

COURSE TITLE: COMD 5352 LANGUAGE DISORDERS IN CHILDREN 0-5

Term: Fall 2026

Course Dates: August 24 – December 9, 2026

Professor: Amy Louise Schwarz, PhD, CCC-SLP

Course Times: 8 am to 8:50 am M, W, F

Office Phone: 1.903.877.5307

Classroom: HSC in G building 3211

Email: AmyLouise.Schwarz@uttyler.edu

Office Hours:

Graduate Students HSC: W & F: Open Door due to clinic schedule

Undergraduate Students main campus HPR 251B: T & Th: 9 am to 10 am & by appointment Video Teams Chat

Course Overview

This course focuses on the prevention, evaluation, and treatment of language disorders in children from birth through age 5 years. Students will develop advanced knowledge and skills to assess and treat language disorders in various clinical settings.

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate the ability to:

1. 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) (Standard IV-C).
2. 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 (Standard IV-D).
3. access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology service (Standard IV-H: Evidence Based Practice Component only).
4. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language (Standard V-B 1e).

6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language (Standard V-B 2a).
7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language (Standard V-B 2c)
8. Measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language. (Standard V-B 2d).

Assessment of Student Learning

Upon successful completion of this course, the student will demonstrate the ability to do the following things at the level commensurate with the undergraduate level:

1. 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) (Standard IV-C).
2. 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 (Standard IV-D).
3. access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology service (Standard IV-H: Evidence Based Practice Component only).
4. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language (Standard V-B 1e).
6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language (Standard V-B 2a).
7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language (Standard V-B 2c)
8. Measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language. (Standard V-B 2d).
9. Analyze, synthesize and evaluate knowledge regarding the standards of ethical conduct, including the principles and rules of the current ASHA Code of Ethics (IV-E Ethical Conduct).

These competencies will be measured through written exams, video demonstrations, oral exams based on case studies that include language sample analysis projects, artificial intelligence and research literature assignments, and a comprehensive final exam. Student learning is assessed on an individual basis. Students receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler

Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: [University of Texas at Tyler - Probation/Suspension for Master's Degree Students](#).

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For each previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. This course is structured to focus on KASA standards for treatment content in the first part of the class and KASA standards for diagnostic content in the second part of the class. For this reason, I have CANVAS use the weighted average feature to determine mastery of KASA standards. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

Required Materials

TECHNOLOGY: To participate in this course, students must have access to a laptop, tablet, or smart phone that can access Canvas and various internet sites during class. Students can share if necessary. If students need help with Canvas, please contact [UT Tyler Technology Support](#).

REQUIRED READINGS:

Christopulos, T. T., & Redmond, S. M. (2023). Positive Predictive Values Associated With Adapting the Redmond Sentence Recall Measure Into a Kindergarten Screener for Developmental Language Disorder. *Language, Speech, and Hearing Services in Schools*, 54(2), 636-647

Kasari, .C. & Sterrett, K. (2021). The JASPER Model for Children With Autism Improving Play, Social Communication, and Engagement. In P. A. Prelock & R. J. McCauley (Eds.), *Treatment of autism spectrum disorder : Evidence-based intervention strategies for communication and social interactions*. Brookes Publishing.

I will upload this chapter.

Paul, R., Norbury, C., & Gosse, C. (2017). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (5th Edition). St. Louis, Mo: Mosby Elsevier.

<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=5504390>

Rollins, P. R., & De Froy, A. M. (2023). Reexamining Pathways Early Autism Intervention in children before and after the third birthday: A randomized control trial. *Journal of Autism and Developmental Disorders*, 53(3), 1189-1201

Rowland, C. (2011). [Using the communication matrix to assess expressive skills in early communicators](#), *Communication Disorders Quarterly*, 32, 190-201.

I reserve the right to add additional required readings to the syllabus.

