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CSD 265.50: Delvelopmental Speech and Language Disorders and Treatment

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University of MONTANA
THE SCHOOL OF
Speech, Language, Hearing, & Occupational Sciences

CSD 265.50: Developmental Speech and Language Disorders and Treatment

Spring 2023 | 01/17/23 - 03/10/23 | 3 credits | Online Learning | CRN 33466

Contact Information

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Virtual Office Hours: Email for a scheduled Zoom meeting or use Chats via Microsoft Teams

Appointments: Emails will be responded to within 24 hours M-F within regular office hours of 8am-5pm (MST), otherwise please note emails received after 5pm on Fridays may not be addressed until the following Monday. You may also use the "chat" function on Microsoft Teams (accessible through student UM Outlook email account) to schedule appointments.

Teams ID: MM232827

Land Acknowledgment

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

Course Catalogue Description

CSD 265: Offered intermittently. Prereq., CSD 210. Nature of developmental speech and language disorders and basic understanding of principles underlying assessment and treatment of these disorders.

Course Format

This course is hosted online in an asynchronous learning environment. Student learning will be supported by Moodle, an online learning platform. The course content is divided into 8 topic units over the course of 8 weeks. Each unit invites active student engagement in several types of activities, including, but not limited to:

- reflecting on the readings, guided lessons, power point presentations, and video content
- participating in discussion forums
- completing individual assignments, open-book quizzes, and a final exam

Important. Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in individual course syllabi and course calendars. Please note Registration Deadlines for Add/Drop/Change Credit Grading for this course follows a separate Session Deadline Chart for the specific 8 Week Session I or Session II in which this course is scheduled. Session Deadline Charts are available on the [Office of the Registrar's Calendar link](#) for Spring 2023. Contact 406-243-5600 or email: registration@umontana.edu for more information.

Course Objectives
After completing this course, students will:

1. Understand the importance of developmental milestones across the five domains of language and explain how they relate to the clinical process of speech-language assessment and intervention with children.
2. Identify the principles and theories of language acquisition that guide assessment and treatment of developmental speech and language disorders.
3. Understand the relationship of auditory perception and language development.
4. Differentiate between standardized and non-standardized language assessment techniques across developmental speech and language disorders.
5. Understand factors that influence social-pragmatic communication competence.
6. Demonstrate basic knowledge of speech sound disorders assessment and overview of treatment approaches.
7. Understand the foundations of literacy development.
8. Identify basic brain structures involved in typical language processing and possess a basic understanding of the neurolinguistics of language impairments.
9. Define culture, clinical cultural competence, and describe its collective impact on the assessment/treatment of communication disorders.
10. Understand special considerations needed for assessment/treatment for children adopted internationally and children who are deaf or hard of hearing.
11. Describe the role augmentative and alternative communication (AAC) plays in overall development of children with multiple disabilities.

Course Guidelines and Policies
Students are expected to attend/participate in all sessions and are responsible for any content that is missed because of absence. **Important. If you are unable to attend or participate in a class, please email your instructor ahead of time requesting to be excused.** Students are expected to participate in all activities and complete all assignments on time.

Required Textbook: Shulman, B. B., & Singleton, N. C. (2010). *Language development: foundations, processes, and clinical applications.* Jones and Bartlett. ISBN10: 1284129616

Other Materials/Resources:
Additional readings and materials may be posted throughout the term on Moodle.

Absences
Extenuating circumstances do arise from time to time such as illness or a family crisis. In such circumstances, you are required to contact your instructor to discuss your options. Students must make every effort to contact instructor prior to missing the exam or submission deadline. When unexpected or serious circumstances result in a missed assignment, quiz, or final exam without prior notice, students must consult the instructor as soon as possible. Accommodations are to be determined at the instructor's discretion; furthermore, students may be asked to provide written verification of the circumstances.

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Late assignments:
Unless you have made alternate arrangements before the due date, work submitted past the due date will result in the reduction of 2% per day that the assignment is late. Students are encouraged to turn assignments in on time.

Technology Expectations and Needs
Independent knowledge and access to Word processing, the ability to link to and access videos, discussion forums, and Adobe Reader. Students will be required to have the ability to access Moodle. Please refer to the following document for basic system requirements: Basic Minimum System Requirements for Moodle. Students must be able to access technology to complete assignments such as printing and scanning devices as well as word processing programs. Students can download the Microsoft Office Suite through the University. Resources available if facing difficulty using technology:

- Consult: Moodle 101 for Students . Access also available on Moodle Home Page

- Contact: UM-Online HELP desk at (406) 243-HELP (4357) or email umonline-help@mso.umt.edu.

Academic Honesty
Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of the University of Montana Student Conduct Code: "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

Plagiarism
Plagiarism is further 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 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., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See APA Guide.

Disability Modifications
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please visit them at Aber Hall, first floor, or call 406-243-2243. The faculty of the School of SLHOS are committed to working with you and the ODE to provide an appropriate modification. The University does not permit fundamental alterations of academic standards or retroactive modifications.

