

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

SPED 6011
LANGUAGE DEVELOPMENT AND COMMUNICATION DISORDERS
3-0-3 Semester Hours

Professor: Kathleen Hogan, Ph.D.

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Class Time: Monday 5:00 – 7:45 PM

Room Number: University Hall 249

Course Description: This course is designed to study and develop skills in working with the behavior management process as it applies to exceptional learners. The principles and concepts of management within the context of special education settings for students with mild to severe problems is stressed. Students will complete an authentic behavior change process in a special education setting. 20 hours of field experience is required.

Textbooks - Required Readings:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Kuder, J. (2008). *Teaching students with language and communication disorders*. Boston, MA: Pearson.

Other readings as assigned.

LiveText:

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

Upon successful completion of SPED 6011, students will meet a common core of knowledge and skills essential for special educators in the area of classroom management by demonstrating the following competencies:

- Demonstrate understanding about how language develops beginning typically with nonverbal communication in infancy through complex comprehension and production of oral and written language. **ACC2K1**
- Read and discuss ways in which language, English dialects and storytelling characteristics reflect culture diversity rather than disabilities. **ACC1K1; ACC1K5**
- Learn causes and characteristics of specific oral and written communication disorders that limit independent functioning of children and adults in school, family, and community settings. **ACC3S2; ACC3S3**
- Demonstrate knowledge about ways in which oral language abilities and experiences contribute to students' functioning in their ability to acquire skills for writing and reading print language. **ACC2K2; ACC2S3**
- Learn the continuum of characteristics and likely effects of communication disorders in order to interpret student's areas of need, plan effectively interventions, and help students function capably in their natural environments. **ACC3S1; ACC3S3**
- Study characteristics of communication disorders associated with children with autism spectrum disorders. **ACC3S1**
- Investigate systematic and naturalistic teaching strategies that are supported by research overcoming the debilitating effects of communication disorders. **ACC1S3; ACC2S1; ACC3K1; ACC3S2**
- Apply assistive technology to increase communication functioning among students with language and communication disorders in authentic settings. **ACCSK6; ACC3K1**

College of Education Conceptual Framework:

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: PREPARED

Disposition: To think critically about the process of teaching, learning and assessment.

Candidates who are PREPARED will:

- P1 - Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - Use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- Demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- Demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: ABLE

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Candidates who are ABLE will:

- A1 - Understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- A2- Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3- Plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.
- A4- Understand and use authentic assessment to evaluate and ensure the continuous development of the learner.
- A5- Organize, allocate, and manage resources to support learning.

Standard: RESPONSIVE

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Candidates who are RESPONSIVE will:

- R1- Respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- Translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3- Accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- Demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
- R5- Reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
- R6- Foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course:

Students will learn how language typically develops, cultural differences in language, theories related to etiology of language disorders; and the effects of language disorders on functioning of children with disabilities. Students will learn strategies for remediating problems in communication that prevent children from reaching their academic and social potential.

Methods of Instruction:

This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. Additionally, class discussion, group work, and individual projects will comprise the participation component of your grade. The course is organized around four units: (1) understanding and assessing language and communication, (2) language and communication disorders, (3) language and communication in the classroom, and (4) autism spectrum disorders and augmentative and alternative communication. The midterm will include units 1 & 2 and the final will include units 3 & 4. Candidates will assess language functioning form, content, and use in young children, and children with disabilities. The course will present characteristics and methods of intervention for a range of communication disorders including autism spectrum disorders. Candidates will apply knowledge about assistive technology in authentic settings for helping students with disabilities communication and function more capably in all environments.

Course Schedule:

Dr. Hogan may change assignment due dates or other planned activities described in this syllabus at any time in order to meet the needs of students in SPED 6011.

Week 1 (8/16/10): Course OverviewDiscussion Topic:

Overview of course requirements/syllabus

Class Activities:

Assign APA Module Activity (Due 8/30/2010)

Week 2 (8/23/10): Understanding and Assessing Language and Communication – Unit 1Readings:

Chapters 1 & 2

Discussion Topics:

Chapter 1: Language and Language Disorders

Chapter 2: The Elements of Language

Class Activities:

Turn in Chapters 1 & 2 review questions

Assign APA Research Paper (Due 10/25/10)

Week 3 (8/30/10): Understanding and Assessing Language and Communication – Unit 1Readings:

Chapters 3 & 4

Discussion Topics:

Chapter 3: Language Acquisition: Physiological, Cognitive, and Social Bases

Chapter 4: Language Acquisition: Behavioral, Linguistic, Semantic-Cognitive, Pragmatic-Interactionist, and Information-Processing Models

