

Spring 2022

SPLP 3314, CRN 21621

Language Disorders in Preschool Children

Location and Class Times: Campbell Building, Room 211, Wednesdays 9am-11:50am

I. Instructor Information

Deena G. Peterson, M.S. CCC-SLP, ACUE

Communications:

Course Messages on Blackboard preferred

deenag@utep.edu, (915) 747-8307

Office Room and Hours:

406, Campbell Building.

Mondays, 12:30pm-1:30pm or by appointment. May be virtual or in-person.

II. Course Description

Theoretical foundations, diagnosis, and intervention for language impairments in pre-school populations. Multicultural issues related to language disorders in this population are discussed.

III. Course Objectives

In completion of this course, students will meet all course objective and demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies, and the UTEP EDGE Experiences.

Spring 2022

ASHA Standards

Standard IV (B, C, D, E, F) —Knowledge Outcomes

Please visit <https://www.asha.org/certification/2020-slp-certification-standards/> for detailed information on ASHA's Standards.

UTEP Speech-Language Pathology Knowledge and Clinical Competencies

Language Competency

Diversity, Equity and Inclusion Competency

Writing Competency

Oral Writing

Professional Competency

Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies

Outcome Measurements

1. Define and apply vocabulary associated with language disorders in the preschool-aged population.
2. Discuss the clinical/practical implications of different developmental theories in the context of disorder.
3. Describe the impact of structural, neurological, and environmental conditions as potential etiological factors in language disorders.
4. Describe language assessment techniques (standardized and non-standardized) appropriate for preschool-age children.
5. Interpret assessment results, and identify relevant treatment strategies.

IV. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

Texts/Technology

1. Required Textbooks/Software:

- PAUL, R. (2012). *LANGUAGE DISORDERS FROM INFANCY THROUGH ADOLESCENCE: LISTENING, SPEAKING, READING, WRITING, AND COMMUNICATION. (5TH ED), ST. LOUIS, MO: MOSBY.*

Spring 2022

2. Required Readings:

- *ARTICLES ASSIGNED ON BB OR IN CLASS.*

3. Recommended Textbooks (not required but excellent resources):

- *MILLER, J. F., ANDRIACCHI, K., & NOCKERTS, A. (2011). ASSESSING LANGUAGE PRODUCTION USING SALT SOFTWARE. MIDDLETON, WI: SALT SOFTWARE. [HTTPS://WWW.SALTSOFTWARE.COM/](https://www.saltsoftware.com/).*
- *SHIPLEY, K. G., MCAFEE, J. G., & SHIPLEY, K. G. (2021). ASSESSMENT IN SPEECH-LANGUAGE PATHOLOGY: A RESOURCE MANUAL (6TH ED), SAN DIEGO, CA: PLURAL PUBLISHING. (OLDER EDITIONS ARE GREAT TOO!)*
- *ROTH, F.P., WORTHINGTON, C.K., (2021). TREATMENT RESOURCE MANUAL FOR SPEECH-LANGUAGE PATHOLOGY (6TH ED), SAN DIEGO, CA: PLURAL PUBLISHING.*

4. Access to a reliable laptop and/or tablet with:

- *INTERNET ACCESS*
- *WORD PROCESSING SOFTWARE*
- *ADOBE READER (LATEST VERSION) OR PDF READER*
- *ZOOM AND/OR MICROSOFT TEAMS ACCESS (DEPENDS ON THE NEEDS OF THE CLASS)*
- *ACTIVE UTEP EMAIL ADDRESS AND ACCESS TO BLACKBOARD*
- *PLEASE VISIT https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html FOR INFORMATION REGARDING EQUIPMENT CHECKOUT*

V. Class Format

Face to face

Lecture

In-class participatory activities (individual and group discussions, written activities, and oral presentations)

Blackboard/Online

Readings, videos, etc.

