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### SLP 550.01: Language Assessment and Intervention for Children, Birth through Preschool

Danielle K. Fahey

*University of Montana, Missoula*, [danielle.fahey@umontana.edu](mailto:danielle.fahey@umontana.edu)

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**SLP 550: Language Assessment and Intervention for Children Birth to Preschool**

Fall 2022 | 3 credits | Blended – Curry Health 008 & Online | Tuesdays 12:30 -3:20 pm | CRN 74103 &74104

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**CONTACT INFO**

Danielle Fahey, PhD (she/her)

Email: danielle.fahey@mso.umt

Office Hours: Tuesdays 3:30-5:00 pm (SLHOS Room 027) or by appointment (in-person or Zoom)

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**COURSE DESCRIPTION**

SLP 550: Students learn language assessment and intervention for children with language delays and disorders from birth to age six including language sampling and analysis procedures, interpreting formal and informal testing, facilitating language through strategies and corresponding theories, planning clinical management and intervention, and enhancing emergent literacy.

**Course Format**

This is a 3-credit hour course offered in “blended” format for the Fall 2022 term. In the School of SLHOS at the University of Montana, we have both on-campus and distance students concurrently enrolled in courses. In order to serve the needs of our unique student body, we offer courses that are “blended,” that is, the majority of the graduate-level coursework is not strictly “face-to-face” (f2f), nor is it strictly “online.” Students will participate in lectures and discussions (either f2f or while synchronously online from a distance) as well as other activities designed to foster independent learning, including guided self-study, volunteer work in the university clinic or community, and/or reading journal articles or sample case studies.

Students who have identified themselves as distance students will be permitted to view lectures synchronously via internet. Students who have identified themselves as on-campus students, however, are expected to attend classes f2f. There are a few circumstances in which f2f students are permitted to join class online (e.g., illness, family emergency), and the student must request online access prior to class.

Student learning will be supported by Moodle, an online learning platform, and Zoom, a virtual meeting platform. All students should plan to utilize both Moodle and Zoom in order to access all of the course content as well as engage with the entire cohort. This course is heavily focused on discussion-based learning and active learning (rather than a *professor-lectures-while-students-take-notes* format). These discussions and activities very often involve discussions of clients we serve, family members who experience language-based learning disabilities, and even students disclosing that they themselves have a language-based learning disability. To preserve these rich discussions while respecting privacy, I do not record classes.

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**COURSE OBJECTIVES**

The student will:

1. Understand the inter-relatedness of content/form/use and importance of integrating these pieces in language assessment and intervention. Assessment Tools: Discussions, Exams
2. Describe the typical development of birth to five language in the areas of content/form/use. Assessment Tools: Class Discussion, Language Sample Project, Exams

3. Apply an understanding of language development by assessing and coding birth to five language in children with language impairment. Assessment Tools: CSBS-DP Assignment, Language Sample Project, Exams
4. Understand apply appropriate learning theory through development of appropriate birth to five language interventions. Assessment Tools: Literature Unit Project, Class Discussion

### **ASHA Knowledge and Skills Acquisition**

The ASHA Knowledge and Skills Acquisition (KASA) document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, [receptive/expressive language](#), hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas are also noted and discussed in more detail below:

In this course, students’ knowledge of prevention, assessment, and intervention of school-age language disorders will be assessed on projects and through a service learning experience. A competency must be Evident (80% or better) on these to pass the ASHA standards. If a student does not meet the required standard, an individualized remediation plan will be developed. In some instances, a student may pass the course without passing all of the competencies. While the initial grade a student earns on any given assignment is the grade of record, opportunities to demonstrate competency will be provided.

