

University of Florida
College of Public Health and Health Professions
SPA 4400: Introduction to Language Disorders (3 credit hours)

CLASS MEETINGS. Monday 10:40-11:30 AM Campus
 Wednesday 9:35-11:30 AM

Instructor	Candice Adams-Mitchell, SLP.D, CCC-SLP
Email:	C.adamsmitchell@ufl.edu
Phone:	352-294-5716
Office:	HPNP 2125
Office Hour:	Monday, 9:30-10:30 Additional office hours by appointment

The information contained in this class syllabus is subject to change without notice. Students are to be aware of any additional course policies presented by the instructor during the course. By attending class, monitoring the class Canvas site, checking your email, and communicating with Dr. CAM you will be made aware of any changes.

PREREQUISITES

SPA 4004 Language Development
SPA 4104 Neuro Bases

Course Overview

Overview:

The purpose of this course is to introduce you to basic principles of language disorders, assessment, and intervention for children and adults. This course will cover the etiologies and characteristics of a wide variety of pediatric (preschool and school-age) and adult communication differences, delays and disorders. Multicultural and counseling considerations will be incorporated into discussion at all three primary age groups. Differences, delays and disorders presented will include those related to specific etiological factors, those related to specific language features (with undetermined etiology), developmental language deficits, language-learning disabilities, reading disorders, ADD/ADHD, aphasia, and the dementias.

The content of this course is designed to help you meet the following clinical certification standards: Relation to Program Outcomes and Clinical Certification Standards: This course addresses program outcomes that pertain to the following Clinical Certification Standards.

Standard #	Standard
IV. B.	Demonstrates knowledge of the biological, neurological, acoustical, developmental, linguistic and cultural bases of basic human auditory processes.
IV. B	Demonstrates the ability to integrate information pertaining to normal and abnormal oral (receptive and expressive) and written (reading and writing) language development across the life span.
IV. C	Demonstrates knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of oral (receptive and expressive) and written (reading and writing) language disorders and social aspects of communication disorders.
IV. D	Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with oral (receptive and expressive) language disorders, written (reading and writing) language disorders and social aspects of communication disorders.

These course objectives relate to the following ASHA Knowledge and Skills

Assessment (KASA) Standards:

Standard #	Standard
III-B:	Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
III-C:	Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
III-D	Possess 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 of the disorders.

Course Objectives/Goals:

a) **Knowledge Objectives: *Students will be able to...***

(1) Anatomical Basis:

- (a) Describe how language skills are influenced by biological and environmental factors
- (b) Describe the neurological correlates of oral and written language

(2) Physiological Basis:

- (a) Describe the physiological bases of human communication
- (b) Describe the components of language.

(3) Linguistic Basis:

- (a) Describe concepts of linguistic variation

(4) Cultural & Regional Basis

- (a) Describe the role of cultural & regional factors in language disorders

b) **Skill Objectives: *Students will be able to:***

- ✓ Identify causes and characteristics of oral and written language disorders.
- ✓ Identify and apply assessment procedures and intervention strategies for children and adults with language disorders.
- ✓ Differentiate characteristics of typical development from characteristics of language impairment in culturally and linguistically diverse populations.
- ✓ Describe various methods to prevent oral and written language disorders
- ✓ Describe the treatment for oral and written language disorders, including writing goals and treatment methods
- ✓ Develop critical thinking skills in applying professional ethics and positions in regards to speech and language disorders in practical situations.

Instructional Method

This class is being taught as a campus face to face class. Class time will focus on review of lecture material and addressing your questions. The purpose of the in-person class is clarification, meaningful discussion and thinking critically through case studies. Class sessions provide support for information integration and expansion of concepts resulting in learning and comprehension. You will be expected to be familiar with concepts covered in assigned articles, class, discussions, lecture notes and assignments.

Recorded Lectures Disclosure

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and

communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Materials

Required: Membership with Master Clinician Network (www.masterclinician.org). This membership costs \$45/yr.

Recommended Text: Reed, V (2018) *An Introduction to Children With Language Disorders*. Pearson Publishing: Boston, MA

Recorded Lectures, Discussions and Exercises: Available on CANVAS. Links to help you access scholarly articles for free.

