

WESTERN UNIVERSITY
School of Communication Sciences and Disorders
CSD 9638 – Developmental Language Disorders 2

1. INSTRUCTOR INFORMATION

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Tutorial Assistant: Diya Nair (pronouns: she/her; email: dnair3@uwo.ca); office hours to be determined

2. COURSE INFORMATION

Class times and location: Wednesdays, 8:30-10am, 3-4:30pm; [FNB2220](#)

Method of Instruction

This course is designed to provide an authentic graduate experience by providing you with the opportunity to take an active role in directing your own learning. The course employs a discussion-based format in which you build your background knowledge and skills using student-paced resource. You will then join collaborative sessions to clarify information, and to discuss the application of what you have learned. The role of the instructor is to guide the discussion and learning. This approach was adopted to facilitate intentional learning as defined by Katz and Dack (2013): *True learning* occurs when the learner is an active participant in constructing knowledge and is constantly thinking about how new information confirms or challenges previously existing beliefs and ideas.

Course Format

The course employs a variety of student-paced and collaborative learning activities. Collaborative learning activities will usually be in real-time. All real-time activities will occur in person, unless otherwise specified or required by changes in policy.

Statement on trauma exposure, self-care, and trauma-informed teaching

We understand that some of the material presented in this course – and some of the ways in which it is presented – may be upsetting or temporarily overwhelming at times. As instructors, we are committed to developing our understanding of trauma-informed teaching and learning principles (e.g., <https://traumainformedteaching.blog>), and to adopting these principles in our teaching. Our aim is to cultivate an educational context that is inclusive, reduces risk of retraumatization, and supports student resilience and success.

We know that indirect exposure to trauma narratives may put helping professionals and trainees at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. We encourage self-awareness and good self-care to help minimize and

mitigate distress. We suggest that you do periodic self-checks on how the material in the course and the class discussion is affecting you. Please speak with one of the instructors if you are having difficulties with any aspect of the course. If you start to feel overwhelmed, use the strategies you know help you best. For information on campus services, please see the policy on [Health and Wellness](#) for information on campus services.

3. COURSE OBJECTIVES

Goals of the Course: (1) To provide sufficient knowledge and basic clinical skills to begin practice in the area of language and related disorders affecting school age children, and (2) to develop clinical reasoning skills necessary to address the ambiguity characteristic of professional practice in this area.

Objectives

1. To review relevant education policies, initiatives, and curriculum especially with regards to special education
2. To explore the range of services provided by speech language pathologists to school age children with language and language-related disorders, and the service delivery models supporting these services
3. To develop a conceptual understanding of the multiple factors affecting language competence and performance including cognitive, affective, and environmental influences
4. To understand the links between language and learning as applied to literacy and other academic domains
5. To provide basic knowledge of age and context appropriate assessment procedures for language and related disorders affecting school age children
6. To provide basic knowledge of age and context-appropriate intervention options for language and related disorders affecting school age children
7. To promote flexible, problem-solving in order to apply knowledge in various and novel situations as may be necessary in practice

4. TEXTBOOK AND COURSE MATERIALS

Readings are listed in the course schedule and are made available on OWL whenever possible.

The required textbook for DLD1 will be a useful reference for this course as well:

Pauls, R. & Norbury, C.F. (2012). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating*, 4th ed. Elsevier: St. Louis, USA.

Here are some other texts you might consider purchasing (in alphabetical order):

Beck, I.L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*, 2nd ed. New York, NY: Guilford Press.

Nelson, N.W., Bahr, C.M., & Van Meter, A.M. (2004). *The writing lab approach to language instruction and intervention*. Baltimore, MD: Paul H. Brookes Publishing Co.

Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (2013). *Handbook of language and literacy: Development & disorders*, 2nd ed. New York, NY: The Guilford Press.

Ukrainetz, T.A. (2007). *Contextualized language intervention*. Austin, TX: Pro-ed Inc.

Note: The Beck et al. & Stone et al. texts are available to browse through the Western Library (including online versions) and I have the other 2 and will happily let you browse them.

5. POLICIES

Participation / Attendance

Attendance and participation in all aspects of the course is an expectation of the course.

If a student must be absent from regularly scheduled class time, they are expected to contact the course instructor and excuse themselves from that class. Students must inform the Academic Program Coordinator and each of the course instructors if they will be absent due to illness or compassionate circumstances for more than a few days (i.e., no more than 3-7 days).

Please consult the policy in the CSD Student Handbook on 'Requests for Temporary Accommodations and Academic Relief' if you will also need to miss an assessment/due date.

Students who are absent too frequently from class in any course will be required to complete an Early Intervention form with their course instructor, and cases of extended absenteeism and chronic irregular attendance and/or lateness will be reported to the Student Support Committee.

Please refer to the CSD Student Handbook for the full Attendance Policy.

Determining Final Grade

To pass this course, students must attain an overall grade of at least 60% according to the grade weighting given in the grading plan. The policy of the CSD program is that the assigned course grade is the instructor's final assessment of a student's performance and already includes any and all grade rounding an instructor has chosen to implement. Assigned grades "close to" 60% will not be further rounded up, with the exception that grades submitted with decimal percentages are rounded up or down to the nearest integer by the Registrar before appearing on the student's record. Regarding **appealing academic evaluations**, students are referred to the CSD student handbook for policies regarding appeals.

Academic Offences/Plagiarism

Scholastic offences are taken seriously. Students are responsible for understanding the nature of, and avoiding the occurrence of, plagiarism and other academic offenses, and are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else.

Plagiarism Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Media and Recording in Learning Environments

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Students participating in this course consent to include identifiable student content (person and/or voice) captured during recording and are aware that this content will be made available on University-approved platforms.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skill testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose without the students' permission.

Media recordings by students

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior permission of the instructor.

Use of Electronic Devices

Students are welcome to use a computer during lecture and tutorial periods. Some sessions will require access to an internet-ready device. Students are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Refer to the CSD Student Handbook section 'Civility in the Classroom' and 'Audio/Video Recording' for additional information on School of CSD policies on recording and use of electronic devices.

Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree.

For information about health and well-being services located on campus, visit the following [Health and Wellness page](#). Refer to the CSD Student Handbook for more additional resources available on campus.

To help students learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://www.uwo.ca/health/wec/education/learning.html>

This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety,

depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

Mental Health

Students seeking help regarding mental health concerns and navigating resources at Western are advised to speak to the Academic Program Coordinator or someone they feel comfortable confiding in, such as their faculty mentor, their program director, graduate chair, or other relevant administrators in their unit.