Required Viewings

Ambrose, S. E. (2016). Gesture use in 14-month-old toddlers with hearing loss and their mothers' responses. *American Journal of Speech-Language Pathology*, 25, 519–531.

https://childes.talkbank.org/browser/index.php?url=Clinical-MOR/Ambrose/HL/27/51SA_28.cha

BoysTownHospital. (2019, January 30). Living with developmental language disorder (DLD) - DLDandMe.org. Retrieved from <https://youtu.be/KrOISXtCgVA>

Jackson, J. (2020, January 27). Dr. Janice Jackson explains aspects of DELV. Retrieved from <https://tinyurl.com/3237auvk>

Kasari Research Lab. (2018, March 16). *JASPER - Making Meaningful Moments* [Video]. YouTube. <https://www.youtube.com/watch?v=y7IIrQGnZvQ>

Paul, R. & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (5th Edition). St. Louis, Mo: Mosby Elsevier. <http://coursewareobjects.elsevier.com/objects/elr/Paul/language4e/video/>. Click on Chapter 7: Play and Communication in a Language-Delayed Toddler

RADLD. (2017, August 28). Developmental language disorder (DLD): The consensus explained. Retrieved from <https://youtu.be/OZ1dHS1X8jg>

Sam, A., & AFIRM Team. (2016). *Picture Exchange Communication System*^(R). Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/picture-exchange-communication-system>

Shankardass, A. (2009, November). A second opinion on developmental disorders. TED India Retrieved from https://www.ted.com/talks/aditi_shankardass_a_second_opinion_on_developmental_disorders?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Supplemental Textbooks & Websites

Crystal, D., Fletcher, P. & Garman, M. (1989). *Grammatical analysis of language disability*. (2nd ed.). London: Cole & Whurr. (free online slim book – Developing Language Stage)

ETS.(2015).The Praxis study companion: Speech-language pathology 5331. <https://www.ets.org/s/praxis/pdf/5331.pdf>

Gillam, R. B., Montgomery, J. W., Gillam, S. L., and Evans, J. L. (2017). Working memory in child language disorders. In Schwartz, R.G. (Ed.), *Handbook of Child Language Disorders-Second Edition* (pp. 215-237). New York, NY: Routledge.

Lahey, M. (1988). *Language development and language disorders*. Somerset, NJ: John Wiley & Sons, Inc. (selected sections on reserve at the library)

McCauley, R., & Fey, M. (2006). *Treatment of Language Disorders in Children*. Baltimore: Brookes Publishing.

Noonan, M., & McCormick, L. (1993). *Early Intervention in Natural Environments: Methods and Procedures*. California: Brooks and Cole.

Roseberry-McKibbin, C. (2007). *Language Disorders in Children: A Multicultural and Case Perspective*. Boston: Pearson.

Roseberry-McKibbin, C., Hegde, M. N., & Tellis, G. M. (2019). *An advanced review of speech-language pathology: Preparation for the Praxis SLP and comprehensive examination*. PRO-ED, Incorporated.

Schwartz, R.G. (Ed.), *Handbook of Child Language Disorders-Second Edition* (pp. 215-237). New York, NY: Routledge.

Storkel, H. L., Maekawa, J., Hoover, J. R. (2010) Differentiating the effects of phonotactic probability and neighborhood density on vocabulary comprehension and production: A comparison of preschool children with versus without phonological delays. *Journal of Speech, Language, and Hearing Research*, 53, 933-949.

University of Oxford. (2021). *Critical Appraisal tools — Centre for Evidence-Based Medicine (CEBM), University of Oxford*. www.cebm.ox.ac.uk; University of Oxford. <https://www.cebm.ox.ac.uk/resources/ebm-tools/critical-appraisal-tools>

Instructional Methodology

Information for this course is primarily conveyed in-person classes, lectures, required readings, and demonstrations. Concepts are introduced during in person classes and lectures, readings, demonstrations, and in-class learning activities. Students receive guided and independent practice applying the concepts through in-class activities, when students solve clinical issues on written and oral exams, which often include questions about case studies.

Technology is integrated into the instructional pedagogy through the use of the American Speech-Language-Hearing Association (ASHA) Practice Portal (a repository of clinical research articles), the ASHAwire (a repository of peer-reviewed journal articles published by ASHA), the Canvas learning management system, Studio, Zoom, PowerPoint slides, the use of online small group work, SharePoint, and CoPilot, Mentimeter.

Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. When emailing me, please email me through our Canvas site. The Inbox icon is on the vertical navigation bar on the left side of your Canvas account web page. Click on this inbox icon and select our class in the drop down menu. Please turn on your Canvas notifications so that you will receive my Canvas messages in your UT Tyler Outlook email. [Click here for for more information about how to turn on Canvas notifications](#). If you email me by 4:00 pm during the work week (Monday through Friday), I will respond the same day. If you email me after 4:00 pm during the work week, I will respond the following work weekday. If you email me after 4:00 pm on a Friday, you will not receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: **I have in-person office hours only.** See the Contact section at the top of this syllabus for days of the week and times. I meet with students in D.251.2 for office hours. I conduct office hours on a first come first serve basis individually and in groups depending upon how many students attend office hours on a given day and what their questions are. If you need to meet with me individually, please email me before office hours, so I can make time. Please come with questions.

ATTENDANCE POLICY: **I keep a seating chart because I want to know all of your names. Please select the seat you want for the whole semester on the first day of class. I will take attendance every class period.** Class attendance is expected, as important material and learning activities will occur during class time. It is the responsibility of the student to get missed material from a fellow student should an absence occur. I will determine whether to round up borderline final course grades based on student attendance. If you are struggling with the material or feel discouraged in any way for any reason, please visit me during office hours. I am here to help you access the course material. I want every student to be successful.

STRUCTURE OF CLASSROOM TIME: During some class periods I will lecture. During other class periods, students will be assigned to small groups. Together, each group will work through hands-on activities designed to promote learning in such areas as data collection, diagnostic evaluation, searching and consolidating the evidence-base for specific clinical questions, different types of language sampling analysis, differential diagnosis, treatment planning, and clinical writing for the birth-to-five clinical populations.

EXAMS: This course includes written exams, two covering information related to treatment and one covering information related to diagnosis. The written exams may include multiple-choice, fill-in-the-blank, true/false and short answer questions. **All students with SAR accommodations must make arrangements with Dr. Schwarz on the same day and preferably during the same time period as the scheduled exam.**

If you are struggling with the course material and are tempted to cheat, please visit me during office hours, so I can help you access the course material. To make the course fully accessible to students with SAR accommodations, I plan to record most class sessions. I will post these videos for the class. For this reason, I will not review exam questions in class. I also will not release the key to the exams. If I did, I would not be able to reuse any of my test questions in future courses. Therefore, I strongly encourage students to meet with me during office hours, so we can review their exams together. This gives us an excellent opportunity to get acquainted and for me to help students access the course material.

TREATMENT VIDEO SIMULATION: Each student will create one 3 to 4-minute video enacting a treatment technique assigned to them. ***This is not a group assignment***, though each student will likely need to enlist the help of another student to act as the child when creating the video. Only the student responsible for creating the video will receive a grade. *Students are encouraged to bring questions to class so we can brainstorm ideas and solutions together as a class.* I will ***not meet*** with students (individually or collectively) during office hours to discuss or review rough drafts of their video demonstrations. To do so would give students who attend office hours an unfair advantage over those who cannot attend office hours due to clinic and/or other obligations. Students will upload their final videos to Studio in Canvas. I will provide a rubric to guide students in their creative clinical process. *Students are allowed to use CoPilot to help them generate language activities for specific language targets for specific developmental levels, and scripts that they can edit for their treatment video. Be careful! CoPilot might be wrong. Use it at your own risk.*

ARTIFICIAL INTELLIGENCE (AI) & ACCESSING RESEARCH LITERATURE: Each student will submit two AI & Research Literature assignments. This assignment is independent work, which means no collaboration in any way. To collaborate in any way amounts to cheating. This requirement is important because I need to see your critical thinking. For each submission, each student will (1) read an assigned research article, (2) complete an appraisal form that will help the student summarize the research article, (3) collect a summary of the research article from ChatGPT, (4) summarize on the appraisal form the similarities and dissimilarities between their appraisal and ChatGPT's summary of the research article, and (5) very briefly evaluate whether AI can replace your own critical thinking for synthesizing research articles.

LANGUAGE SAMPLE ASSIGNMENTS: Each student will submit their best effort on three language sample analysis (LSA) assignments. ***These assignments are due before class on the day we discuss them in class.*** Each submission should include (1) the student's coding decisions, (2) a list of questions the student has, and (3) a list of classmates (if any) each student collaborated with on this assignment. I will grade these assignments based on best effort and the quality of questions listed in the document. The LSAs are graded on best effort because they are due after students have been introduced to the particular type of language sampling technique but before we discuss the particular transcription as a class. I strongly suggest that students independently attempt to analyze each language sample and make a list of questions they have. If students think it will aid them in learning, students then may confer with classmates before submitting the LSA assignments. Artificial intelligence (AI) language models, such as CoPilot, *may not be used for the language sample assignments.*

CALIPSO: Each student is required to maintain an electronic portfolio of all the work completed in this class. The items to be included in the portfolio are shown below. Students will only receive full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline.