- Google Scholar
- Using the UF library system:
<http://guides.uflib.ufl.edu/distancelearners> .
<http://guides.uflib.ufl.edu/speech-language>

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Grading Policy

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Note: Grades of WF, I, NG, and S-U each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Other Requirements

a) ***Attendance/Participation.***

Attendance and tardiness are primarily a student- teacher-class relationship. You are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. The University has a concern for the proper fulfillment of such obligations by the student, and therefore,

regular/consistent class attendance is mandatory. If a class is missed for any reason, you are responsible for obtaining information about notes, announcements and changes to requirements. Excused absences are determined at the discretion of the instructor, and proper documentation **MUST** be provided in order for an absence to be considered excused. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

- b) ***Missed Exam Policy.*** If you must miss a test or quiz due to sickness or emergency, you must call or email the instructor before class time that day, or you will not be allowed to make it up. It is your responsibility to schedule a time to take that quiz or test before the next class meeting. You will receive a grade of ZERO if you miss an assignment, quiz or exam without prior approval from Dr. CAM.

No make-up tests will be scheduled any later than 1 week after the missed exam. If you miss a class, it is your responsibility to get the notes from another student. Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

If you know in advance that you will be missing a class due to an excused absence, you must alert the instructor and reschedule your quiz or test before the event. Forgetting to login to class or misreading the syllabus are not considered valid reasons for missing a quiz or test.

STUDENT EXPECTATIONS, ROLES, & OPPORTUNITIES FOR INPUT

- ***Classroom courtesy & respect.***

Respect and Professionalism

Regardless of whether you are training to become a speech-language pathologist, audiologist, or researcher you are required to conduct yourself in a professional manner. This behavior should also be exemplified in the classroom. You should focus on paying attention in class, actively participating, being respectful to classmates, and not engaging in excessive chatting or doing work from other classes.

You are expected to attend every Zoom class in its entirety, and your success in this course will be influenced by your attendance. All students are responsible for knowing the material covered in class. It is the responsibility of each student to anticipate his or her own needs and communicate with the instructor **AS SOON AS POSSIBLE** about individual issues. If a class is missed for any reason, you are responsible for obtaining information about notes, announcements and changes to requirements.

- ***Dealing with differences.***

The School of Health Professions and Public Health are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in ethnicity and culture, and we respect

differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

- ***Communication Guidelines***

Students should contact Dr. CAM via UF email (c.adamsmitchell@ufl.edu) or CANVAS email. Turn-around time for emails from Dr. CAM will be less than 24 hours weekdays, and 48 hours on weekends. Students should be aware that messages left on Dr. CAM's office phone may not be picked up for several days.

Feedback/Course Evaluation.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Integrity

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

- <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- <https://www.dso.ufl.edu/sccr>
- <http://www.dso.ufl.edu/studenthandbook/studentrights.php>

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested

positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is

posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office (<https://www.dso.ufl.edu/drc>) within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in

distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Public Safety and Emergency Services

- University Police Department 392-1111 or 9-1-1 for emergencies.

Other resources:

- ❑ Campus Alcohol and Drug Resource Center (302 Student Health Center, 392-1161, ext. 4281).
- ❑ Student Mental Health Services (245 Student Health Center, 392-1171).
- ❑ University Counseling Center (301 Peabody Hall, 392-1575)
- ❑ Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- ❑ Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

ASSIGNMENTS

Language Acquisition Review Quiz (10 points): A solid foundation in language acquisition is critical to your success as a clinician. This online quiz (found in the quizzes section on Canvas) will help make sure you have understand the foundational concepts of language development. You may take the quiz as many times as needed until you earn full credit.

Glossary Come To Life (10 points): Students will use Master Clinician and analyze a single video example of an intervention and point out examples of technical terms.

Tests (100 points each): Two tests (midterm and final) will be given, each worth 100 points. The format of the tests will be mixed (multiple-choice, matching, true/false, fill-in-the-blank and short answer) and will cover assigned readings, lecture material (PowerPoints and lectures), and chat discussions. The midterm will include all covered material up to that point. The final will include all material covered after the midterm. Test dates are listed in the course calendar.

Language Sample Analysis (100 points): A 50-utterance language sample will be provided to you of a 3-year-old child. You are to complete analyses for: mean length of utterance and Brown's Stages of Language Development; order of acquisition of Brown's 14 grammatical morphemes; number of different words; and speech intelligibility. Results should be presented in a paragraph form with interpretation of the results (you will be given a template to follow). Is the child's MLU consistent with his age? What stage is the child's MLU? Is the child using the morphemes that are expected for his/her age? Is the child's semantic diversity (NDW) appropriate for his/her age? Is the child's speech intelligibility appropriate for his/her age? Give examples to support your interpretation. You will be provided with a template to use as a guide for your paper.