<b>Knowledge Competencies</b>	<b>Competency The student will:</b>	<b>Evaluation Method The student will:</b>	<b>Criteria</b>	<b>Remediation Strategies</b>
III C Knowledge of receptive and expressive language disorders	1. Describe components of disordered language skills when writing goals and objectives.	-Synthesize language-based strategies for prevention, assessment, and treatment of expressive and receptive language disorders by providing detailed descriptions of language-literacy intervention strategies for hypothetical clients.	Mastery: Score ≥ 90%  Competent: Score of 80-89%  Not Competent: Score <80%	The professor will provide supplemental readings and/or additional tutorials to support the student in meeting this objective’s criteria before <i>revising and resubmitting</i> the assignment in question.
III D Knowledge of prevention, assessment, and intervention	2. Collaborate with colleagues and demonstrate: a) prevention b) assessment, &	-Complete an analysis of a written language sample.  -Synthesize language-based strategies for prevention, assessment, and treatment of expressive and receptive language	Mastery: Score ≥ 90%  Competent: Score of 80-89%	The professor will provide supplemental strategies for research and interpretation of

of expressive and receptive language disorders	c) treatment strategies for school-aged children and adolescents with language disorders	disorders by providing detailed descriptions of language/literacy intervention strategies for hypothetical clients.  -Write goals and objectives appropriate for a hypothetical client with a language/learning disorder.	Not Competent: Score <80%	literature to support the student in meeting this objective's criteria on additional demonstrations of prevention, assessment, and treatment techniques, which may involve revision and resubmission of the assignment(s).
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## MATERIALS

### Required Textbooks

The primary required course texts include:

- ✓ Owens, R. E. (2018). *Early Language Intervention: For Infants, Toddlers, and Preschoolers*. New York, NY: Pearson. (ISBN: 0134618904) – **Owens in the calendar**

**Recommended Textbooks** (these will be required in the next course in sequence SLP560)

- ✓ Kamhi, A.G., Masterson, J.J., & Apel, K. (2007). *Clinical decision making in developmental language disorders*. Baltimore, MD: Brookes Publishing. (ISBN: 9781557668820) – **Kamhi in the calendar**
- ✓ Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (Eds.). (2016). *Handbook of language and literacy: Development and disorders* (2nd edition). Guilford Publications. (ISBN 9781462527489) – **Stone in the calendar**

### Additional Course Resources

- ✓ Additional readings, podcasts, and video materials will be posted on the course website (Moodle).
- ✓ *The UM Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit early. Visit often. They're ready when you are.* [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter).

### Technology

You should have independent knowledge of and access to the following: sufficient internet speed/bandwidth, word processing, PDF converter, video recording, screen recording, and Zoom. When facing difficulty using technology (and Google can't help), please contact IT Help (406) 243-4357.

Please use technology during class in a responsible and respectful manner:

- Please silence all electronic devices before class begins
- Please mute your zoom when you're not speaking
- If you're in-person & using zoom, please turn off your audio to reduce reverberations
- If you receive an urgent phone call during class (e.g., a family emergency), please exit the classroom (or mute your microphone and stop your video) before initiating your conversation to minimize disruption
- While I won't be looking at your screen (if you are in-person), please be mindful that people sitting behind you can be distracted by your screen

## ASSIGNMENTS & GRADING POLICIES

### Assessment Information

Please review the following table for details about the course assessment information for CSD 430. All assignments are due prior to the start of class unless otherwise indicated.