For students looking for mental health support on campus, Western Health and Wellness provides short-term professional, confidential psychological services and same-day crisis counselling free of charge to all Western students, as well as several other resources and supports.

Additional information on mental health support at Western, as well as crisis contacts and details on how to book a counselling appointment can be found on [Health and Wellness' website](#) and on the CSD Homeroom OWL site.

If you are in mental or emotional distress and need help now, please dial 911 if calling on campus/ 519-661-3300 from a cellphone, and/or visit the [Crisis Contact Information page](#) for additional contacts.

Accessible Education (AE) at Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE) at Western, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs to ensure that appropriate academic accommodations to program requirements are arranged.

A student who has a documented disability that affects their academic performance and wishes to request academic accommodation is required to register with AE. The process for registering is outlined at: http://academicsupport.uwo.ca/accessible_education/academic_accomodation.html

Students who have questions about the Accessible Education process, or are experiencing challenges in receiving approved accommodations in their course(s), should contact the Academic Program Coordinator.

6. EVALUATION

Grading Plan

Formative Assessment

Assessment for Learning (Vocabulary flashcards)	no grade
Assessment of Learning (Unit quizzes; flashcards)	no grade

Summative Assessment

Participation	30%	
Reading summary assignments	20%	<i>due Sept. 26 and Nov. 7</i>
Case responses	20%	<i>completed in the 3pm class on Oct. 5, Nov. 9, 16, 23</i>
SLP partner conversation and reports	10%	
Final project	20%	<i>by end of term (Dec. 21)</i>

Formative Assessment

Formative assessment refers to a wide variety of methods used to conduct in-process evaluations of comprehension, learning needs, and academic progress. The information provides feedback that can be used by instructors to modify learning activities and by students to improve their learning. In this course, formative assessments will be used to provide you with an *assessment for learning*, and an *assessment of learning*.

- Assessment for Learning is the process of seeking & interpreting evidence regarding where students are in their learning, and where they need to go. By reviewing the unit vocabulary prior to completing course readings, you will assess your current knowledge regarding forthcoming concepts. Respective unit vocabulary sets are provided as flashcards on cram.com. You can use the website memorize, test, and game features to study the cards online, or print out a copy of the flashcards for your own study.
- Assessment of Learning is the process of evaluating how well students have learned. By (1) completing the unit quiz and (2) testing yourself on the unit vocabulary after learning, you will assess your growth in knowledge and reasoning with regards to the relevant concepts. You are encouraged to use this information & the question feedback to identify learning gaps you may still need to address & review in the readings.

Summative Assessment

Summative assessment typically refers to assessments aimed at evaluating learning outcomes of a program of study. Summative assessment also refers to the graded components of the course.

Participation

Consistent with the discussion-based / intentional learning approach to this course, engagement with course content through student-paced or real-time oral and written discussion and reflection regarding the facts, ideas, problems, hypotheses, and potential actions for issues or cases under consideration is of paramount importance. Sharing differing views and opinions in an open, 'error-friendly' manner is particularly valued.

Participation will take many formats in this course, and students will have some choice to engage with activities they find more effective for their own learning.

Possible activities with relevant scoring are as follows:

1. Perusall annotations of assigned readings
 - a. Perusall automatically scores assignments on a 3-point scale.
2. OWL forum written course participation on readings, resources, collaborative learning, or other course content or activities
 - a. Will be judged relative to the whole class involvement at the end of term on a 3-point scale (0 = few contributions; 1 = some meaningful contributions; 2 = considerable or highly meaningful contributions)
3. Formative assessment activity completion
 - a. Quiz completion is monitored by OWL. To claim study of the vocabulary flashcards on cram.com, you will need to create an account and provide evidence of data collected regarding your engagement (e.g., screenshots or printout of scores submitted to the Vocabulary Flashcard Participation assignment on OWL)
 - b. Completion of formative assessment activities will be converted to a 3-point scale (0 = fewer than 50% of quizzes completed and/or no evidence of vocabulary study; 1 = 50-80% of quizzes completed and/or evidence of some vocabulary study; 2 = more than 80% of quizzes completed and/or evidence of considerable vocabulary study)
4. Collaborative learning activity participation (see description below)
 - a. Collaborative learning activities and discussions during class time will be based on the readings and questions or cases posed by the instructor, or questions raised by you. During the course of the discussion, the instructor may make 'cold calls' to students for contributions and/or reflections. Additional physical or online tools will be employed, and instructions provided for relevant sessions.
 - b. Participation in collaborative learning activities will be judged by the instructors and peer-evaluators as follows:
 - i. At each class session, 2-4 students will be assigned the role of peer evaluator such that all students assume this role at least twice. Each peer evaluator will complete the class participation tool, as will at least one of the instructors at the end of the session. Peer evaluators are responsible for representing the variability in individual participation performance across students in their ratings. Should a peer evaluator return a form with uniform scoring (e.g., all students are given a +2 rating), the peer evaluator's score for that session will be ignored and that peer evaluator will receive a rating of -2 for the session. Peer evaluations will be kept confidential, although those completing evaluations at any one session may discuss rating patterns generally to promote consensus and consistency. Students with an unexcused absence from class will be assigned a rating of -2.

Session ratings will be used to determine a rating for each student for that session, which will then be used to calculate an overall average rating for the course. Ratings will be rank ordered and grades assigned accordingly.

The rating scale for the classroom participation tools is as follows:

-1 or lower	– student displays disinterest or disengagement, or shows no evidence of preparation / review of assigned materials
0	– student follows discussion and/or displays signs of interest in discussion
+1	– student makes an effective oral or written contribution
higher than +1	– student makes a particularly meaningful contribution overall

5. Reflective evaluations

- a. For each session (starting after Unit 1), approximately 5 students will be assigned the task of completing the reflective evaluation tool. The tool encourages self-evaluation through reflection-in-action (during the discussion) and reflection-on-action (after the discussion), as well as reflective evaluation of the learning process and tools employed during the session. Students will have the opportunity to complete 2 reflective evaluations during the term. Students who are absent from class when assigned this role will not be penalized on the first occurrence only. After the first missed reflective evaluation, the student will be assigned a participation rating of -2 for that session.

The overall participation grade will be based on average rankings according to the following weighting such that the highest grade is achieved.