How to Label the Documents You Upload to Calipso

Document	Example
Syllabus	SmithJ_Syllabus
Communication Matrix Language Sample Analysis	SmithJ_ComMatrix
Semantic Relations Language Sample Analysis	SmithJ_SemanticLSA
Syntactic Language Sample Analysis	SmithJ_SyntacticLSA
AI & Accessing the Research Literature - Treatment Research	SmithJ_AI_ResearchLiterature_TX
AI & Accessing the Research Literature - Diagnostic Research	SmithJ_AI_ResearchLiterature_DX

SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
2 Written Exams about Treatment	20%
Treatment Video Simulation	16%
2 AI & Research Literature Assignments (1 treatment & 1 diagnostic articles)	16%
1 Written Exam about Diagnosis	20%
3 Language Sample Assignments	15%
Comprehensive Final Exam (both treatment & diagnostic course material)	12%
Portfolio uploaded to Calipso by deadline	1%
Total	100%

GRADE APPEALS: *Within 7 days* after I release a grade that a student wishes to appeal, the student must make a *written (typed) appeal* that includes a well-reasoned argument as to why the grade should be changed with concrete citations from the text and/or supporting course material. If a student is appealing the grade given on the multiple choice portion of the exam, the student must include in the grade appeal reasons from the course material that confirm and/or refute each answer choice. If this information is not included in the grade appeal of multiple choice questions, I will not accept the grade appeal. *I will not consider written grade appeals received after the 7-day period. I will not consider grade appeals made in-person.* If a student appeals a grade on an exam or an assignment that I have curved, students will automatically lose the points from the curve that were added to their grade in favor of the points in their written appeal. Therefore, it only makes sense for a student to appeal a curved grade, if the student's written appeal exceeds the number of points added by the curve.

TIMELINESS: Students are required to take quizzes and submit assignments as scheduled. If a student thinks they might miss an assignment or a quiz date because they are ill or caring for someone who is ill, please email me before the due date of the quiz or assignment. If the absence is due to a University sanctioned class field trip/athletic event and/or religious holiday, please let me know in email by Friday, September 4th at 5:00 pm. What is most important is that we regularly communicate. I want everyone to be successful.

DISABILITY/ACCESSIBILITY SERVICES: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTylerLinks to an external site.> and fill out the New Student application.

ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES: Please contact me as soon as possible if you are a student with a disability who will require an accommodation(s) to participate in this course. You will be asked to provide documentation from the Student Accessibility Office (SAR). Failure to contact me and provide the necessary documentation in a timely manner may delay your accommodations. All students with SAR accommodations must make arrangements to take the final exam at the testing center.

NO RECORDING OF CLASS LECTURES &/OR ACTIVITIES: Students do not have my permission to audio or video record class lectures and/or activities.

LIMITED USAGE OF COPILOT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS: Students may use AI, such as CoPilot, to generate treatment ideas, vocabulary lists, and initial drafts of treatment scripts/scenarios. Dr. Schwarz will indicate on each assignment whether students are allowed to use AI and in what ways. Click here [Artificial IntelligenceLinks to an external site.](#) for UT Tyler's AI resources. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. You are responsible for fact checking statements composed by AI language models.

ACADEMIC HONESTY POLICY: UT Tyler expects students to do their own work on all graded material submitted for all program course requirements. *Students guilty of knowingly using, or attempting to use, another person's work as though the work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive at minimum a zero on the assignment and at maximum a grade of 'F' for the course.* Such conduct may also constitute grounds for dismissal from the University. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the following website: [Chapter 8 of the UT Tyler Manual of Policies and Procedures for Student Affairs Links to an external site.](#)

GRADES: I will only post each student's course grades in CANVAS to protect confidentiality. Final course grades will be determined according to the following scale based on the total number of points earned:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

CLASS POLICIES:

1. Tardiness: Each class will start on time and end on time. Please arrive a few minutes before class so that I can begin on time. If you are late, please enter quietly. Please do not disturb those who are already engaged in classroom activities.
2. Electronic Devices: Please silence your mobile phones and other signaling devices when you enter the room.
3. Please do not engage in conversation during the lecture. Doing so is distracting to the speaker and inconsiderate of others.

