

CSD 622-Spring 2009
Preventing Diagnosing and Treating Communication Disorders with the School-Aged Population
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Course Description:

Communication development and disorders (speech, language, and hearing) in school-aged children and early adolescents. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

Required Texts:

American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author (ISBN: 1557988102)

Moore-Brown, B. J. & Montgomery, J. K. (2008). Making a difference for America's children: Speech-language pathologists in public schools (2nd ed.). Greenville, SC: SuperDuper. (ISBN: 978141640418)

Paul, R. (2007). Language disorders from infancy through adolescence (3rd ed.). Philadelphia: Mosby. (ISBN: 0323036856)

Student Learning Objectives

The student will be able to

- identify the nature of communication disorders that school-aged children and early adolescents might develop **Std. III-B, III-C**
- identify the risks for school-aged children and early adolescents to develop communication disorders **Std. III-B**
- identify methods to prevent communication disorders for school-aged children and early adolescents **Std. III-C**
- determine the appropriate assessment instruments to be used to diagnose communication disorders in school-aged children and early adolescents **Std. III-D**
- interpret the results of assessments administered to school-aged children and early adolescents **Std. III-D**
- determine the appropriate treatment plan for school-aged children and early adolescents with communication disorders **Std. III-D**
- determine the appropriate treatment techniques for school-aged children and early adolescents with communication disorders **Std. III-D**

Course Requirements:

1. Students are required to read all assigned chapters and articles. During each class period students are strongly recommended to engage in class participation and

questions regarding the topic material. Case histories will be presented throughout the course and student's participation will be graded.

2. Each student will complete an 8-10 page research paper on an assigned topic. Papers will follow APA guidelines and will include primary research and evidence-based practice data. Complete drafts will be submitted (see schedule) and suggestions returned. Final copies will be on style, and content. Take advantage of the Harding Writing Lab and your APA manual to assure an acceptable grade. Each student will also present her research to the class. The presentations (see your Basic Speech notes) will include PowerPoint presentations of approximately 10 minutes and a time for questions following.
3. Each student will research and present an assessment measure. Specific guidelines will be presented in class. Each student will select an assessment measure presented in class, administer that assessment to an appropriately aged child, score and write an appropriate summary (as would be inserted in an assessment report). This information would be submitted.
4. Each student will complete and submit the *Study Guide* questions for each assigned chapter. These questions should be completed individually and submitted at the assigned time.
5. There will be two exams and a comprehensive final. The specific dates and material covered is included on the schedule.

Evaluation and Grading:

50%	Exams and Final
15%	Research Paper
10%	Research Paper Presentation
10%	Study Guide Questions
5%	Assessment Measure Presentation
5%	Assessment Protocol Completion and Summary
5%	Class Contributions

Professional conduct:

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a "0" on your quiz or exam.

2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class.
4. Any requests for assignment changes must be approved **ahead** of time. No exceptions!

Students with Disabilities:

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity:

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.