75% - Involvement with Perusall, Flipgrid, written participation, or Collaborative Learning Activities

15% - Completion of formative assessment

10% - Completion of self-evaluation

Average rankings and corresponding participation grades are as follows:

Below 0	- not higher than 60%
0	- 70%
Greater than 0, but less than 1	- 72-82%
1	- 85%
Greater than 1, but less than 2	- 87-92%
2 or greater	- higher than 92%

Reading Summary Assignments

There are 2 reading summary assignments. One week of class (Sept. 21 and Nov. 2) is set aside for you to work on each of these summaries. There are no class or clinical applications sessions during these weeks. For this assignment you will create a maximum 4-page summary of the assigned readings and resources for one class session. You can maximize the 4-page space by using single spaced lines, narrow margins, and calibri 11-point font, but you must not exceed 4 pages. The summary can include links to 'quick glance' resources (i.e., tables, figures, images, or infographics that can be 'taken in' at a quick glance). Appendices can be added but should only include quick glance resources or tools. The point of these summaries is to provide a summary of the relevant session's assigned reading for members of the class to read in preparation for the session. These summaries will only be used by class members for class study purposes, and will summarize the assigned readings listed on the OWL site (and in the course schedule). Additional resources shared 'for your reference' may be included if considered important and

if space allows. Given this purpose, APA reference formatting and footnotes are not required, although some recognizable way of indicating the source of information should be provided (e.g., A17 would be sufficient to indicate a reference by Archibald (2017) if it clearly differentiated this source from all other sources on the assigned day). If desired, quotes and/or copies of tables, figures, and appendices (with indicated source) may be included more liberally than may be typical for independent scholarly work given that the express purpose of the summary is to summarize the indicated sources (and only those sources) for 'internal use'.

For each of the 10 sessions (5 weeks) following the assignment week, 5 students will be assigned to one session to create a summary. Students may work individually, or in groups of 2 or 3. For group work, it will be assumed that all students contributed the same effort and each will be given the same grade. Summaries are due on the Monday following assignment week (Sept. 26 and Nov. 7) and submitted via OWL. In advance of each session, the instructors will read the assigned readings and the reading summaries. A single 4-page summary will be created by drawing on some or all of the submitted assignments. This 4-page summary will be posted in time for students to read the summary prior to class. Given the work involved in this process, these assignments will be slow graded, that is, grades will not be released until the weeks of Oct. 26 and Dec. 7.

Grading rubric for reading summaries

	A, A-, B+	B, B-, C+	Below C+
Quality & completeness of summary	Provides a highly efficient and comprehensive summary	Provides a reasonably efficient and comprehensive summary	Summary is not efficient or is not comprehensive
Organization	Paper and appendices are effectively organized	Paper and appendices are coherently organized	Paper and appendices lack effective organization
Additional resources	Appendices and/or links are necessary, effective, and are not excessive	Appendices and/or links are necessary but require considerable extra time to access or review	Appendices and/or links are not necessary or effective

Case responses

On 4 occasions, you will have the opportunity to respond to a case or problem posed incorporating concepts from the course. Case responses will be made available as an OWL quiz in class and students will have 30 minutes to submit their response. You may be asked to describe the problem posed by a given case or scenario, to provide a hypothesis regarding the nature of the case or problem, to indicate your next actions, to give your reflections on the case or scenario, or to describe how you could confirm or disprove your hypothesis. On each occasion, the instructors will mark 75% of student responses chosen at random (from a list of all students enrolled in the class) and provide online feedback. Each question will be marked out of 10, and the overall total will be converted to a percentage at the end of term. **Case responses must be completed during the designated time** If no response has been provided by you for a question for which you are selected to be marked, you will not be penalized on the first occurrence only. After that, you will receive 0/10 without adjustment.

Grading rubric for case responses

	A, A-, B+	B, B-, C+	Below C+
Demonstration of knowledge	Excellent knowledge of relevant content is evident in response	Good knowledge of relevant content is evidence in response	Relevant content is not included in response
Critical thinking	Response reveals excellent connections between information provided and known by the student to solve a problem	Response reveals good connections between information provided and known by the student to solve a problem	Required connections between information provided and content from the course are not made
Conclusions/clinical recommendations	Conclusions and/or recommendations clearly follow from the relevant critical thinking or reasoning	Conclusions and/or recommendations follow reasonably well from the relevant critical thinking or reasoning	Conclusions and/or recommendations are unclear or do not follow from the relevant critical thinking or reasoning

SLP partner conversations and reports

A group of SLPs working with school age children with language and language-related disorders have graciously volunteered to act as partners in this course. You will be assigned one (or possibly 2) partner(s). You will have at least three conversations with this SLP corresponding to 3 of the 5 units of the course. You are responsible for making an initial contact with your partner SLP by email and scheduling each of your conversations at your mutual convenience. Although a spoken conversation (via phone or Zoom, for example) is preferred, any format (including email) is acceptable. Should your SLP partner be unavailable for any conversation, let the instructor know as soon as possible so other arrangements can be made. Please be aware of the privilege it is to receive a gift of time from your SLP partner and do everything possible to contact your SLP partner at each meeting time you set. Should you miss the meeting for some reason, please contact *both* the instructors and your SLP partner and provide your reasons in a professional manner.

For each conversation, you are responsible for choosing the main questions / issues for discussion. Importantly, conversations should be limited to 30 minutes. Please be sure to stop the conversation after 30 minutes and acknowledge that time is up. After each conversation, post a brief comment in the OWL forum corresponding to the relevant unit in the course. When posting, please avoid identifying information (e.g., name of the employer or SLP). If you wish to include some identifying information (e.g., the name of an intervention program developed at a particular board), please check with your SLP partner before posting. **Please be aware that course partners have access to all course materials including the OWL forum.** Each conversation/posting is worth 1/3 of the participation score using an all-or-none scoring of credit for an informative comment, and 0 points for no comment or an uninformative comment.

Final project

The final project may take any format. It should reflect some meaningful interaction with, and synthesis of, the course materials, as well as the ability to work with knowledge relevant to the area of school age child language and language-related disorders. Projects that score well will provide a useful reference or

tool for your use in clinical practice for this population or will represent your considered and planned approach to your clinical practice with this population.

Here are some possible examples:

- a term paper on a topic of your choice
- a mind map organizing your thoughts, approach, and materials
- a video demonstrating a tool or providing important information for any relevant target audience
- a portfolio of materials gathered and integrated across the course
- a web-based organizer for online resources and/or apps
- an inservice for educators on a topic of your choice
- something with a focus on advocacy

You can view examples of past project on the instructor's lab website:

<http://www.uwo.ca/fhs/lwm/teaching/dld2.html>

You may be invited give your permission for the instructor to post your project on this website when your project is complete and has been reviewed by the instructor.

