student's knowledge of the nature of working memory deficits and how to provide successful intervention to remediate these deficits in students with LI.
11. Broaden the student's knowledge of methods and materials for tying intervention to English Language Arts Common Core State Standards.
12. Advance the student's knowledge of effective intervention techniques addressing pragmatic deficits in students with LI and Autism Spectrum Disorder.

13. Foster the student's ability to successfully address vocabulary deficits in students with LI.
14. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
15. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
16. Analyze a case study of a bilingual child and evaluate the appropriateness of the assessment procedures (were they nonbiased?) and treatment goals (do they tie into the classroom curriculum?).
17. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
18. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Test 1, course assignment components 1-6	
2	Test 1, class participation	
3	Test 1, course assignment component 3, component 4, component 5	
4	Tests 1, 2, 3, course assignment components 1-6	
5	Test 1, Test 3, course assignment component 1, component 3, and component 4	
6	Test 1, class discussion	
7	Test 1, class discussion	
8	Test 1, Test 3	
9	Test 1, Test 3	
10	Test 2, course assignment component 3, component 4, component 5	
11	Test 2, course assignment component 2, component 3,	

	component 4, component 5	
12	Test 2, course assignment	
13	Tests 1, 2, 3, course assignment component 3, component 4, component 5, component 6	
14	Test 2, course assignment component 5	

## Textbooks and Materials:

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

Case studies and other class handouts are available at the Hornet bookstore.

## Online Resources:

[www.hhs.csus.edu/homepages/SPA/Roseberry](http://www.hhs.csus.edu/homepages/SPA/Roseberry)

## Course Requirements/Components:

### 1. EXAMINATIONS

Four examinations will be given. You are required to take at least 3 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** You must give me a paper copy of the doctor's note; I don't accept notes electronically. If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical.

If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 4 exams, your lowest score will be thrown out and your 3 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to help you guide your studying. You are welcome to review your previous 3 exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 3 tests. You may only look at your other 3 tests in my office or in the adjacent waiting room. No one is permitted to take tests out of my office vicinity.

**3 Tests at 100 points each**

## 2. Bag of Tricks

**Bag of Tricks**      **100 points** (95 points for content; 5 points for presentation; if you are not prepared to present on the day you signed up for, you will receive -5 and will not get a chance to make it up. You have 5 minutes for your oral presentation to the class.)

You will create and present to the class a “bag of tricks” containing therapy materials for use with children with language impairment. You are not allowed to use items we made in class. Please put smaller things in labeled bags. The bag should be the size of a grocery paper bag, and needs to contain:

**Component 1:** 20 small common objects (e.g., from Party City, garage sales, Oriental Trading) **10 points** (*put into a labeled bag—e.g., ziplock*)

**Component 2:** 2 journal articles from the years 2017-2019 with a 1-page double-spaced typed summary of the article and several clinical implications for Monday morning. These must be research articles that are actual studies (descriptive or experimental). These articles must address child language specifically. I need hard copies of each article as well as a hard copy of each summary. Suggested journals (but others are acceptable as well) include *American Journal of Speech-Language Pathology, Language, Speech, and Hearing Services in Schools, Communication Disorders Quarterly, Journal of Communication Disorders, and Journal of Child Language*. **20 points** (10 points each) (*you cannot use articles we discussed in class*).

**Component 3:** 5 folder games. These games can target any area:

- one or more of the Big 5: morphology, syntax, phonology, semantics, and pragmatics
- phonological and print awareness
- morphological awareness
- working memory
- narrative skills
- speech sound disorders may be integrated, but please be sure that language is the primary target

Please include a brief description (2-3 sentences) of how to play each folder game.

**25 points** (5 points each)

**Component 4:** 3 holiday activities. The areas targeted can be the same ones as listed in #3 above. Describe in 2-3 sentences how to carry out each activity. **15 points** (5 points each)

**Component 5:** 3 children’s books (which you will keep—these will not be donated to me) with 2 specific treatment objectives for each book. For example, if you have the book *Goodnight Moon*, one treatment objective could be that when given a word from the book, the child will give a word that rhymes with it with 80% accuracy. Another objective could be that when asked a wh-question, the child will reply promptly with an accurate answer with 80% accuracy. **15 points** (5 points each)

**Component 6:** 5 different types of reinforcers. These can include things like stickers, fake gold coins, play money, plastic happy face tokens, etc. **5 points** (1 point each) *Please make sure these are in a labeled bag—e.g., a ziplock bag.*

**Component 7:** Inventory of items in the bag of tricks. This inventory must model the ones in the copy book. (5 points). If the inventory is not turned in with the bag of tricks on the day you present, I will take 5 points off.