In-Class Discussion (20 points): On a specific day, a group of students will help lead a class discussion of a real question posed by a speech language pathologist. Dr. CAM will assign the question two weeks prior to the students' discussion date. Students will be required to 1) deconstruct the question to determine what issues are involved 2) create discussion questions 3) create a short bibliography of possible references to answer the question 4) relate the question to an article they want the entire class to read. This assignment will result in a group grade. Each group member is expected to participate in the in class discussion presentation. Points will be deducted if each group member does not participate in the discussion.

AAC/Literacy Intervention Assignment (100 points): Each student will choose a children's book (no two students can present the same book and create a mock lesson plan. Each lesson plan should include:

- A target language outcome to be taught in a hypothetical classroom consisting of 5 AAC users who use high tech and low tech devices and 5 non AAC users
- A short list of vocabulary words to be taught in each unit (make sure to identify fringe and core vocabulary)
- A list of five learning objectives
- A list of 5 ideas for teaching activities (Demonstration)
- Identify age group (grade level) for your literacy project
- Research Common Core Standards by grade level and how you plan to accomplish those standards in your lesson plan
- A written lesson plan identifying the information stated above
- Plan to present to in class for 10 minutes on your project utilizing a visual aid such as PowerPoint, Prezi or Google Slides.

AAC Reaction Paper (20 points): Students will watch the AAC documentary "*Only God Could Hear Me*" and write a 2 page reaction paper discussing their thoughts about the documentary and the SLP's role in providing services to users of AAC.

Diversity in Language Acquisition Reaction Paper (20 points): Students will watch two episodes of "We Speak NYC" and write a reaction paper discussing each episode. Each reaction paper should be at least 1-2 pages. Episodes can be found at <https://wespeaknyc.cityofnewyork.us/episodes/>

Participation (25 points): Students will be expected to make meaningful contributions to the class, particularly during in-class discussion days and inservice presentations.

**LIST OF LECTURE TOPICS and
TENTATIVE COURSE OUTLINE**

(There WILL be additional in- and out of- class activities and readings which will be announced as appropriate)

Class Week/ Dates	Topic	Readings	Homework Assignments and Quizzes
Course Introduction			
8/23 & 8/26	Overview of Speech and Language Development	<p>The Unique Speech Needs of Children in Poverty. ASHA Leader, March 2017, Vol 22, 30-31.</p> <p>The Linguistic Genius of Babies https://youtu.be/G2XBIkHW954</p> <p>Why Talking to Kids Matters https://youtu.be/IpHwJyjm7rM</p>	
8/30 & 9/1	Diversity in Language Acquisition: Disorder vs. Difference	<p>https://www.newyorker.com/science/maria-konnikova/bilingual-advantage-aging-brain</p> <p>Bilingualism and Speech-Language Pathology https://youtu.be/KxnN6Ig4bqc</p> <p>Bilingual Language Development https://youtu.be/SNRqJo9niFY</p>	Language Acquisition Review Quiz Due 9/1
9/6	Labor Day		
9/8	Diversity in Language Acquisition: Disorder vs. Difference	<p>https://www.pbs.org/speak/seato sea/americanvarieties/AAVE/worldscollide/?fbclid=IwAR1DCuzgwxVF2SIKP1drWcBSCdW7OZmHo8ECQ_cF4zNsPTKgZ0_J4jOEUqk</p> <p>https://www.vice.com/en_us/article/7kpxwa/testifying-while-black-in-an-american-courtroom-can-cost-you</p> <p>https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english/transcript?fbclid=IwAR37GP-69UA3Yx-c4oTxR0Ytgy8jaz_3cqtmkad7RaMODmSTcHERfddYoRs</p>	

9/13	Diversity in Language Acquisition: Disorder vs. Difference (cont)	https://www.scisdata.com/connections/issue-96/the-importance-of-multicultural-literature/?fbclid=IwAR1DBrdeB90oe81vgqCWF9bTned-HyGwddtEa0FHvwM6mWUcWwPkNBblg	Group 1 In Class Discussion Presentation Due 9/13 Diversity in Language Reaction Paper Due 9/13
Unit 2: Assessment			
9/15	General Assessment Procedures	Cohen, et al. (2005). Effects of computer-based intervention through acoustically-modified speech... Improving Early Child Development with Words https://youtu.be/y8qc8Aa3weE ASHA Code of Ethics http://www.asha.org/practice/ethics/	
9/20	Specific Assessment Procedures for Toddlers and Preschoolers with SLI	When is Simplified – Too... Simple? ASHA Leader, January 2017, 42-47.	
9/22	Specific Assessment Procedures for Toddlers and Preschoolers with SLI		Group 2 In Class Discussion Presentation Due 9/22
9/27	Specific Assessment Procedures for School Age Assessment Process -Decision Making -RTI	https://www.asha.org/SLP/school_tools/prof-consult/guidelines/ 8-yr old with mixed expressive language disorder https://youtu.be/UmLu8rzbHhE ADHD child vs. non-ADHD child interview https://youtu.be/-IO6zqIm88s How to (explain) ADHD https://youtu.be/jhcn1_qsYmg	Language Sample Analysis Due 9/27