Grading rubric for the final project

	A, A-, B+	B, B-, C+	Below C+
Demonstration of learning	Final learning product demonstrated significant time, effort, and learning	Final learning product demonstrated adequate time, effort, and learning	Final learning product demonstrated little time, effort, or learning
Integration	Final learning product integrates multiple topics from across the course	Final learning product integrates some topics from across the course	Final learning product does not show integration of topics
Originality	Final learning product represents a high degree of originality in terms of scholarship and/or presentation	Final learning product represents some originality in terms of scholarship and/or presentation	Final learning product does not represent originality. The product may represent a reorganization of materials provided in the course.

TENTATIVE SCHEDULE

Students are encouraged to refer to the course materials on the OWL course site for the most up-to-date information on course readings and additional resources for your reference.

- Asterisks (*) mark documents for which a familiarity is required but detailed knowledge is not expected
- In addition to the required readings listed here, many references will be listed on the OWL site for your reference. These are updated as new resources are found, and are not included here.

UNIT 1: ISSUES IN EDUCATIONAL SPEECH LANGUAGE PATHOLOGY		
Date	Topics/Questions	Resources to Review
Sept. 14, 8:30am	Course introduction	(In class) VIDEO on 'Thinking Routines' (scroll to 2 nd video on site)(4:36): http://ww2.kqed.org/mindshift/2016/03/31/when-kids-have-structure-for-thinking-better-learning-emerges/
(1.1)	EDIDA Lens Systemic biases in the educational system	(In class) VIDEO on 'The Coin Model (1:27) by Stephanie Nixon Figure 2 from Nixon, S. (2019). The coin model of privilege and critical allyship: implications for health. BMC Public Health, 19, 1637 (1 page) Skritic et al. (2021) Disability as status competition: The role of race in classifying children. SOCIUS, 7, 1-20 (1-5, 10-14, 10 pages) Lyons et al. (2022) Understanding the perspectives of children & young people with SLCN. IJSLP, DOI: 10.1080/17549507.2022.2038669 (12 pages*) (FYR) Bottema-Beutel et al. (2021) Avoiding ableist language: Suggestions for autism researchers. Autism in Adulthood, 3, 18-29
	Curriculum; Special education services & exceptionalities	2016 The Kindergarten Program (Ontario) (331 pages*) 2006 Language, Grades 1-8 (155 pages*) 2017 Special education in Ontario (246 pages*) N.B. The Ontario Human Rights Commission Right to Read Report will be impacting curriculum this year (and a revised curriculum is promised; see also, Unit 2)
Sept. 14, 3pm	Education policy – universal design of learning; differentiated instruction; inquiry based	2013 Learning for all (74 pages*) 2010 Growing success (Learning skills & work habits, p. 10-14) 2011 Capacity building series: Getting started with inquiry (4 pages)

(1.2)	learning; inclusive education	<p>Rix (2009) Educating a syndrome?: Seeking a balance between identifying a learning profile & delivering inclusive education. ASHA Perspectives (7 pages)</p> <p>Browse assigned blogs on the case against inquiry-based learning & the need for explicit instruction https://www.learningscientists.org/blog/2017/6/25/weekly-digest-65 https://theconversation.com/explainer-what-is-explicit-instruction-and-how-does-it-help-children-learn-115144</p> <p>(In class) VIDEOS: While watching these videos, refer to this handout summarizing UDL guidelines: http://udlguidelines.cast.org/ VIDEO on Universal Design for Learning (4:36): https://www.youtube.com/watch?v=bDvKnY0g6e4 VIDEO on Differentiation in Teaching & Learning (9:53): https://www.youtube.com/watch?v=UkIQ6KiyA5U</p>
Sept. 21	ASSIGNMENT WEEK (Note: lab continues)	
Sept. 28, 8:30am (1.3)	Service delivery models	<p>Suleman et al. (2013). Collaboration: More than “Working Together”.... CJSLPA, 37, 298-307 (read p. 299-301, 3 pages)</p> <p>Swenson & Williams (2015) How to collaborate: Five steps for success. Perspectives on School-Based Issues, 16, 122-130 (read Table 2, p. 125-6; 2 pages)</p> <p>Archibald (2017). SLP-educator classroom collaboration. ADLI, 2, 1-17 (17 pages)</p>
	Response to Intervention	Troia (2005) Responsiveness to intervention: Roles for speech-language pathologists in the preventions and identification of learning disabilities. TLD, 25, 106-119 (14 pages)
	Effective Professional Development	<p>Study summary provided for the following study (the study is not a required reading):</p> <p>Neuman & Wright (2010) Promoting language & literacy development for early childhood educators. The Elementary School Journal, 111, 63-86.</p>
UNIT 2: NEUROCOGNITIVE MODEL OF LANGUAGE AND EXECUTIVE FUNCTIONS		
Date	Topics/Questions	Resources to Review
Sept. 28, 3pm	Oral language	<p>(In class) VIDEO: The neurocognitive model (Part 1) on OWL (25:26)</p> <p>Bishop (2006) What causes SLI in children? Current Directions in Psychological Science, 15, 217-221</p>

(2.1)		<p>(5 pages)</p> <p>Baron & Arbel (2022) An implicit-explicit framework for intervention methods in DLD. <i>AJSLP</i>, 31, 1557-73 (read pages 1557-61; 5 pages)</p> <p>Gordon, K.R. (2020) The advantages of retrieval-based and spaced practice: Implications for word learning in clinical and educational contexts. <i>LSHSS</i>, 51, 955-965 (11 pages)</p> <p>Study summaries provided for the following studies (the studies are not required reading):</p> <p>Plante et al. (2015) Variability in the language input to children enhances learning in a treatment context. <i>AJSLP</i>, 23, 530-45 (16 pages)</p>
	Word knowledge in bilingualism	<p>SAC Position Statement (2 pages): https://www.sac-oac.ca/sites/default/files/Position_Statement_Learning_an_Additional_Language_in_the_Context_of_Language_Disorder_EN.pdf</p> <p>Blogpost on vocabulary learning in bilingual speakers https://2languages2worlds.wordpress.com/2014/05/31/normal-delayed-bilingual-vocabulary-acquisition/</p>
	Word knowledge in marginalized groups	<p>Blogpost on the 30-million word gap debate https://www.edutopia.org/article/new-research-ignites-debate-30-million-word-gap https://www.londoncyn.ca/2000-words-grow</p> <p>(FYR) Podcast on language variation https://www.theparlepodcast.com/the-parleacute-podcast/s4-ep-3-the-pathologization-of-language-variation-with-dr-cushing-and-dr-snell.html</p>
Oct. 5, 8:30am (2.2)	Written language	<p>(In class) VIDEO: The neurocognitive model (Part 2) on OWL (15:47)</p> <p>Ehri (2014) Orthographic mapping in the acquisition of sight word reading, spelling, memory, and vocabulary learning. <i>Scientific Studies of Reading</i>, 18, 5-21 (17 pages)</p> <p>Cain et al (2004) Children’s reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. <i>J. Educ. Psych.</i>, 96, 31-42 (read p. 31-34, 4 pages)</p> <p>Naming Speed Deficit Frequently Asked Questions, Center for Reading & Language Research, Tufts University http://www.decodingdyslexia.org/uploads/1/8/5/1/18517104/faq_naming_speed_deficit_edit_april_8_.pdf (2 pages)</p>