Grade	Assessment Item	Description of Assessment Item
10%	Quizzes	Throughout the course there will be several opportunities for students to listen to an online lecture and complete a subsequent quiz regarding that material. These quizzes will be timed and only one opportunity will be provided to take the quiz. The purpose of the quiz is to help you retain the information presented in the lecture and allow for related applied activities to be completed during the scheduled class time.
15%	Active Learning Projects	Some weeks, this class will prescribe to a “flipped classroom model.” You will be required to independently explore lecture material, supplemental readings, and complementary videos during a class session (see <b>Quizzes</b> above). The following class session will comprise of hands-on, active-learning activities (either completed independently or in teams). Active-learning and hands-on activities may also be explored during f2f class lectures days.
30%	Exams	There will be two, non-cumulative take-home exams during the course of the semester (15% each). While non-cumulative, it is anticipated that material learned early in the course will be incorporated into later material – the course will build upon itself as we move through the semester. All exams will contain a few multiple choice/fill-in questions as well as “thinking type” essay questions. These tests are to be <i>independent work</i> , but are open book.
15%	Assessment Project	You will watch a video of a child being evaluated. Then, you will score and interpret the results accordingly. The intent of this assignment is to give you some hands-on experience in scoring a speech-language evaluation of a child at the Emerging Language (EL) stage of development. You will complete the assigned assessment’s scoring summary, write a short paragraph noting whether the observed child’s emerging communication and/or symbolic play skills are delayed, and then write a short description of the observed behaviors (e.g., behavior regulation, joint attention, use gestures, symbolic play). Details of this assignment will be provided via Moodle, and further instructions will be provided in class.
15%	Language Sample Analysis Project	You will completely analyze a provided language sample according to the conventions learned in class and develop appropriate goals and a treatment plan. Further instructions will be provided in class.
15%	Literacy/ Language Intervention Project	With partners (3-4/group) you will develop a language teaching unit using a predictable storybook. Further instructions will be provided in class.

### Submit Assignments Appropriately and On Time

Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted in other formats will not be graded. If the student is unable to submit an assignment electronically to the appropriate assignment drop box, it is the student’s responsibility to contact UM Online technical support (243-4999) and resolve the issue. Work submitted late will result in the reduction of 2% per day that the assignment is late. Plan in advance for assignment deadlines. Contact your instructor before the deadline if you know you will not meet it.

### Use Person-First Language & Format Assignments Appropriately

In ALL work, use *person-first language* to be consistent with IDEA. Emphasize the person more than the disability (e.g., *a person with aphasia*, NOT *an aphasic*). Unless otherwise specified in the assignment description, all typed assignments must be double-spaced, using APA-approved fonts and font sizes submitted as **Word** documents (.doc or .docx, *not* .pdf or .pages, etc) named using the file-naming convention noted in the assignment description, “**Last Name.First**

**Name.Assignment Title.CSD430.Fall2022”** (Avoid spaces and symbols besides period (.), dash (-) and underscore (\_) as these can prevent opening the file on some systems.)

### Participation

Students will participate during class meetings and discussions, during class workshops, and during peer review activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Students will not be able to make-up participation points if activities are missed.

### Grading Criteria

*Traditional grading only.* Rubrics for all assignments will accompany assignment descriptions on Moodle. Revision may be required. The grading scale is as follows:

A = 93% or higher; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 59% or lower

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## COURSE POLICIES

### Expectations, Guidelines, & Policies

As in all college courses, attendance in class is expected and will contribute to your final grade. Researchers have found a positive correlation between class attendance and good grades.

### Here is what I expect from you during the Fall 2022 term:

- 1. Participate & Attend Class.** All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. Each student is expected to read assigned material prior to class and participate in class discussions. Students are expected to be present and participate in all discussions and in-class activities.
- 2. Notify the Instructor(s) about Absences.** Students must notify the instructor(s) of serious circumstances that result in missed deadlines to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a deadline, students must consult with the instructor(s) regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from peers who were present during class meetings. If additional assistance is still necessary, an appointment should be scheduled with the instructor(s). Class time will not be used to go over material with students who missed class(es).
- 3. Avoid Plagiarism.** Plagiarism is defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own”. Students must acknowledge the work of others using appropriate referencing procedures as described in the APA (7<sup>th</sup> Edition) Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. Submission of work taken directly from another source (e.g., copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged to use a variety of resources in obtaining ideas that will help complete assignments. *See the APA Guide (7<sup>th</sup> edition)* for the correct method to cite other authors’ work.
- 4. Have Academic Honesty.** The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behaviour for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code takes effect on August 1, 2020: [Student Conduct Code](#) (PDF Format). [Student Conduct Code](#) (Word Format). Questions regarding general conduct or concerns about student misconduct may be directed to the UM Housing Office at (406) 243-2611, or by email at [kelly.magnuson@umontana.edu](mailto:kelly.magnuson@umontana.edu). If you wish to report an incident, please fill out the form below: [https://cm.maxient.com/reportingform.php?UnivofMontana&layout\\_id=1](https://cm.maxient.com/reportingform.php?UnivofMontana&layout_id=1) Questions regarding academic conduct can also be directed to the Office of the Provost and Vice President for Academic Affairs at (406) 243-4689.