Diversity Statement
Your experience in this class is important to your instructor. The School of SLHOS welcomes individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know your instructor will gladly honor your request to address you by an alternate name or gender pronoun than what is on your registration. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

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Other General Information

- Power point presentations or outside article links are a supplement to assigned readings. It is expected that you complete the readings, view PowerPoint presentations and complete all assignments.
- Written work completed outside of class must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.).
- All typed assignments completed outside of class must be single-spaced, using Calibri font unless otherwise specified by the instructor. All assignments must be submitted as WORD documents (not PDF, not JPG, etc.), unless otherwise stated. All font sizes for typed assignments must be size 12. Any font size less than 12 will be returned for re-typing to required font size, placing the student at-risk for late submission. The instructor will only accept the first submission of an assignment for grading. Review your assignment for errors and formatting before submission.

- 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*). An exception may when the majority of a neurodivergent population requests use of *identity-first language* (e.g., *Autistic person*, *a child diagnosed as Autistic, an Autistic student*).
- **Important. All correspondence via email will be using the University of Montana system**. This means that you always need your UMConnect email to correspond. Email will often go through Moodle, which is linked to your UM account. **Important. Check your UMConnect email daily**.

Breakdown of Performance Assessments: Participation, Assignments, Final Exam

Participation
Participation is measured across the completion of the following three areas: 1) Inquiry-Based Learning Forums; 2) Interactive Lessons; and 3) Knowledge Check Quizzes. The content for the course is spread out among 8 topic weeks. Each topic contains information equivalent to at least two chapters within your book with the exception of Topic 1 which combines Chapters 1, 2, and 3. Each Topic week in Moodle contains a Chapter Overview. You must complete review of the Chapter Overview, Powerpoint and the Interactive Lesson before you can take the Knowledge Check Quiz.

Inquiry-Based Learning (IBL) Forums (40 points)
The IBL forums are weekly interactive discussion forums designed to encourage active learning through group participation while increasing independent curiosity, comprehension, and retention of the information learned. The IBL forum is split into two parts per week:

> **Part A:** Before the student completes any of the readings or activities for the week, they will answer the questions posted in the IBL Forum part A professor discussion post in Moodle by replying to the original professor post. In the IBL Forum part A, a student will identify prior knowledge of the topic area and what they might want to learn about that area. A student must then thoughtfully reply to at least one other peer post.

> **Part B:** Following completion of the Topic Week Activities, the student will then answer the questions posted in the IBL Forum part B professor discussion post in Moodle by "Adding a New Discussion Post". In the IBL Forum part B, a student must thoughtfully reflect on what they have learned and what they still want to learn about the original topic posted, then reply to at least one other peer post.

Both Part A and Part B IBL Forum posts are worth a total of 5 points each week. Students will be graded across both part A and part B using the following rubric:

0 points	Participation on only one post for the week or no participation at all.
1 point	Participation across both posts for the week with at least one demonstration of either personal curiosity, reflection, or encouragement of deeper discussion on the topic pre/post weekly learnings.
3 points	Participation across both posts for the week with at least two demonstrations of either personal curiosity and/or reflection, and/or encouragement of deeper discussion on the topic.
5 points	Thoughtful, in-depth participation across both posts for the week with demonstration of personal curiosity, reflection, and encouragement of deeper discussion on the topic. This includes interaction with at least one other peer post for each Part A and Part B (two replies total).

Interactive Lessons (85 points)
Each of the 17 interactive lessons are worth 5 points each.

Quizzes (200 points)
Your knowledge of the topics presented will be checked with weekly timed quizzes. There are 10 quizzes worth 20 points each. Quizzes will include a variety of multiple choice, matching, fill-in-the-blank, and short answer questions. There will be up to three opportunities to take the quiz before the closure date and time. An average score will be obtained if you choose to take the quiz more than once. There is no quiz the final week of class due to the Final Exam.

Cultural Competency Assignment (25 points)

Development and maintenance of culturally responsive practices is a key component within the AHSA Scope of Practice in Speech-Language Pathology. This assignment will allow students to gain a basic understanding of their current level of cultural competence, identify the three fundamental aspects of service delivery every audiologist and speech-language pathologist should be thinking about, and finally, the student will provide a self-reflection of their own experience with personal biases.

Final Exam (50 points)
Understanding of the course material will be assessed with a final examination through Moodle. Students are permitted to use their textbook and printed notes during the exam (i.e., this is an open-book exam). However, because this is a timed exam, it is essential students study the material as if they were not permitted access to their book and notes. The exam may include questions in the following format: multiple-choice, matching, fill-in the blank, short answer, true/false, and short-essay questions. Exam questions will be based on materials from the readings, course materials, and assignments.