		<p>Wolter et al. (2009) The influence of morphological awareness on the literacy development of first-grade children. LSHSS, 40, 286-298 (14 pages)</p> <p>Study summaries provided for the following studies (the studies are not required reading): Wagovich et al. (2015) Semantic-syntactic partial word knowledge growth through reading. AJCLP, 24, 60-71 (12 pages)</p>
	OHRC Right to Read Report	The Ontario Human Rights Commission Right to Read Report
Oct. 5, 3pm (2.3)	Executive functions	<p>(In class) VIDEO: The neurocognitive model (Part 3) on OWL (18:21)</p> <p>Diamond (2013) Executive functions. Annu. Rev. Psychol, 64, 135-68 (34 pages)</p> <p>An interesting blogpost on development & early educational goals: https://theconversation.com/too-much-too-soon-what-should-we-be-teaching-four-year-olds-43210</p> <p>Blogpost on behaviour as a form of communication: http://pamelasnow.blogspot.com/2018/06/behaviour-as-form-of-communication.html</p>
	Effects of trauma	<p>https://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-of-brain-development</p> <p>https://developingchild.harvard.edu/resources/racism-and-ecd/#graphic-text</p> <p>https://www.rcslt.org/wp-content/uploads/2021/06/RCSLT_Adversity_Trauma_A4_4pp_FINAL.pdf</p>
UNIT 3: ASSESSMENT CONSIDERATIONS		
Date	Topics/Questions	Resources to Review
Oct. 12, 8:30am (3.1)	Labels; Developmental Language Disorder	<p>There will be a presentation on the new consensus label, Developmental Language Disorder (#devlangdis)</p> <p>Ebbels (2017) Summary: CATALISE: a multinational & multidisciplinary Delphi consensus study of problems with language development. Phase 2. https://www.rcslt.org/clinical_resources/docs/revised_catalise2017 (4 pages, point form)</p> <p>Catts et al. (2006) Language deficits in poor comprehenders: A case for the simple view of reading, JSLHR, 49, 278-293 (read 290-291, 2 pages)</p>

		<p>McGregor (2020) How we fail children with DLD. LSHSS, 51, 981-992 (12 pages)</p> <p>(FYR) Best practice guideline for communicating to parents about a disability (2019) 6 pages</p>
	Types of assessment: Classroom-based; curriculum-based; authentic; progress monitoring; (norm-referenced; criterion-referenced)	<p>DLD2 Quick Reference for Assessment</p> <p>DLD2 Assessment Tools Spreadsheet</p> <p>Relevant sample report: FullAx_Gr.3_GG (see OWL site)</p> <p>(FYR) Authentic assessment: http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm</p>
	Oral language – phonology, morphosyntax, semantics	<p>Peterson et al. (2008) Emerging procedures in narrative assessment: The index of narrative complexity TLD, 38, 115-130 (16 pages)</p> <p>Scott & Balthazar (2013) The role of complex sentence knowledge in children with reading & writing difficulties. Perspectives on Language & Literacy (Summer 2013), 18-26. (9 pages)</p> <p>Curran, M. (2019) Complex sentences in an elementary science curriculum: A research note. LSHSS, 51, 329-335 (7 pages)</p> <p>Study summary provided for the following study (not required reading): Hayward et al. (2007) Retelling a script-based story: Do children with and without language impairments focus on script and story elements? AJSLP, 16, 235-45 (12 pages)</p>
Oct. 12, 3pm (3.2)	Classroom Assessment Tools	<p>CELF-5 Observation Rating Scale - There is a brief description here: https://www.pearsonclinical.ca/content/dam/school/global/clinical/canada/programs/celf/CELF-5-objectives-descriptions_cdn_lr.pdf</p> <p>Classroom Performance Checklist (this is an earlier version of the observation rating scale)</p> <p>Universal language rubric: https://s3.amazonaws.com/toolkit-rubrics/universal+language+rubric+-revised+12-23-15.pdf</p>
	Social communication	<p>In class: VIDEO on self-regulation (10:15): https://www.youtube.com/watch?v=wJrtbcChy0Y</p> <p>In class (if time allows): VIDEO on Appreciative Inquiry (3:45): https://www.youtube.com/watch?v=QzW22wwh1J4</p> <p>DLD2 Quick Reference for Assessment</p>

		<p>DLD2 Assessment Tools Spreadsheet Relevant sample report: FullAx_Gr1LangBeh_KK (see OWL site)</p> <p>Dodd (2010) Thinking outside the assessment box: Assessing social communicative functioning in students with ASD. Perspectives on School-based Issues, 11, 88-98 (p. 88-93, 6 pages) Winner & Crooke (2009) Assessing the Social Mind in Action: The importance of informal dynamic assessments. Autism News, 5(2), 12-16 (4 pages) Ward & Jacobsen (2014) Executive function situational awareness observation tool. ASHA Perspectives SIG 16 (10 pages) Timler & Covey (2020) Pragmatic language & social communication tests for students aged 8-18 yrs: A review of test accuracy. Perspective of the ASHA Special Interest Groups, 6, 18-38 (21 pages)</p> <p>Study summary provided for the following study (not required reading): Singer et al (2020) A multidisciplinary delphi consensus study of communication participation in young children with language disorders. JSLHR, 63, 1793-1806 (14 pages)</p> <p>Social competence in kindergarten: http://blogs.edweek.org/edweek/early_years/2015/07/social_competence_in_kindergartners_linked_to_adult_success.html?cmp=SOC-EDIT-FB (with links to the main study and executive summary)</p> <p>(FYR) Poll et al. (2021) Measurement properties of social communication assessments for transition-age adolescents. LSHSS, 52, 917-36.</p>
	Trauma-informed care	https://issuu.com/a.macisaa/docs/ua_pps_mortarpestle_winter2020_issuu
Oct. 19, 8:30am (3.3)	Reading; writing; spelling	<p>DLD2 Quick Reference for Assessment DLD2 Assessment Tools Spreadsheet Relevant sample report: FullAx_WrittLang_Gr5WW (see OWL site)</p> <p>Adlof & Hogan (2019) If we don't look we won't see: Measuring language development to inform literacy instruction. Policy Insights from the Behavioral and Brain Sciences, 6, 210-217 (8 pages) Sturm et al. (2012) The developmental writing scale, TLD, 32, 297-318 (22 pages) Apel & Masterson (2001) Theory-guided spelling assessment and intervention: A case study. LSHSS,</p>