The goal of this assignment is for you to integrate and apply the information we have read and discussed in class, employing critical thinking to integrate areas of language into hands-on activities and materials that are

effective with children with language impairment. A secondary goal is for you to have in your possession actual, hands-on materials that you can use as professionals in clinical settings.

### 3. ATTENDANCE AND PARTICIPATION

**Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. I will pass around a role sign-in sheet each day. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where I am given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+)**. Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that the lectures will be much easier to follow if you have read the day’s assignment before you come to class. Class discussion and lecture will revolve heavily around the readings.

I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture, participate in discussion.
3. After class, re-read the reading(s).

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. Please don’t chat unless you have been called upon! I also do not allow texting in class. I will not write letters of recommendation for people who text in my classes.

### Grading Policy:

#### GRADING CRITERIA

There are 400 points possible in the class. I will add up all your points to calculate your grade.

I will calculate your grade objectively. The exact grading criteria are as follows:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

# TENTATIVE Course Schedule/Outline:

## Class Schedule and Topics

**I do not allow students to take pictures of PowerPoint slides.**

- 8/26/19 Introduction to course, take role, discussion of exams and assignments
- 8/28/19 Review of Language Theories, Typical Developmental Milestones, and the Relationship of Language Impairment to Speech Sound Disorders
- 9/2/19 Labor Day—no class—enjoy!
- 9/4/19 Assessment of Young Children: Techniques for Language Sample Analysis and Application to Creation of Relevant Intervention Objectives

***(\*\*please remember to start bringing your Simply Brilliant copy book today)***

- 9/9/19 Approaches and Techniques for Early Intervention: Integration of Linguistic and Sensory Integration Treatment Activities
- 9/11/19 A Team Approach to Public School Service Delivery for Students with Language Impairment  
Text ch. 1
- 9/16/19 Theoretical Foundations of Language Development and Language Impairment: Clinical Implications  
Text ch. 2
- 9/18/19 Contextualized Skill Intervention Framework: Supporting Language Learning in Academic Settings  
Text ch. 3
- 9/23/19 Contextualized Skill Intervention Framework (continued)  
Text ch. 3
- 9/25/19 Intervention Strategies for Bilingual Learners with Language Impairment  
Text ch. 6

9/30/19	Test One
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- 10/2/19 Assessment and Treatment of School-Aged Students with Working Memory Deficits
- 10/7/19 English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy
- 10/9/19 English Language Arts in the Common Core State Standards: Focusing on Language, Speaking & Listening in Therapy
- 10/14/19 Promoting Vocabulary Development: A Robust and Deep Intervention Approach  
Text ch. 7
- 10/16/19 Promoting Vocabulary Development: A Robust and Deep Intervention Approach Incorporating Morphological Awareness Skills

10/21/19 Intervention for Social Skills—Helping Students with Language Impairment Create and Maintain Friendships

10/23/19 Intervention for Social Skills: Playing the Classroom Game  
Text ch. 11

10/28/19	Test 2
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10/30/19 Guest speaker Razi Zarchy: The Role of the SLP in Serving the Deaf and Hard of Hearing Population

11/4/19 Contemporary Special Topics Guest speaker Laura Enos: Service Delivery to Children with Autism Spectrum Disorder and their Families

11/6/19 Contemporary Special Topics Guest speaker Debbie Johnson-Garcia: Using Expanding Expression Tool with Students with Expressive Language Impairment

11/11/19 Enjoy Veterans Day!

11/13/19 Class presentations, turn in assignment to Dr. R.

11/18/19 Class presentations, turn in assignment to Dr. R.

11/20/18 Work on Assignment (Dr. R. presenting at ASHA in Orlando)

11/25 Class presentations, turn in assignment to Dr. R.

Happy Thanksgiving!

12/2/19	Test 3
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12/4/19 Test 3 back, wrap up, discussion of final exam, assignments given back



# Additional Information

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas.

Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 223 Advanced Seminar in Child Language Disorders

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary

professional issues and advocacy.

#### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

#### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.