Grading Criteria:
The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59 ↓

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Consult your course syllabi, the UM academic calendar and the tentative schedule before making travel plans. **Important. Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in individual course syllabi and course calendars.**

Calendar:
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. All times are in Mountain Standard Time (MST) and students in different time zones are to plan accordingly.

Conceptual Framework for Learning Community and Diversity
As part of the College of Health, this course provides students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the following course-specific experiences: a) learning scientific writing; b) participating in face-to-face discussions and online forums during which students will interact with each other to apply course concepts; c) using person-first language and accessible, non-biased scientific writing. This course provides an authentic experience that allows students to integrate their academic, research, clinical, and professional knowledge.

Mission of Communicative Sciences and Disorders Program
The mission of the School of Speech, Language, Hearing and Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

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.

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

CSD 265 Spring 2023: Tentative Class Calendar is subject to change as needed. All deadlines are in Mountain Standard Time (MST). Students in other time zones are individually responsible to adjust accordingly.

Week Starting	Textbook Readings *(additional short article readings and/or videos are included each week within the Interactive Lessons, see Moodle for more details)*	Assignments & Deadlines
Week 1: 1/17/2023	Chapter 1-*The Development of Language: Definitions, Policy, and Practice* Chapter 2-*Historical and Contemporary Views of the Nature-Nurture Debate: A Continuum of Perspectives for the SLP*	**Due 11:59pm Wednesday 1/18** 1. Inquiry-Based Learning (IBL) Discussion Forum #1a **Due 11:59pm Sunday 1/22** 2. Discussion Post "Introduce Yourself" 3. Inquiry-Based Learning (IBL) Forum #1b 4. Chapter 1,2, 3 Knowledge Check Quiz

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	Chapter 3- *The Hearing Mechanism and Auditory Development*	

Week 2: 1/23/2023	Chapter 4- *Comprehension of Language*
	
	Chapter 5- *Gesture Development: Setting the Stage for Language Development*
		Due 11:59pm Wednesday 1/25
		
		  1. IBL Forum #2a
		
		Due 11:59pm Sunday 1/29
		
		  2. IBL Forum #2b
		  3. Chapters 4, 5 Quiz

Week 3: 1/30/2023	Chapter 6- *Social-Emotional Bases of Pragmatic and Communication Development*
	
	Chapter 7- *Early Semantic Development: The Developing Lexicon*
		Due 11:59pm Wednesday 2/1
		  1. IBL Forum #3a
		Due 11:59pm Sunday 2/5
		  2. IBL Forum #3b
		  3. Chapter 6 Quiz
		  4. Chapter 7 Quiz

Week 4: 2/6/2023	Chapter 8- *The Development of Morphology and Syntax*
	
	Chapter 9- *Speech Sound Disorders: An Overview of Acquistion, Assessment, and Treatment*
		Due 11:59pm Wednesday 2/8
		  1. IBL Forum #4a
		
		Due 11:59pm Sunday 2/12
		  2. IBL Forum #4b
		  3. Chapter 8 Quiz
		  4. Chapter 9 Quiz

Week 5: 2/13/2023	Chapter 10- *Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages*
	
	Chapter 11- *School-Age Language Development: Application of Five Domains of Language Across Five Modalities*
		Due 11:59pm Wednesday 2/15
		  1. IBL Forum #5a
		
		Due 11:59pm Sunday 2/19
		  2. IBL Forum #5b
		  3. Chapter 10 Quiz
		  4. Chapter 11 Quiz

Week 6: 2/20/2023	Chapter 12- *Mapping Language onto the Brain* Chapter 13- *Multicultural Perspectives: The Road to Cultural Competence*	**Due 11:59pm Wednesday 2/22** 1. IBL Forum #6a **Due 11:59pm Sunday 2/26**

		2. IBL Forum #6b 3. Chapters 12, 13 Quiz **4. Clinical Cultural Competency Assignment** *(see Moodle)*
Week 7: 2/27/2023	Chapter 14- *Speech and Language Development of Children Who Were Adopted Internationally* Chapter 15- *Children with Language Impairment*	**Due 11:59pm Wednesday 3/1** 1. IBL Forum #7a **Due 11:59pm Sunday 3/5** 2. IBL Forum #7b 5. Chapters 14, 15 Quiz
Week 8: 3/6/2023	**LAST WEEK OF CLASS: There will be no Knowledge Check Quiz this week but you are still responsible for content learned in Chapters 16 & 17 of your book for the Final Exam** Chapter 16- *Listening, Language, and Literacy for Children with Auditory Devices: From Hearing Aids to Cochlear Implants* Chapter 17- *Communication Development in Children with Multiple Disabilities: The Role of Augmentative and Alternative Communication*	**Due 11:59pm Wednesday 3/8** 1. IBL Forum #8a **Due 11:59pm Sunday 3/12** 2. IBL Forum #8b **3. Final Exam** 4. *Optional: CSD 265 Course Evaluations (see Moodle)*
3/12/2022	**FINAL EXAM Must be taken by 11:59pm Sunday 3/12**	