Class Activities:

APA Module Activity Due (Print out certificate and turn in during class)

Chapters 3 & 4 review questions due

Week 4 (9/6/10): No Class – Labor Day Holiday**Week 5 (9/13/10): Understanding and Assessing Language and Communication – Unit 1**Readings:

Chapters 5 & 6

Discussion Topics:

Chapters 5 & 6: Language Development: Birth through School years

Class Activities:

Turn in Chapters 5 & 6 review questions

Assign Language and Communication Disorders Presentation (Due 9/27/10 & 10/04/10)

If time allows – Work on presentations

Week 6 (9/20/10): Understand and Assessing Language and Communication – Unit 1Readings:

Chapters 13

Discussion Topics:

Chapter 13: Assessing Language and Communication

Guest Speaker (Turn in interview questions via email no later than 9/17/10)

Class Activities:

Turn in Chapter 13 review questions

If time allows – Work on presentations

Assign Assessment Project (Due 11/08/10)

Week 7 & 8 (9/27/10 & 10/4/10): Language and Communication Disorders –Unit 2

Readings:

Chapters 7, 8, 10, 11, & 12

Class Activities:

Students will present on language and communication disorders within a specific disability group.

Learning Disabilities (9/27/10) _____

Intellectual Disabilities (9/27/10) _____

Emotional/Behavioral Disorders & Sensory Disabilities (10/04/10) _____

Neuromotor Disabilities and Brain Injury (10/04/10) _____

Week 9 (10/11/10): Midterm (Over units 1 & 2)

Chapters 7, 8, 10, 11, & 12 review questions due

Week 10 (10/18/10): Language and Communication in the Classroom – Unit 3

Readings:

Chapters 14

Discussion Topics:

Chapter 14: Enhancing Language and Communication

Class Activities:

Turn in Chapter 14 review questions

Week 11(10/25/10): Language and Communication in the Classroom - Unit 3

Readings:

Chapter 16

Discussion Topics:

Chapter 16: Language, Culture, and English Language Learners

Class Activities:

Turn in Chapter 16 review questions

APA Research Paper due

Week 12 (11/1/10): Autism Spectrum Disorders & Augmentative and Alternative Communication – Unit 4Readings:

Chapter 9 (pgs. 162-174)

Outside readings (posted on Web)

Discussion Topics:

Introduction to ASD

Characteristics of ASD

Language and Communication

Class Activities:

Assign AAC Website Reviews (Due 11/29/10)

Week 13 (11/8/10) Autism Spectrum Disorders & Augmentative and Alternative Communication – Unit 3Readings:

Chapter 9 (pgs. 178-188)

Outside readings (posted on Web)

Discussion Topics:

Literacy and ASD

Creating quality educational programs for children with ASD

Instructional approaches for teaching students with ASD

Interventions/Strategies for language and communication impairments

Class Activities:

Turn in Chapter 9 review questions

Assessment Project Due

Instructional Approaches, Interventions, and Strategies in-class group project

Week 14 (11/15/10): Autism Spectrum Disorders & Augmentative and Alternative Communication – Unit 3

Readings:

Chapter 15

Outside readings (posted on Web)

Discussion Topics:

Augmentative and Alternative Communication/Assistive Technology

Class Activities:

Turn in Chapter 15 review questions

In-Class Project: Communication Board

Week 15 (11/29/10):

Presentations: AAC Website Reviews

Possible Guest Speaker (Turn in interview questions via email no later than 11/24/10)

Week 16 (12/6/10): Final Exam (Unit 3)

Performance Assessment(s)

Field Experience

This course requires 30 hours of direct contact with students with disabilities.

Grade Scale

100 – 90 = A

89 – 80 = B

79-70 = C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

Assignment Details:

Assignment	Due Date	Points Possible
Attendance & Participation	Varies	10
APA Module Activity/APA Research Project	8/30/10 & 10/25/10	15
Language and Communication Disorder Presentation	9/27/10 & 10/04/10	15
Midterm	10/11/10	20
Assessment Project	11/08/10	10
AAC Website Review	11/29/10	10
Final	12/06/10	20

Attendance and Participation:

Students are expected to come to class prepared to participate. Both attendance and participation will be recorded for each class. The following three assignments will count towards your attendance and participation grades as well as group discussion.

Chapter Review Questions: The student will be responsible for answering the review questions at the end of each chapter and turning these in at the beginning of each class period.

Communication Board Project: Students will work in groups during class time to design a communication board and present to the class. More detail will be provided during class.