EMERGENCY MANAGEMENT: In the event of an emergency or natural disaster the campus community will be notified immediately through several means of communication. This includes Campus Alert E-mail, the University's website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System. [University of Texas at Tyler - Emergency Response, Fire Safety, False Alarm or Report, and Security.](#)

Other General Information

TBD

Tentative Course Schedule

I reserve the right to modify the syllabus. All major modifications will be reviewed with students.

Week 1 08/24: Treatment

Due: Wednesday 08/26 @ 11:59 pm - Syllabus Quiz

Readings & Slides

Paul et al (2017) Chapter 1, only the Etiology of developmental language disorder to the end & TABLE 1.1 in the textbook
Primary DLD: Levels of Explanation pptx slides
Common Morphosyntactic & Syntactic Errors Produced by Children with DLD

Viewings

Schwarz, A. L. (2023, July 21). Phonemes lost in space.
BoysTownHospital. (2019, January 30). Living with developmental language disorder (DLD) - DLDandMe.org.
RADLD. (2017, August 28). Developmental language disorder (DLD): The consensus explained.
Shankardass, A. (2009, November). A second opinion on developmental disorders.

In-Class Activities

Course Introduction, Chapter 1, & Phonemes Lost in Space
Lecture Chapter 1
Lecture Chapter 4

Week 2: 08/31/05

Due: Friday 09/04 @ 5 pm - Sign Up for 3 to 4-Minute Treatment Video Simulation

Due: Sunday 09/06 @ 11:59 pm Exam 1 on Canvas

Readings & Slides

Paul et al (2017) Chapter 4 &
Special Populations pptx slides

In-Class Activities

Lecture Chapter 4
Round 1: Two Teams - Three Way Venn Diagrams
Round 2: Two Teams - Three Way Venn Diagrams
Mentimeter
Wrap Up & Exam 1

Week 3: 09/07

Due: Sunday 09/13 @ 11:59 pm AI & Research Literature Article Assignment 1 and instructions (Canvas)

SUGGESTION: 09/08 Start working on your treatment simulation

Go to the Assignment Instructions or Go to the Sign Up Sheet

Readings & Slides

Paul et al (2017) Chapter 3, treatment script example, & pptx slides

In-Class Activities

Lecture Chapter 3 - Evidence-Based Practice, PICO Questions, & ASHA's Practice Portal
Lecture Chapter 3 & Phonological Neighborhoods
Finish Lecture for Chapter 3 & AI & Research Literature Article 1 Assignment due @ 11:59 pm (Canvas)

Week 4: 09/14

REMINDER: Complete online PECS training - questions on Exam 2

Viewings

JASPER Video Introduction <https://youtu.be/y7IIRQGnZvQ>

Readings & Slides

Paul et al (2017) Chapter 6,
Chapter 6 sections to read, &
Chapter 6 Treatment Sections pptx slides
Kasari, .C. & Sterrett, K. (2021) chapter: The JASPER Model NEW
Schwarz JASPER Notes

In-Class Activities

Treating children in the prelinguistic stage

Treating children in the prelinguistic stage & The JASPER Model

Week 5: 09/28

Due:

Readings & Slides

Paul et al (2017) Chapter 7,
Chapter 7 sections to read, &
Chapter 7 pptx slides

Paul et al (2017) Chapter 9,
Chapter 9 sections to read, &
Chapter 9 pptx slides,

In-Class Activities

The Jasper Model & Treating children in the emerging & developing language stages

Treating children in the emerging & developing language stages

Treating children in the emerging & developing language stages

Week 6: 10/05

Due: Monday 10/05 @ 11:59 pm Treatment Simulation Uploaded to Studio

Go to the Assignment Instructions or Go to the Sign Up Sheet

Readings

Review readings that apply to your treatment simulation video

In-Class Activities

Finishing chapters 7 & 9.