		<p>32, 182-95 (14 pages)</p> <p>Putting reading first, 3rd ed. National Institute for Literacy: The Partnership for Reading (60 pages*)</p> <p>Blogpost on the 'Words their way' program (Bear et al., 2008-15; Pearson Ed. Inc.) with link to a description of the assessment tool: http://www.elltoolbox.com/words-their-way.html#.Vdi-QSxViko</p> <p>Writing curriculum-based measurement (6 pages, point form): https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/IA.Writing-CBM.pdf</p> <p>(FYR) Gaab & Petscher (2022) Screening for early literacy milestones and reading disabilities: The why, when, whom, how, and where. <i>Perspectives on Language and Literacy</i>, 48, 11-17.</p>
Oct. 19, 3pm (3.4)	Cognition, academic achievement, & the psychoed assessment	<p>In class presentation on WM & language assessment</p> <p>DLD2 Quick Reference for Assessment DLD2 Assessment Tools Spreadsheet Classroom Observation Guide for Executive Functions Relevant sample report: FullAx_AudMem_7yXX (see OWL site)</p> <p>Shanker (n.d.) Calm, alert and happy available at http://www.edu.gov.on.ca/childcare/Shanker.pdf (6 pages)</p> <p>National Autism Implementation Team Safe Space Guidance https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf (2 pages)</p> <p>Boudreau & Costanza-Smith (2011) Assessment & treatment of working memory deficits in school-age children: The role of the speech-language pathologist. <i>LSHSS</i>, 42, 152-166 (15 pages)</p> <p>Bell (2002) The assessment process/Psychoeducational assessment (13 pages)</p> <p>Sample psychoeducational report (9 pages): https://www.yumpu.com/en/document/view/36866481/sample-of-adolescent-adhd-evaluation-meet-the-faculty</p> <p>(FYR) Childhood Executive Function Inventory: www.chexi.se</p> <p>(FYR) VIDEO: An introduction to the psychoeducational assessment (17:16)</p>

		http://ldatschool.ca/accommodations/an-introduction-to-the-psychoeducational-assessment/
Oct. 26, 8:30am (3.5)	Culturally & linguistically fair assessment	<p>Relevant sample report: Consultation_ELL_AA7-5 (see OWL site)</p> <p>Position Statement (European): http://www.code.thomasmore.be/sites/www.code.thomasmore.be/files/media/Position-statement-MULTI-SLI.pdf</p> <p>Hoff & Core (2015) What clinicians need to know about bilingual development. Seminars in Speech & Language, 36, 89-99 (11 pages)</p> <p>De Lamo White & Jin (2014) Evaluation of speech & language assessment approaches with bilingual children, IJLCD, 46, 613-27 (p. 613-620, 8 pages)</p> <p>Browse resources at the Child English as a Second Language Resource Centre: https://www.ualberta.ca/linguistics/chescentre</p> <p>4 typical language errors in ELL: http://blog.asha.org/2016/04/12/4-quick-ways-to-identify-typical-language-patterns-of-bilingual-children/</p> <p>(FYR) FAQ for SLPs https://ialpasoc.info/wp-content/uploads/2017/10/Common-Questions-by-SLT-SLP-about-Bilingual-Multilingual-Children-and-Informed-Evidence-based-Answers_2020.pdf</p> <p>Study summaries provided for the following studies (the studies are not required reading):</p> <p>Eriks-Brophy (2014) Assessing the language of aboriginal Canadian children: Towards a more culturally valid approach. CJSIPA, 38, 152-173 (21 pages)</p> <p>Gross et al. (2014) Conceptual scoring of receptive & expressive vocabulary measures in simultaneous & sequential bilingual children. AJSLP, 23, 574-586</p> <p>Karem & Washington (2021) The cultural and diagnostic appropriateness of standardized assessments for dual language learners: A focus on Jamaican preschoolers, LSHSS, 807-826.</p> <p>de Villiers & Burns (ASHA, 2003) Assessing narrative skills in children. https://www.umass.edu/ae/NarrativeASHA2003.ppt</p>
Oct. 26,	Language variation and vocabulary	

3pm (3.6)	Dynamic assessment	<p>In class: VIDEO on dynamic assessment (2:36): https://www.youtube.com/watch?v=YKHQTrd-5FE&feature=youtu.be referencing this assessment tool: http://bilinguistics.com/wp-content/uploads/2013/09/Dynamic-Assessment-Protocol.pdf</p> <p>Gutierrez-Clellen & Pena (2001) Dynamic assessment of diverse children: A tutorial, LSHSS, 32, 212-24 (13 pages)</p> <p>Roseberry-McKinnon (2019) Utilizing comprehensive preassessment procedures for differentiating language difference from language impairment in English Learners. Communication Disorders Quarterly, 1-7, DOI: 10.1177/1525740119890314 (7 pages)</p> <p>Peterson et al (2019) The classification accuracy of a dynamic assessment of inferential word learning for bilingual English/Spanish-speaking school-age children. LSHSS, 51, 144-164 (Appendices A-D; 5 pages)</p> <p>Study summaries provided for the following studies (the studies are not required reading):</p> <p>Spencer, T.D., Petersen, D.B., & Adams, J.L. (2015). Tier 2 language intervention for diverse preschoolers: An early-stage randomized control group study following an analysis of response to intervention. AJSLP, 24, 619-636</p> <p>Kramer et al. (2009) Dynamic assessment of narratives with grade 3 children in a First Nations community. CJSIPA, 33, 119-128</p> <p>Camilleri & Botting (2013) Beyond static assessment of children’s receptive vocabulary: the dynamic assessment of word learning (DAWL). IJLCD, 48, 565-581.</p>
Nov. 2 ASSIGNMENT WEEK		
UNIT 4: INTERVENING EFFECTIVELY		
Date	Topics/Questions	Resources to Review

