SLP 530 Language and Literacy Disorders in School-aged Children and Adolescents

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Office hours: Monday, Tuesday, and Thursday, 9:30-11:30.
Class schedule: Tuesdays, 2:00-4:45 pm., SLP Lab

This 3-credit, graduate-level course is a requirement for the Master’s degree in Speech-Language Pathology.

COURSE DESCRIPTION AND OBJECTIVES
This 3 credit course focuses on curriculum and methods of providing clinical services to children with communication impairments in school settings. It presents an evidence-based exploration of language and learning, including the development of reading, writing, and spelling during the school years, and defines their relationship to oral language. Methods of assessment and intervention of language and literacy problems, and their impact on academic achievement for school-aged children and adolescents will be presented and applied. The course will also emphasize the role of the SLP in addressing the Common Core State Standards in English/Language Arts, in supporting the development of reading, writing, and spelling through enhancement of oral language, in supporting students who struggle with the literacy demands of the curriculum, in as well as school language and literacy needs of bilingual/bicultural students.

Objectives.
Related 2014 AHSA Knowledge Outcomes (see http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/): Upon completion of this course, the student will be able to:

- Demonstrate 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, in speaking, listening, reading, writing, in cognitive and social aspects of communication—in school-aged children (Std. IV-C).
- Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in school-aged children (Std. IV-D).
- Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice for school-aged children (Std. IV-F).

Related 2014 AHSA Skill Outcomes (see http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/), Upon completion of this course, the student will be able to:

- Perform evaluation functions—including screening, case history-taking, selection and administration of appropriate evaluation procedures adapted to meet individual client needs, interpret assessment information, and complete appropriate reporting—for school-aged children (Std. V-B1)
- Provide appropriate intervention—including developing and implementing appropriate intervention plans with measurable goals, materials, and methods, monitor progress in intervention and adjust procedures accordingly—for school-aged children (Std. V-B2).

Related CT Common Core Standards. Upon completion of this course, the student will be able to:
- Support the development of phonological awareness to enhance students’ decoding and spelling.
- Enhance the development of Tier 2 and 3 vocabulary to support reading comprehension in students with special educational needs and other who struggle in the curriculum.
- Support the development of morphology to enhance students’ spelling and reading comprehension in students with special educational needs and others who struggle in the curriculum.
- Advance the development of complex syntax to support reading comprehension and writing in students with special educational needs and others who struggle in the curriculum.
- Enhance the ability to comprehend and produce narrative, expository, and persuasive texts to support reading comprehension and writing in students with special educational needs and others who struggle in the curriculum.
- Support communicative and social competence to engage in classroom interactions in students with special educational needs and other who struggle in the curriculum.
- Identify students with communication disorders and special educational needs; and appropriately differentiate these from students who are English Language Learners, or who have experienced lack of opportunity to learn or assessment bias.

These learning objectives and standards will be achieved through a combination of class lectures, discussions, and student presentation of research articles, assigned readings, and applied, individual and collaborative activities including written reflections, problem-based learning activities, case study and literature research. Progress toward these goals will be measured by your performance on assignments and assessments.

REQUIRED BOOKS
- Additional readings will be provided in Blackboard. See references in the Projected Schedule below.

COURSE FORMAT/OVERVIEW
In this course, we will explore a series of broad themes with respect to school age language and literacy development and disorders. Each theme will be approached from three perspectives: 1) a descriptive and theoretical lens; 2) a research lens; and 3) a clinical application/case study lens. The themes are:
1. Perspectives on school and literacy
2. Academic language: the “specialized” language of schooling
3. Emerging literacy (grades K-3)
4. Reading to learn (grades 4 and up)
5. Engaging adolescents in literacy
6. The role of the family in schooling and speech-language intervention

In addition, woven into each of the themes will be three important, overarching considerations:
1. The relationships among language, literacy, and cognition
2. Related disorders and the role of the SLP in school-age language and literacy development
3. Individual differences (i.e., diversity, variation…)

ASSIGNMENTS/ASSESSMENTS
Detailed instructions and grading criteria for all assignments will be provided.
1. **Literacy narrative.** The purpose of this assignment is for you to reflect critically on your own education, specifically your literacy learning trajectory, and previous and current literacy practices. An additional goal is to consider the use of narrative as a learning/intervention strategy.

2. **Article presentation-discussion.** The purpose of this assignment is to provide you with an opportunity to read and comprehend deeply a research article related to course content, to present it to your peers, and lead a discussion on the issues presented in the article. This process will support your knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (ASHA Standard IV-F).

3. **Three, PBL-style case studies.** The purpose of the case studies is to collaboratively problem-solve the strengths, needs, and appropriate support strategies for each case presented. Teams will: (1) develop a diagnostic profile regarding the students’ oral language, academic language proficiency, and breakdowns in literacy learning and (2) outline a support plan that integrates the course content, including appropriate assigned readings (ASHA Standards IV C, IV D).

4. **Research response paper.** The purpose of this assignment is to actively engage as a consumer of research in your development of evidence based practices. In relation to a question posed during one of the case studies or in relation to a class topic you find intriguing, you will select two relevant research articles (outside of assigned class readings), summarize them, and compare and contrast their theoretical/conceptual framework, methods, and outcomes (ASHA Standard IV F).

