

EDIS 684
Language and Communication Development
in Individuals with Special Needs

Summer 2005
May 16 to June 22
Mondays and Wednesdays
5:30 to 8:40 pm

406 Education Building

Instructor: Tim Brackenbury, Ph.D., CCC-SLP

Office: 246 Health Center Building

Phone: 372-7188

Email: tbracke@bgnet.bgsu.edu

Office Hours: by appointment

Required Text: None ☺

Readings: On Blackboard

Objectives:

Some schools are structured so that special educators and speech-language pathologists work closely on a daily basis. In other schools, special educators and speech-language pathologists rarely see each other outside of IEP meetings. The relationship between special educators and speech-language pathologists in most schools is somewhere in-between. Because most children with developmental disabilities have some type of communication deficits, it is critical for these two disciplines to be able to understand and assist each other. The primary objectives of this course are:

- a) to introduce you to how speech-language pathologists work with children with communication problems
- b) to instruct me on how special educators work with children with communication problems
- c) to improve each other's abilities so that we can better serve children with disabilities and their families

Outcomes:

By the end of this six-week course, **you** will be able to:

- I. Identify the similarities and differences between how the fields of Special Education and Speech-Language Pathology assess and intervene with children who have communication problems.
- II. Understand and use key concepts within the areas of communication and language.
- III. Analyze a child's communication pattern to determine areas of strength and concern.

- IV. Integrate the assessment and intervention ideas from speech-language pathology into your teaching.

By the end of this six-week course, I will be able to:

- I. Identify the similarities and differences between how the fields of Special Education and Speech-Language Pathology assess and intervene with children who have communication problems.
- II. Integrate the assessment and intervention ideas from special education into my clinical services and student training.

Methods:

The design of this course is based on reciprocal learning. You come to this class with expertise in special education and I come with expertise in speech-language pathology. To meet the outcomes and objectives listed above, we must all be active participants in the class sessions. Most of the individual sessions will include a combination of participatory lecture and small group activities. You are fully expected to participate in each session by asking your own questions and answering questions posed by your classmates and myself. You should respond to and challenge each other's viewpoints, but we must always treat each other with respect.

The first two weeks will focus on language and its development. The remaining weeks will address specific areas of language difficulty. These sessions will be split between topics. New topics will be introduced half way into sessions, with a focus on the special education perspective and identifying the problems. The topic will continue into the first part of the following session, with a focus on the speech-language pathology perspective.

Grade Determination:

Your grade will be determined by the total number of possible points that you earn.

<u>Activity</u>	<u>Points</u>
Examination 1	100
Examination 2	150
Group presentation	50
Group worksheets	60
Survey	10
Reading assignments	0
Total	370

A = 332 and above

B = 295 to 331

C = 258 to 294

D = 221 to 257

F < 221

Examinations

The first exam will be taken in-class on June 1. The exam format will consist of multiple choice, fill-in-the-blank, matching, and short essay items. Questions will be based on reading assignments, lectures, and other materials presented in class. Specific preview information for this exam will be posted on Blackboard on May 26.

The second exam is a take-home test. **It will be posted on June 16 and due at the start of class on June 22.** This exam will consist of half to full page essay questions. This exam will primarily be based on the information covered from June 1 to the end of the class, although some cumulative information will be included. You are allowed to use your notes and readings, but you must work independently. We will go over the answers to the exam on the 22nd.

Group Presentation

The class will be divided into three groups. On May 25, your group will be given 20 minutes to make a presentation on the perspectives of special educators in the assessment and intervention of children with communication problems. Specific directions for this presentation are on Blackboard.

Group Worksheets

At the start of each new topic during the last four weeks, we will watch a videotape of a child with a specific communication problem. You will be split into groups and given time to answer questions about how a special educator would go about assessing and helping that child. We will discuss your responses in class and you will turn in your answers by the next class. The group worksheets are posted on Blackboard. Each worksheet is worth 10 points.

Reading Assignments

For each class session, there will be two to three reading assignments. You are expected to have read and be ready to discuss each assignment on the class date. Be an active reader. Take notes as you are reading. This will not only help you learn the material, but you can use these notes as we are discussing the topics in class. There is a document posted on Blackboard titled "Active Reading Worksheet". You are encouraged to complete this document for each reading, although it is not required. This worksheet asks you to list *at least* five things that you learned from the reading, three things that were unclear, and three things that the reading made you think of or question. I will use these ideas to facilitate our class discussions.

During the last four weeks, there are two readings per session. One reading is connected with session II of a topic and the other reading goes with session I of the new topic. The first reading on a topic typically focuses on introductory concepts. The second reading is often on specifics of speech-language assessment and/or intervention. Two readings for a session can be a bit much, especially between Mondays and Wednesdays. I encourage you to begin reading early. You may find it helpful to read the articles associated with the first discussion of a topic in advanced and saving the second article of the topic to just before the second session. If you do this, be sure to take good notes so that you don't forget the information or your questions when we discuss the readings in class.

Students with Disabilities:

The goal of the Disability Services for Students Office is to help provide equal access and reasonable accommodations to BGSU students with disabilities. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office.

Phone (419) 372-8495, Fax: (419) 372-8496, TTY: (419) 372-0582

Academic Honesty:

The Department of Communication Disorders supports a **zero tolerance** for any violation of academic honesty and/or academic misconduct. If you are found to be guilty of a violation of the Academic Honesty Policy (cheating, fabrication, plagiarism...), you will be reported to the Dean of your college and assigned a grade of “WF” for the course. Consult the “Codes of Conduct” section of your Student Affairs Handbook for a complete explanation of these policies. It is **your responsibility** to understand these policies.

Statement of Implied Limited License:

The lectures and classroom materials that we will use are considered to be **my intellectual property** and are protected by state and federal regulations. Included in this intellectual property are the notes that you take. You are authorized, and expected, to take notes in this class. You may share these notes with anyone else in the class. However, you are **not** authorized to provide these notes to anyone outside of the class, sell them to anyone, post them on a web site, and/or make any commercial use of them without express prior permission from me. See me **before** you do anything that may possibly violate this policy.

Schedule:

<u>Date</u>	<u>Topic(s)</u>	<u>Readings</u>
May 16	Plans for this course Defining Language Infant & Toddler Development	
May 18	Toddler & Preschool Development	Bernstein & Levey, 2002
May 23	Elementary & Adolescent Development	Nippold, 2000
May 25	Group Presentations Speech-Language Perspectives	Reed, 2005 Ukrainetz & Fresquez, 2003
May 31	No Class – Memorial Day	
June 1	Exam 1 Fluency Impairments I	Guitar Normal, 1998
June 6	Fluency Impairments II Phonological Impairments I	Guitar Treatment, 1998 Plante & Beeson, 2004
June 8	Phonological Impairments II Specific Language Impairments I	Gierut, 1998 Leonard, 1998
June 13	Specific Language Impairments II Language & Reading I	Fey, Long, & Finestack, 2003 ASHA Reading & Writing, 2005 Justice & Kaderavek, 2004
June 15	Language & Reading II Autism I	Kaderavek & Justice, 2004 Wetherby et al., 2000
June 20	Autism II Mental Retardation I	Wetherby & Prizant, 2005 Chapman, 1997
June 22	Mental Retardation II Exam II Review	Long, 2005