Nov. 9, 8:30am (4.1)	Oral language intervention overview	<p>DLD2 Quick Reference for Intervention</p> <p>Wallach (2014) Improving clinical practice: A school-age & school-based perspective. LSHSS, 45, 127-136 (10 pages)</p> <p>Archibald (2015) Theory motivated therapy studies of SLI. In Stavrakaki (ed) Specific language impairment. Current trends in research. John Benjamins Publishing Company (32 pages)</p> <p>Swenson & Williams (2015) How to collaborate: Five steps for success. Perspectives on School-Based Issues, 16, 122-120 (9 page) (read Table 2, 1 page)</p> <p>(FYR) Larson & McKinley (2007) Skills to Teach in Intervention (Table 12.1). In Communication solutions for older students: Assessment & intervention strategies. Greenville, SC: Thinking Publications.</p>
Nov. 9, 3pm (4.2)	Adjusting cognitive demands to support learning	<p>There will be a brief presentation on the EF Smart classroom</p> <p>Pham & Archibald (2020) Avoiding working memory overload in students with Learning Disabilities https://www.ldatschool.ca/working-memory-overload/</p> <p>Ward & Jacobsen (2014) A clinical model for developing executive function skills. Perspectives on Language Learning and Education, 21, 72-84 (13 pages)</p> <p>(FYR) Meltzer et al. (2021) Executive function, metacognition, & language: Promoting student success with explicit strategy instruction. Perspectives of the ASHA Special Interest Groups, 6, 1343-56 (14 pages) – includes samples of tools (that are from a published program)</p> <p>(FYR) Do pictures really help learning: https://www.tes.com/news/do-pictures-really-help-learning</p>
	Promoting social competence	<p>In class: VIDEO – Cookie Monster on self-regulation (3:10): https://youtu.be/9PnbKL3wuH4</p> <p>DLD2 Quick Reference for Intervention</p> <p>Brinton & Fujiki (2019) Facilitating social communication in children with DLD: A bibliotherapeutic approach. Perspectives of the ASHA Special Interest Groups, 4, 532-7 (6 pages)</p> <p>Timler et al. (2007) Strategies for promoting generalization of social communication skills in preschoolers and school-aged children. TLD, 27, 167-181 (15 pages)</p>

		<p>Winner & Crooke (2009) Social Thinking®: A developmental treatment approach for students with social learning/social pragmatic challenges. Perspectives on Language Learning & Educ., 16, 62-69 (8 pages*). https://www.socialthinking.com/Articles?name=developmental-treatment-approach-students-learning-issues</p> <p>Read about these programs: Lego therapy - https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/ School wide social competence - http://www.pbis.org/school</p>
Nov. 16, 8:30am (4.3)	Early years: Classroom based oral language	<p>DLD2 Quick Reference for Intervention</p> <p>Bardell & Archibald (2020) Oral language skills and learning disabilities: A review for educators. https://www.ldatschool.ca/oral-language-skills/</p> <p>Gillam et al. (2014) Classroom-based narrative and vocabulary instruction: Results of an early-stage, nonrandomized comparison study. LSHSS, 45, 204-19 (16 pages*)</p> <p>Petersen et al. (2022) The effects of a multitiered system of language support on kindergarten oral & written language: A large-scale randomized controlled trial. LSHSS, 53, 44-68 (25 pages*)</p> <p>Eisenberg (2013) Grammar intervention: Content and procedures for facilitating children’s language development. Topics in Language Disorders, 33, 165-178 (14 pages)</p> <p>See infographics from Amanda Van Horne’s 2018 facebook discussion: https://sites.udel.edu/chs-tell/about/recent-talks-and-papers/</p> <p>(FYR) Preschool Core Knowledge Language Arts curriculum (see language facilitation section (p. 37-41, 5 pages): http://www.coreknowledge.org/mimik/mimik_uploads/documents/868/CKLA_PK_GenOver_Engage.pdf</p>
	Early years: emergent literacy	<p>Browse the introduction to the ‘Read It Again-PreK!’ program https://earlychildhood.ehe.osu.edu/files/2016/05/Curriculum-Supplement.pdf (18 pages*)</p> <p>-You can download all of the Read It Again program materials here: https://earlychildhood.ehe.osu.edu/</p>

		(FYR) https://www.dcp.edu.gov.on.ca/en/guide-effective-early-reading/download
Nov. 16, 3pm (4.4)	Beyond early years: Classroom based oral language activities	<p>In class:</p> <p>VIDEO (2:25): Talking moves (love the ‘I agree with you’ hand signal!) https://www.teachingchannel.org/videos/student-participation-strategy</p> <p>VIDEO (3:22): Great teachers (love the visual comprehension checks!) https://www.youtube.com/watch?v=7blQ4-3XSxU</p> <p>VIDEO (6:11): Academic conversations with ELLs (love the explicit focus on discourse) https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd</p> <p>VIDEO (3:24): I do, We do, You do https://www.teachingchannel.org/videos/modeling-strategy-getty</p> <p>VIDEO (1:41) Vocabulary Paint Chips https://www.teachingchannel.org/video/build-student-vocabulary</p>
	(Cont’d) Beyond early years: Classroom based oral language activities	<p>DLD2 Quick Reference for Intervention</p> <p>Spread your reading out across these 4 papers so you’re familiar with their methods & general findings:</p> <p>Gill et al. (2003) Following directions: Rehearsal and visualization on strategies for children with specific language impairment. CLTT, 19, 85-103 (19 pages*)</p> <p>Starling et al. (2012) Training secondary school teachers in instructional language modification techniques to support adolescents with language impairment: A randomized controlled trial LSHSS, 43, 474-495 (22 pages*)</p> <p>Steele & Mills (2011) Vocabulary intervention for school-age children with language impairment: A review of evidence & good practice. CLTT, 27, 354-370 (17 pages*)</p>
	Intervention considerations for multilingual learners	<p>Méndez et al. (2015) A culturally and linguistically responsive vocabulary approach for young latino dual language learning. JSLHR, 58, 93-106 (14 pages*)</p> <p>(FYR) https://ialpasoc.info/wp-content/uploads/2017/10/Common-Questions-about-Teaching-in-a-Diverse-Classroom-and-Informed-Evidence-based-Answers_2020.pdf</p> <p>(FYR) Bernal et al. (2009) Cultural adaptation of treatments: A resource for considering culture in EBP. Professional Psychology: Research & Practice, 40, 361-368.</p>