Interview Questions: Students will have the opportunity to interview two guest speakers (a student with a communication disorder and a teacher who taught students with autism). Questions will be emailed to the instructor prior to the speaker (see course calendar for due dates).

APA Module Activity & Research Project:

Students will be expected to complete an online module which will cover the mechanics of writing and APA (6th ed.). The module can be found at <http://courses.unt.edu/bullock/APA/Module.html>. After completing the module, students will print out their completion certificate and turn in to their instructor.

Students will also be responsible for preparing a 5-7 page research paper over one of the topics discussed in class. The topic is open-ended to enable students to choose a subject regarding language and communication disorders they feel will benefit them the most in their work. Students will be graded heavily on content and the ability to follow APA formatting. More information and a grading rubric will be provided in class.

Language and Communication Disorders Presentation:

Students will work in groups to create a class presentation over a specific disability category and its relationship to language and communication disorders. Students will be expected to provide a one (1) hour presentation in which they utilize a PowerPoint presentation to cover the topic and provide classmates with a 1-2 page handout of the presentation. More information and a grading rubric will be provided in class.

Assessment Project:

Students will be expected to choose someone (an adult or student) and complete a language/communication assessment on the chosen person. If assessing a K-12 student, you will be expected to obtain written parental/guardian consent. Students will also need to provide a 2-3 page paper describing the assessment used, the results of the assessment, the pros and cons of the assessment, and personal reflections regarding the assessment used. Further information regarding this assignment and a grading rubric will be provided in class.

AAC Website Reviews:

Students will be responsible for reviewing websites featuring five (5) *different* AAC/AT devices. For each website review, students will complete the required form (provided by instructor) and present their findings to the class. More information will be provided in class.

Other Important Information

Attendance, Punctuality, and Participation:

Regular and punctual attendance is required for all seminars and individual meetings. If absences are unavoidable, the student is responsible for obtaining all class notes and hand-outs from a class member. Absences from class are not accepted as excuses for late assignments.

Late Work Policy:

Assignments are due on the scheduled date. Any exceptions to this policy will be made by prior arrangement and acceptance is at the discretion of the professor.

Written Assignments

All written assignments should adhere to 6th Ed APA, unless otherwise specified. Assignments should be typed, double spaced, with 12-point, Times New Roman, and 1" margins.

Bibliography:

Bausch, M. E., Ault, M. J., & Hasselbring, T. S. (2006). *Assistive Technology Planner: From IEP Consideration to Classroom Implementation*. Lexington, KY: National Assistive Technology Research Institute.

Bolick, C. M. & Cooper, J. M. (2003). *An educator's guide to technology tools*. Boston, MA: Houghton Mifflin Company.

Bondy, A. & Frost, L. (2002). *A picture's worth: PECS and other visual communication strategies in autism*. Bethesda, MD: Woodbine House.

Freeman, S. & Drake, L. (1997). *Teach me language*. Langley, B.C.: SKF Books.

Kuder, J. (2008). *Teaching students with language and communication disorders*. Boston, MA: Pearson.

Marino, M. T., Marino, E. C., & Shaw, S. F. (2006). Making informed assistive technology decisions for students with high incidence disabilities. *Teaching exceptional children*, 38 (6),18-25.

Moats, L. C. (2001). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. D., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71* (2), 137-148.

Pierangelo, R., & Giuliani, G. (2008). *Teaching students with autism spectrum disorders*. Thousand Oaks, CA: Corwin Press.

Recesso, A. & Orrill, C. (2008). *Integrating technology into teaching: The technology and learning continuum*. Boston, MA: Houghton Mifflin Company.

Wankoff, L. S. (Ed.) (2005). *Innovative methods in language intervention: Treatment outcomes measures*. Austin, TX: PROED.

Wetherby, A. M. & Prizant, B. M. (2000). *Autism Spectrum Disorders: A Transactional Developmental Perspective*. Baltimore: Paul H. Brookes Publishing.

Ysseldyke, J., & Algozzine, B. (2006). *Teaching students with communication disorders: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.

Websites for Technology

www.closingthegap.com: Searchable database of assistive technology plus articles from a newsletter

www.fctd.info: Family Center on Technology and Disability. Extensive assistive technology resource reviews, user friendly resource library and more.

[Www.LDonline.com](http://www.LDonline.com): Section on assistive technology. To get to it, go to LD in Depth and click on Technology

trace.wisc.edu: Links to adaptive freeware and shareware for computer access

www.wati.org: Wisconsin Assistive Technology Initiative has WATI assessment forms, updates, lending library, information, best practice tips and more

www.tamcec.org: The web site of the Technology and Media Division of CEC