**IMPORTANT:** Active (informed) participation is expected in every class. Students should offer well-founded comments connected with the readings (versus personal opinion/personal experience), demonstrate the ability to ask pertinent questions, and evidence novel thinking in problem solving activities.

**DUE DATES**

**Assignments:** Assignments may be submitted either 1) in Blackboard (upload); OR 2) physical hand-in on the due date at the start of class. See course timeline for due dates and submission requirements.

**Assessments:** Quizzes and the final exam will be taken in class when scheduled.

**Penalty for late submissions/incorrect format**: Any assignment submitted past the deadline will be penalized 5 points if up to 3 days late. Assignments submitted more than 3 days late will receive a zero. **NOTE:** Be sure your assignments are in the correct file format and correctly uploaded and attached in BB. Unreadable files and “empty” assignments (i.e. submission without attachment) will be considered LATE and points will be deducted accordingly.

**Last day to withdraw from this course:** Monday, March 23, 2015**

**PROJECTED COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Class activities, assignments, assessments</th>
<th>Knowledge &amp; Skills outcomes. You should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives on school and literacy</td>
<td>Week 1 1/13</td>
<td>Welcome &amp; Intro</td>
<td>Come prepared to talk!</td>
<td>Discussion on schooling and frameworks</td>
<td>• Explain the role of oral language in the acquisition of literacy:</td>
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<td><strong>Bring your Handbook! We will read and discuss in class:</strong></td>
<td>- Presentation of Stone &amp; Learned</td>
<td>• Differentiate among aspects of oral language that contribute to decoding and those that contribute to reading</td>
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<td>Week 3</td>
<td>1/27</td>
<td>Literacy and symbolic capital</td>
<td>Christian, B., &amp; Bloome, D. (2004). Learning to read is who you are, <em>Reading and Writing Quarterly</em>, 20, pp. 365-384</td>
<td>- Presentation of Christian &amp; Bloome.</td>
<td>Describe the role of oral language in classroom discourse&lt;br&gt;Explain the meaning of ‘teacher talk’ and the hidden curriculum</td>
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<tr>
<td>Week 4</td>
<td>2/3</td>
<td>Theories and perspectives</td>
<td>Bailey, A. (2012). <em>The language demands of school: Putting academic English to the test</em>. New Haven, CT: Yale University Press. Ch. 1, Intro: Teaching and assessing students learning English in school.</td>
<td>What is academic language?&lt;br&gt;- Presentation of Bailey&lt;br&gt;- Begin “Tour of the Common Core” activity</td>
<td>List the differences between oral and literate language&lt;br&gt;Assess oral language comprehension, sentence structure, vocabulary, phonological and pragmatic skills in English speakers and ELL school-aged children&lt;br&gt;Support the development of metacognitive skills through strategy instruction&lt;br&gt;Provide instruction in the use and understanding of nonliteral language</td>
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<td>Week 5</td>
<td>2/10</td>
<td>Content-area language</td>
<td>Shanahan, T., &amp; Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <em>Harvard Educational Review</em>, 78(1), 40-59.</td>
<td>- Presentation Shanahan &amp; Shanahan&lt;br&gt;- Finish “Tour of the Common Core”</td>
<td>Discuss the English Language Arts standards in the CT Common Core for students K-12&lt;br&gt;Describe the role of the SLP in supporting students to achieve common core standards&lt;br&gt;Write IEP long-term and short-term objectives&lt;br&gt;Incorporate Common Core standards to IEP goals and lesson plans</td>
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</tbody>
</table>
| Reading to Learn | early reading | Paul & Norbury, Ch. 10: Language reading, and learning in school: What the SLP needs to know. | • Describe relations between phonological intervention and phonological awareness  
• Assess phonological awareness and preliteracy skills; design intervention to prevent reading failure  
• Use oral language activities to support the development of literacy |
|---|---|---|---|
| | Week 7 2/24 | Metacognition and reading  
- Dr. Danzak will present on Westby  
- Continue Case study 1 (DUE Thurs. 2/26 by 11:59 pm). |
| | Week 8 3/10 | The writing process  
- Presentation Bourassa & Treiman  
- Spelling analysis activity  
• List elements of story structure; expository text structures  
• Analyze students’ narrative production for macro- and micro-structure  
• Support the development or writing through narrative and expository text production strategies |
- Paul & Norbury, Ch. 11: Assessing students’ language  
- Presentation of Shagoury  
- Presentation of Sibold  
- Begin Case study 2  
• Screen children for language disorders; select and administer appropriate standardized tests to assess language in children 5-18.  
• Use checklists, questionnaires, language sampling, portfolio and curriculum-based assessment to identify students with language/learning disabilities  
• Describe the role of vocabulary knowledge, complex syntax in reading comprehension |
| | Week of March 1 | NO CLASS: Spring Break! | |
| Week 10 3/24 | **Bilingualism** | **Handbook Ch. 8: García, O. (2012). Becoming bilingual and biliterate: Sociolinguistic and sociopolitical considerations.**  
- Paul & Norbury, Ch. 12: Intervening at the language-for-learning stage  
- Presentation of García  
- Continue Case study 2 DUE Thurs. 3/26 by 11:59 pm  
- Submit references for Research Response Paper | **Support the development of reading comprehension through curriculum-based vocabulary**  
- Use evidence-based methods of nonbiased assessment to identify students with language disabilities in English speakers and ELLs  
- Support the development of reading comprehension through story analysis, literate language activities, graphic organizers, summarizing, finding main ideas in expository texts |
- Presentation of Moje et al.  
- Presentation of Montero, et al. | **Describe transition planning for students with special needs ages 14-21**  
- Develop Individual Transition Plans to support students transitioning from school to community  
- Assess and remediate production and comprehension of persuasive texts |
| Tues. 4/7 | NO CLASS: Faculty Institute | **DUE 4/8: Research response check-in: Introductory sections and complete outline** |
- Paul & Norbury, Ch. 13: Assessing advanced language  
- Discussion of Danzak (case of Manuel) | **- Consult with teachers on classroom accommodations and modifications for students with special needs and ELLs**  
- Provide collaborative intervention through pre-teaching, guest-teaching, co-teaching  
- Identify the evidence-based practices for reading instruction listed by the...** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Area</th>
<th>Literature</th>
<th>Specifics</th>
</tr>
</thead>
</table>
2. Paul & Norbury, Ch. 14: Intervention for advanced language | - Presentation of Pelatti et al.  
- Continue Case study 3 DUE Thurs. 4/16 by 11:59 pm.  
- Research Response Paper DUE at beginning of class.  
- Work with families to support students’ literacy development |
• Describe the implications of Section 504 of the Rehabilitation Act of 1973 for SLPs and their students  
• Describe several modes of service delivery for school-aged children (clinical, consultative, collaborative, language-based classroom, peer-mediated)  
• Define “Response to Intervention” and describe its role in instruction for struggling students; describe the SLP’s role in RTI  
• Describe the three “tiers” of instruction used in SRBI  
• Discuss the role of progress monitoring in providing SRBI |