5. **Access Disability Modifications (if needed).** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equity, please contact the Office of Disability Equity in Lommasson Center 154 or call 406.243.2243. The faculty of the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) are committed to working with you and the Office of Disability Equity to provide an appropriate modification.

### Here is what you can expect from me this fall:

1. If the class meeting will be recorded, I will notify you of this recording prior to the start of class.
2. I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be submitted to Moodle.
3. I use Powerpoint slides to supplement my lectures and class activities. I share my general slides/lecture notes on Moodle. I highly recommend that you take your own notes during class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I highly recommend taking hand-written notes to increase your learning. I share these general lecture notes to: (1) decrease the amount of in-class note-taking, thereby allowing more time for in-class activities, and (2) provide students who are unable to attend that class with an overview of the content covered.
4. Student work will be returned as scheduled on the syllabus. All work will be returned via Moodle unless otherwise specified.
5. I will make every effort to create a learning environment in which students will feel comfortable asking questions, engaging in respectful debates, and discussing potentially sensitive issues without fearing judgment, ridicule, or backlash (from the instructor or classmates).
6. I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I will gladly honor your request to address you by an alternate name or gender pronoun.
7. I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

### Communicating with the Instructor(s)

Please use class time and office hours for communicating with the instructor. If you have a question about something, chances are, so do your classmates. It is far more efficient to ask these questions and have them answered during class so that all students can benefit from the clarification. Please be mindful of the fact that your professors' time is limited, and frequent interruptions are detrimental to completing tasks in a timely fashion. We do truly love talking with you- but don't always have time! **Allow at least 2 business days between the hours of 9:00 am and 5:00 pm for your instructor to respond to emails.** Make sure that the message in the subject line of the email reflects the content in the message being sent.

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### STUDENT RESOURCES

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

### Campus Safety & Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. **Above all, remember to dial 911 to report all emergencies.** Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructor(s) at the beginning of the semester if you have special needs or will require assistance during an emergency situation. [UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000. [An online](#)



[form is also available](#). You may elect to remain anonymous when making a report. [Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the “Run, Hide, Fight”](#) response for an [active shooter](#) incident. Finally, stay current with campus safety information by following [UM’s Police Department](#) on Twitter @UMPublicSafety.

#### **RUN**

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

#### **HIDE**

- Hide in an area out of the shooter’s view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### **FIGHT**

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

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### **ACKNOWLEDGEMENTS**

#### **Acknowledgments on Language Varieties & Accents**

- All language varieties (often called dialects) are equally deserving of respect. All varieties are equally logical, structured and grammatical. No healthy adult speaks their native variety ungrammatically. Most of us speak varieties of English that are not typically considered “Academic English”. Sound differences between varieties are represented as accents. Everyone has an accent.
- As a linguist, I will respect and celebrate your variety and accent!
- As language science scholars and future SLPs, you are expected to respect language variations. This includes learning about the variety of your peers, instructors, and future patients in order to have successful interactions and provide appropriate care. This follows current ASHA knowledge standards.
- If you would like to write using your language variety or dialect, you are welcome to do so for this class.

#### **Land Acknowledgment**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

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### **COURSE SCHEDULE/CALENDAR**

Please see the following table for an overview of course sessions, topics, and deadlines.