Discussions

VI. Student Responsibilities

You are expected to participate in all in-class and online activities. You are responsible for reviewing and completing weekly modules on Blackboard. This includes readings, assignments, and projects. Please visit UTEP's Policies and Regulation page at <http://catalog.utep.edu/policies-regulations/> for details regarding the following:

Class Attendance

1. The syllabus provides general description of assignments and lecture topics. Specific details and due dates will be provided in class.
2. Regular attendance and participation are essential for your success in the course. *“When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.”*
3. Please be on time. Tardiness may result in missed information. Students are considered tardy once the door closes at the assigned time. Sign-in sheets, index cards, or other forms of roll call may be used.
4. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit UTEP's Policies and Regulation page linked above.
5. If you cannot attend class, please notify me **at least 12 hours**, prior to class time, via email, phone message, or in person.
6. It is your responsibility to obtain missed information from a classmate. The instructor will not provide lecture notes, presentation material, etc.

Due Dates

1. All assignments are due as directed in class and/or on Blackboard.
2. Make-up exams, late assignments and/or projects **will not** be accepted (for real!). Prior approval to complete an exam, submit assignments and/or project at an alternate time may be permitted. This is at the

Spring 2022

discretion of the instructor. Significant emergencies may also be taken into consideration (documentation may be requested). Communication is key! Please meet with the instructor ASAP to discuss options.

Classroom and Technology Policies

Classroom

- 1. Professional and respectful behavior is expected. Any distracting, disruptive, and disrespectful behavior during class will NOT be tolerated. You will be asked to leave the classroom.
- 2. Timeliness and remaining in class until dismissal is expected.

Technology

- 1. You **may** use your laptop, tablet, and pen/paper to take notes or for classroom activities and assignments.
- 2. You **may not** however, audio, video record, or take pictures unless you have specific accommodations from The Center for Accommodations and Support Services (CASS). Please refer to the “Other Policies and Information” section of this syllabus.
- 3. Please keep all electronic devices on silent during class.
- 4. Please refrain from using electronic devices during class to check and send messages, use social media, make phone calls, and/or other non-classroom related tasks. **The instructor reserves the right to institute a NO TECHNOLOGY policy if it becomes necessary.**

<i>Netiquette</i>
<i>When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:</i>
1. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.
2. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
3. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VII. Course Content – Calendar and Grading

Class Outline/Calendar

Course

1. You are **required** to check **weekly modules** on Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.
2. **The course syllabus and outline of assignments is subject to change or modification at Mrs. Peterson's discretion.** This includes pop quizzes and in class assignments not included in the assignment outline. This may be done in order to accommodate the needs of the class.
3. Extra credit assignments are at the discretion of the instructor.

*Indicates Recommended reading.

Week	Date	Topic	Readings	Due
1	1.19.22	Introduction <ul style="list-style-type: none"> • Syllabus, Expectations • "What do I already know?" 	This Week: <ul style="list-style-type: none"> • Get your Textbook/s 	No risk assessment
2	1.26.22	Preschool Language Disorders <ul style="list-style-type: none"> • Language Development Review • What is a language disorder? • What is typical/atypical? 	This week: <ul style="list-style-type: none"> • Read Ch 1 (Paul) 	Quiz #1 (5pts)
3	2.02.22	Disorder vs. Difference <ul style="list-style-type: none"> • Cultural Competence • Bilingualism • Considerations for Cultural/Linguistic Diversity, DEI 	This week: <ul style="list-style-type: none"> • Read Ch 5 (Paul) • ASHA's Cultural Competence on Bb 	Quiz #2 (5pts)
4	2.09.22	Principles of Assessment <ul style="list-style-type: none"> • What is the goal/purpose? • Areas of Assessment • Types of Assessments 	This Week: <ul style="list-style-type: none"> • Read Ch 2 (Paul) • *Ch 1 (Shipley & McAfee) 	Quiz #3 (5pts)
5	2.16.22	Assessment of Developing Language	This Week: <ul style="list-style-type: none"> • Read Ch 8 (Paul) 	Quiz #4 (5pts)