		Social Communication Disorder: This is Our Baby, SLPs! ASHA Leader, April 2018, 38-39.	
9/29	Assessment for Adolescents with Language Impairment	https://pubs.asha.org/doi/full/10.1044/2019_JSLHR-L-18-0337?fbclid=IwAR2afmE_WOPqkJpa0Xy43nJSGRnZcykYVWw8Qj55o2sutWK87Vpedli6yR0 https://www.asha.org/policy/TR2008-00304/ https://www.asha.org/policy/TR2008-00304/#sec1.5	
10/4	Assessment for Individuals with Intellectual Disabilities	How much do you know about intellectual disabilities? Tedx Vancouver https://youtu.be/BURbLmQL1BE	
10/6	Assessment of Children with Complex Communication Needs/ AAC and ASD	Invisible Girls. ASHA Leader, April 2018, --, 48-55. Autism – what we know (and what we don't know yet). Ted2014 Wendy Chung https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_dont_know_yet?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare Early Signs of Autism www.youtube.com/watch?v=YtvP5A50HpU&feature=youtu	Group 3 In Class Discussion Presentation Due 10/6
10/11	Assessment Reports and Goal Writing		AAC Reaction Paper Due 10/11
10/13	Assessment Reports and Goal Writing Cont...		
Unit 3: Intervention			
10/18	Principles of Intervention and EBP		

10/20	Language Intervention for Infants and Toddlers		
10/25	Language Intervention for Infants and Toddlers Cont		
10/27	Language Intervention for School Age		Group 4 In Class Discussion Presentation Due 10/27
11/1	Language Intervention for School Age and Adolescents	https://pubs.asha.org/doi/full/10.1044/2019_JSLHR-L-18-0337?fbclid=IwAR2afmE_WOPqkJpa0Xy43nJSGRnZcykYVWw8Qj55o2sutWK87Vpedli6yR0	AAC/Literacy Intervention Assignment Due 11/1
	Special Topics		
11/3	Language and Children with Auditory Impairments	<p>The Challenge with Processing Language (Dr. Nittrouer, TedX Talk) https://youtu.be/IF7IKv6sYxg</p> <p>How does it sound for people with hearing loss https://youtu.be/hQbuqcRVNg4</p> <p>Lost in the Midst. ASHA Leader, July 2017, Vol. 22, 48-55 Children who are Hard of Hearing. ASHA Leader, June 2017, Vol. 22, 16-17</p>	
11/8	Written Language Disorders	<p>Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ</p> <p>Dyslexia: A Hidden Disability https://youtu.be/8m1fCz3ohMw</p> <p>What is Dyslexia? https://youtu.be/zafiGBrFkRM</p> <p>https://www.asha.org/policy/TR2008-00304/</p> <p>https://www.asha.org/policy/PS2001-00104/</p> <p>https://www.asha.org/PRPSpecif</p>	

		Youth and Postsecondary Students">icTopic.aspx?folderid=8589942549&section=Treatment#Transitioning>Youth and Postsecondary Students	
11/10	Language and Other Special Populations of Children		
11/15	Acquired Language Disorders in Children (TBI and Aphasia)	https://www.youtube.com/watch?v=VH2KjItYXUY	
11/17	Acquired Language Disorders in Children (TBI and Aphasia)		Glossary Come To Life Paper Due 11/17
11/22	Aphasia	Aphasia videos: https://youtu.be/w95EF3fW2lA - Anomic aphasia https://youtu.be/IP8hkopObvs - Broca's aphasia https://youtu.be/3oef68YabD0 - Wernicke's aphasia	
11/29	Aphasia		
12/1 & 12/6	Dementia	Experience 12 Minutes in Alzheimer's Dementia https://youtu.be/LL_Gq7Shc-Y Helping Them Hold On. ASHA Leader. Oct 2016, Vol. 21, 44-51	Group 5 In Class Discussion Presentation Due 12/6
12/8	Dementia		
Final Exam			