**Consult your course syllabi and the [UM academic calendar](#) before making travel plans.** Although every effort will be made to adhere to the proposed schedule, unforeseen circumstances can arise, so the schedule is subject to change. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule as it is outlined.

#### **Leave Policies**

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor



### COVID-19 Fall 2022 In-Person Class Safety

As UM returns to primarily f2f classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the following webpage for additional COVID-related resources for mental health, academic support, and updates: <https://www.umt.edu/provost/communications/communications-posts/um-plans-for-fall-2022-vpps.php>. You may also visit the Curry Health webpage for symptom and health information related to COVID: <https://www.umt.edu/curry-health-center/corona-virus.php>

Key: \*Indicates supplemental reading available via Moodle

### SLP550 Fall 2022: Tentative Class Calendar - subject to change as needed

Week	Class Date	Topic & Activities	Readings & Assignment Deadlines
01	8/30	<u>Topic:</u> Introduction Review of typical development in idealized populations	<u>Required Readings:</u> Syllabus  <u>Suggested Readings:</u> Owens Appendix D; Lippi-Greene (2002)
02	9/6	<u>Topic:</u> Development in special populations	<u>Required Readings:</u> Nelson & Wilson (2021); Campbell et al. (1997)  <u>Suggested Readings:</u> Mayberry & Squires (2006); Genesee & Nicoladis (2007); Werfel et al. (2022)
03	9/13	<u>Topic:</u> Components of Early Intervention	<u>Required Readings:</u> Owens ch1
04	9/20	<u>Topic:</u> Impairment in Early Communication	<u>Required Readings:</u> Owens ch2  <u>Suggested Readings:</u> Hart & Risley (2003); Fannin et al. (2018); Gilkerson et al. (2017); Golinkoff et al. (2019)
05	9/27	<u>Topic:</u> Intervention for Early Communication	<u>Required Readings:</u> Owens ch3  <u>Suggested Readings:</u> Case-Smith & Holland (2009); English et al. (1997); Brown et al. (2001)
06	10/4	<u>Topic:</u> Evaluation & Assessment <b>(asynchronous)</b>	<u>Required Readings:</u> Owens ch4&5
07	10/11	<u>Topic:</u> Evaluation & Assessment (con't)	<u>Required Readings:</u> Westby Symbolic Play Scale  <u>Suggested Readings:</u> Woods et al. (2011); McLeod et al. (2017); Crais (2011); Liu et al. (2017)

Week	Class Date	Topic & Activities	Readings & Assignment Deadlines
08	10/18	<u>Topic:</u> Conducting Language Sample Analyses	<u>Suggested Readings:</u> Owens & Pavelko, 2018; Guo et al., 2018; Pavelko & Owens, 2019  <u>Due:</u> Assessment Project
09	10/25	<b>No class meeting</b>	<b>Midterm (asynchronous)</b>
10	11/1	<u>Topic:</u> Intervention for Pre-Symbolic Early Communication	<u>Required Readings:</u> Owens ch6  <u>Suggested Readings:</u> Yoder & Warren (1998); Wilcox et al. (1990)  <u>Due:</u> Language Sample Analysis Project
11	11/8	<u>Topic:</u> Early Symbolic Interaction <b>(asynchronous)</b>	<u>Required Readings:</u> Owens ch9  <u>Suggested Readings:</u> Solomon-Rice & Soto (2009); Roberts & Kaiser (2011)
12	11/15	<u>Topic:</u> AAC Assessment & Initial Intervention	<u>Required Readings:</u> Owens ch7&8
13	11/22	<u>Topic:</u> AAC Assessment & Initial Intervention (con't)	
14	11/29	<u>Topic:</u> Feeding & Swallowing	<u>Required Readings:</u> Owens ch10
15	12/6	<b>LLI Presentations</b>	<b>LLI Presentations</b>
16	Finals Week	<b>Tuesday, December 13<sup>th</sup> 12:10 pm</b>	<u>Due:</u> Final Exam (asynchronous – due at 12:10pm)

## References

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