In class feedback on treatment video simulation drafts

In class feedback on treatment video simulation drafts

Weeks 7 & 8: 10/12 & 10/19

DUE: Monday 10/12 Online Treatment Exam 2 Due 11:59 pm

Readings & Slides

Paul et al (2017) Chapter 5 &
Chapter 5 pptx slides

Paul et al (2017) Chapter 1 beginning through the Diagnostic Issues section,
Chapter 1 pptx slides

View: Jackson, J. (2020, January 27). Dr. Janice Jackson explains aspects of DELV. Retrieved from
<https://tinyurl.com/3237auvk>

Visualizing and Verbalizing.pdf

In-Class Activities

Lecture Chapter 1

Lecture Chapter 5

Lecture Chapter 5 & Online Exam 2 @ 11:59 pm (Canvas)

Week 9 & 10: 10/26 & 11/02

DUE Monday 10/26 @ 11:59 pm Communication Matrix

REMINDER: Before Friday, 10/28, watch my semantic relations lecture & bring printed pages to class.

Readings & Slides

Paul et al (2017) Chapter 2 &
Chapter 2 pptx slides

Paul et al (2017) Chapter 6,
Chapter 6 sections to read, &
Chapter 6 Diagnostic Prelinguistic slides
Rowland, C. (2011) (Read this quickly to get an overview of the Communication Matrix)

In-Class Activities

Finish Chapter 2 Lecture
Communication Matrix

Viewings

Before Friday, 10/28, watch my semantic relations lecture & bring printed pages to class. Please stop watching at time 34:37. The remainder of the video is a complicated analysis of function, which we are skipping.
Watch Skylar playing with her mother. This 60 minute video is contained within the CHILDES TalkBank platform. When you click on the link, you will need to create a password. Please wait to code anything until we meet in class.

Readings

Skylar Case Study & Skylar Case Study Information Sheet
EXCEL SPREADSHEET
Example: How to determine the floor of a subtest in a SNRT
Example: How to determine the item gradient of a subtest in a SNRT

In-Class Activities

Introduction to the Skylar Case Study
Semantic Relations Analysis

Week 10: 11/09

DUE: Friday 11/06 @ 8 am Semantic Relations LSA

DUE: Friday 11/06 @ 8 am Bring to class one Word document that: (a) identifies SNRTS vs criterion tests for Skylar, (b) your z-score table and graph, and (c) a short list of the areas you still need to miss (what's missing??).

DUE: Friday 10/28 @ 11:59 pm Sign up for oral exam

Viewings

Use this excel spreadsheet to help you calculate & graph z-scores.
Watch Chapter 7 recorded lecture

Readings & Slides

Paul et al (2017) Chapter 7,
Chapter 7 sections to read, &
Chapter 7 Diagnostic Section slides
Goal Writing.pptx
Treatment data graph.xlsx

In-Class Activities

Review parts of the semantic relations assignment,
Explain how to select & write treatment goals so that it connects to the data collection
Compare SNRTS vs criterion test sorting, z-score table & graph, & a short list of areas you still need to assess (What's missing?).

Week 11: 11/16

Due: Friday 11/20 @ 11:59 pm Written Diagnostic Exam

Finish Skylar Case Study

Viewings

Watch Chapter 8 recorded lecture

Readings & Slides

Paul et al (2017) Chapter 8 &

Chapter 8 pptx slides

Syntax Notes

In-Class Activities

Finish Skylar Case Study

Introduction to the Jaz Case Study & Syntax (Syntax)

Syntax LSA

Finish reviewing Syntax LSA, selecting goals, and writing goals

Small group work during class

Compare SNRTS vs criterion test sorting, z-score table & graph, & a short list of areas you still need to assess (What's missing?).

Goal Writing & Graphing Data.pdf

Treatment data graph.xlsx

Week 14: 11/23

Thanksgiving - No class

Week 15: 11/30

Due: Friday 12/04 @ 11:59 pm Jaz Syntactic LSA

Due: Sunday 12/06 @ 11:59 pm AI & Research Literature Article Assignment 2 (Canvas)

Readings

More Syntax - Complex sentences

Viewings

In-Class Activities

Example Scoring NWRT & Review principles of making a handout for parents

Review for comprehensive final exam & Due: @ 11:59 pm AI & Research Literature Article Assignment 4 (Canvas)

Final Exam Period

Wednesday 12/08 Comprehensive Final Exam Upload 8:00 am to 10:00 am

Wednesday 12/08 @ 12 pm: Upload electronic portfolio to Calipso