**GRADING**

Grades for this course will be weighted and assigned the following percentages:

1. Literacy narrative: 10%
2. Article presentation-discussion: 25%
3. Three, PBL-style case studies: 15% each
4. Research response paper: 20%
Use the weighted grade calculator tool at [http://www.blacksdomain.com/files/Notes/WA_Calculator.php](http://www.blacksdomain.com/files/Notes/WA_Calculator.php) to keep track of your total grade. Final percentages will be calculated and rounded to the nearest whole percentage. Letter grades will be assigned using the following university-wide percentage cut-offs.

**SHU Grade Criteria**

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<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>60-66</td>
<td>1.00</td>
</tr>
<tr>
<td>F*</td>
<td>0-59</td>
<td>0.00</td>
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*Note: These grades are not available for Graduate-level courses*

**SHU UNIVERSITY & DEPARTMENTAL POLICIES**

- **Academic Honesty**: A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University (see [http://www.sacredheart.edu/campuslife/lifeonoffcampus/studenthandbook/](http://www.sacredheart.edu/campuslife/lifeonoffcampus/studenthandbook/)).

- **Attendance and Class Participation**: Students are expected to attend each class-attendance will be taken. Each student is expected to read assigned material prior to class and participate in class discussions. Students may be called on to answer questions and provide opinions during discussions. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.

- **Submission of work taken directly from another source** (e.g. lesson plan copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. See the APA Guide for the correct method to cite other authors' work.

- **University policy** dictates that instructor's permission is required to record class lectures.

  - **All cell phones, tablets, mp3 players, etc. must be turned off** during class time.

- Students are required to show conduct consistent with professional standards as discussed in class when conducting on-site observations.

- **Work** done for class must be well written (e.g. organization, spelling, grammar, punctuation, etc.). The instructor reserves the right to request a revision/rewrite of any assignment submitted.

- **APA style** is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

- In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., “a child with autism”, NOT “an autistic child”).
- **Competency**: In this course, your knowledge will be assessed on the appropriate portions of the exams, or other assignments. The American Speech-Language Hearing Association has set a competency of 80% or better on these assessments to meet certification standards. Students failing to attain the set criteria on a required competency assessment will be provided a remediation plan and an additional attempt to pass the competency. If students do not pass the competency a second time, one additional remediation will be provided. For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

- **Accommodations**: SHU is committed to providing an equal educational opportunity for all students regardless of disability status. The **Office of Special Learning Services (OSLS)** provides reasonable accommodations for students with disabilities. In order to receive the services, students who request accommodations must have a documented disability, submit appropriate documentation, and register with the OSLS at the Jandrisevits Learning Center (http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/). For further information, please contact Jacinth Crichton, Assistant Director of OSLS, crichtonj@sacredheart.edu. Students are responsible for utilizing academic support resources and for requesting and arranging accommodations in advance in order to implement them in their courses. Students are also expected to discuss their accommodations with their instructors. All information shared with instructors will be kept confidential.