Spring 2022

		<ul style="list-style-type: none"> • Quick review of Pre-linguistic and Emerging Language • Description of this stage • Areas of Assessment • Types of Assessments 		
6	2.23.22	Assessment of Developing Language <ul style="list-style-type: none"> • Areas of Assessment • Types of Assessments LAB	This Week: <ul style="list-style-type: none"> • Review Ch 8 (Paul) 	Assignment #1 (5pts)
7	3.02.22	LAB DAY Creating an Assessment/Diagnostic Plan	This week: <ul style="list-style-type: none"> • Reviewed the references/material provided from the last 2 weeks 	Lab #1 (10pts)
8	3.09.22	Midterm Exam	Midterm Exam Will cover Weeks 1-7	Midterm Exam (55pts)
9	3.16.22	No class-Spring Break	This week: <ul style="list-style-type: none"> • Have a little fun! 	
10	3.23.22	Language in Special Populations <ul style="list-style-type: none"> • Characteristics • Considerations 	This week: <ul style="list-style-type: none"> • Read Ch 4 (Paul) 	Quiz #5 (5pts)
11	3.30.22	Principles of Intervention & EBP <ul style="list-style-type: none"> • What is EBP? • What is the goal/purpose of intervention? 	This week: <ul style="list-style-type: none"> • Read Ch 3 (Paul) 	Quiz #6 (5pts)
12	4.06.22	Principles of Intervention & EBP <ul style="list-style-type: none"> • Establishing goals/outcomes 	This week: <ul style="list-style-type: none"> • Read Ch3 (Paul) 	Assignment #2 (5pts)

Spring 2022

		<ul style="list-style-type: none"> • Methodology 		
13	4.13.22	Intervention for Developing Language <ul style="list-style-type: none"> • Target Areas • Approaches 	This week: <ul style="list-style-type: none"> • Read Ch 9 (Paul) 	
14	4.20.22	Intervention for Developing Language <ul style="list-style-type: none"> • Target Areas • Approaches 	This week: <ul style="list-style-type: none"> • Reviewed Ch 9 (Paul) 	Assignment #3 (5pts)
15	4.27.22	LAB DAY Creating an Intervention/Treatment Plan	This week: <ul style="list-style-type: none"> • Reviewed the references/material provided last week 	Lab #2 (10pts)
16	5.04.22	Review or Catch-up Day (Depends on the needs of the class)	TBD	
17	5.11.22	Final Exam	Final Exam Will cover the entire course	Final Exam (55 pts)

Grading

Grades will be calculated as follows. No points or percentages will be “rounded up” and a letter grade will be assigned according to the exact number of points obtained.

	Point Value	How many?	Total Points	Percentage of Total
Exams	Midterm-55 Final-55	2	110	55%
Quizzes	5	6	30	15%
Assignments	10	3	30	15%
Labs	10	2	20	10%
Participation/Attendance	10	/	10	5%

Spring 2022

		Grand Total	200	100%
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A- 180-200 points

B- 160-179 points

C- 140-159 points

D- 120-139 points

F- 119 or less points

1. Exams

a. *Midterm*

Will consist of everything covered from the beginning of the semester until the time of Exam 1.

b. *Final*

Will primarily consist of material covered after midterm, however content from the beginning of the semester may be use.

2. Assignments- Details will be provided in class, on Bb, and/or in person.

3. Labs- Details will be provided in class, on Bb, and/or in person.

4. Participation- Attendance will be taken and participation will be tracked.

VIII. Other Policies and Information

Communications

I prefer you communicate via Course Messages on Bb. I will check messages multiple times throughout the week. Please allow me a minimum of 48 hours to respond to discussion board postings and/or e-mail. If you send me a message an hour before an exam, or before an assignment is due, I will not be able to respond or help you.

Spring 2022

Drop/Withdrawal Policy

Please refer to the UTEP Academic Calendar website <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> to identify the dates during which drops may occur.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, contact the Center for Accommodations and (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Support Services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass/>

Phone: (915) 747-5148

Fax: (915) 7478712

cass@utep.edu

Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

Academic Dishonesty

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.” Please visit the Office of Student Conduct and Conflict Resolution website for detailed information <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

IX. Resources

Research

Please visit the UTEP library on main campus or at the following website <https://www.utep.edu/library/> .

Academic Writing

Please visit the University Writing Center website <https://www.utep.edu/uwc/> for help with writing development.

Technology Support

Please visit the Technology Support Help Desk <https://www.utep.edu/technologysupport/> or call the main number at (915) 747-HELP (4357).

University Counseling and Psychological Services (CAPS)

Please visit the UTEP Counseling and Psychological Services website <https://www.utep.edu/student-affairs/counsel/> or call (915) 747-5302 if you would like to speak to a counselor.

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Speech-Language Hearing Association

<https://www.txsha.org/>

Spring 2022

Texas Department of Licensing and Regulation
<https://www.tdlr.texas.gov/slpa/slpa.htm>



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SPLP 3314 12