<p>Nov. 23, 8:30am (4.5)</p>	<p>Supporting reading development: Word recognition</p>	<p>DLD2 Quick Reference for Intervention</p> <p>Snowling & Hulme (2011) Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. <i>British J. of Educ. Psychol.</i>, 81, 1-23 (p. 1-10, 10 pages)</p> <p>Brennan (2018, April) Julie Washington's quest to get schools to respect AAE. <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/ (8 pages)</p> <p>Phonological Awareness resources: https://www.canterbury.ac.nz/education-and-health/research/phonological-awareness-resources/</p> <p>Peltier resources (scroll down to find PA Guidance & PA Tower): https://understandingreading.home.blog/resources/</p> <p>Blogpost on phonemic awareness: https://languageliteracy.blog/2021/05/13/i-think-i-was-wrong-about-phonemic-awareness/</p> <p>(FYR) Phonological vs. phonemic awareness: http://www.readingrockets.org/helping/target/phonologicalphonemic</p> <p>Study summaries provided for the following studies (the studies are not required reading): McArthur et al. (2015) Sight word and phonics training in children with dyslexia. <i>JLD</i>, 48, 391-407 Lovett et al. (2000) Components of effective remediation for developmental reading disabilities: Combining phonological and strategy-based instruction to improve outcomes. <i>J. of Educ. Psychol.</i>, 92, 263-283</p> <p>(FYR) Washington & Seidenberg. When home and school language differ. Teaching reading to African American children, American Federation of Teachers. https://www.aft.org/ae/summer2021/washington_seidenberg</p>
	<p>Supporting reading development: morphological awareness</p>	<p>In class presentation on morphological awareness & intervention</p> <p>Wolter & Green (2013) Morphological awareness intervention in school-age children with language and literacy deficits: A case study. <i>TLD</i>, 33, 27-41 (15 pages)</p> <p>Kearns & Whaley (2019) Helping students with dyslexia read long words: Using syllables & morphemes. <i>Teaching Exceptional Children</i>, 51, 212-225 (15 pages)</p>

Nov. 23, 3pm (4.6)	Supporting reading development: text comprehension	<p>DLD2 Quick Reference for Intervention</p> <p>Snowling & Hulme (2011) Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. <i>British J. of Educ. Psychol.</i>, 81, 1-23 (p. 10-23, 13 pages)</p> <p>Neuffeld (2005) Comprehension instruction in content area classes. <i>The Reading Teacher</i>, 59, 303-312 (11 pages)</p> <p>Hall (2016) Inference instruction for struggling readers: A synthesis of intervention research. <i>Educational Psychological Review</i>, 28, 1-22 (p. 12-14 & 19, 4 pages)</p> <p>Burns (2021) Intensifying reading interventions through a skill-by-treatment interaction: What to do when nothing else worked. <i>NASLP Communiqué</i>, 50, 1 (11 pages)</p> <p>Blogpost: Does text structure instruction improve reading comprehension: https://www.shanahanonliteracy.com/blog/does-text-structure-instruction-improve-reading-comprehension#sthash.ZbJE4HGX.dpbs</p> <p>Browse the strategies on the Reading Rockets website (many with videos): http://www.readingrockets.org/strategies</p> <p>(FYR) Van Cleave (2020) Syntax Matters: The link between sentence writing and sentence comprehending - https://youtu.be/0GuAXma77FI (you can download the handout for this presentation at the link provided in the video description)</p>
	Reading motivation	<p>Online article on motivation: http://www.readingrockets.org/article/teacher-practices-impact-reading-motivation</p> <p>Review the CORI assessment tools here: http://cori.umd.edu/measures/</p> <p>Study summaries provided for the following studies (the studies are not required reading): Schmitt (2020) Children’s active engagement in public school language therapy relates to greater gains. <i>AJSLP</i>, 1-9, https://doi.org/10.1044/2020_AJSLP-19-00157</p>
Nov. 30 8:30am	Supporting writing development	<p>DLD2 Quick Reference for Intervention</p> <p>Al Otaiba et al (2018) Elementary grade intervention approaches to treat specific learning disabilities</p>

(4.7)		<p>including dyslexia. LSHSS, 49, 829-842 (14 pages) Ukrainetz (2019) Sketch & speak: An expository intervention using note-taking & oral practice for children with language-related learning disabilities. LSHSS, 50, 53-70 (18 pages) Peltier et al. (2021) Using the SRSD instructional approach for argumentative writing: A look across the content areas. Learning Disabilities Research & Practice, 36, 224-234 (11 pages)</p> <p>Study summaries provided for the following studies (the studies are not required reading): Berninger et al. (2008) Tier 3 specialized writing instruction for students with dyslexia. Reading & Writing, 21, 95-129 Perry (2017) A mixed methods study of expository paragraph writing in English-proficient, Hispanic, middle school students with writing weaknesses. SIG 1, 2 (Part 3), 151-167.</p>
	Math	<p>Alt et al. (2014) The relationship between mathematics and language: Academic implications for children with specific language impairment and English language learners. LSHSS, 45, 220-233 (14 pages) Why words matter in math (blog) https://bedrocklearning.org/blog/why-words-matter-in-maths/</p>
UNIT 5: SPECIAL POPULATIONS		
Date	Topics/Questions	Resources to Review
Nov. 30, 3pm (5.1)	ADD; APD; Autism; SPCD; NVLD	<p>DLD2 Quick Reference for Special Populations Recall this reading from DLD1: Pauls & Norbury (2012) ch. 4</p> <p>Redmond (2016) Markers, models, and measurement error: Exploring the links between attention deficits and language impairments. JSLHR, 59, 62-71 (10 pages) Kamhi (2011) What SLPs need to know about auditory processing disorder. LSHSS, 42, 265-272 (8 pages) Ferguson et al. (2011) Communication, listening, cognitive and speech perception skills in children with auditory processing disorder (APD) or specific language impairment (SLI). JSLHR, 54, 222-225 (4 pages) DSM-5 Chart of changes (2 pages) Swineford et al. (2014) Social (pragmatic) communication disorder: A research review of this new DSM-5 diagnostic category. J. Neurodev. Dis., 6, 41 (8 pages) Volden (2004) Nonverbal learning disability: A tutorial for speech-language pathologists. AJSLP, 13,</p>

		128-141 (14 pages) (FYR) Functional abilities classification (Klein & de Camargo, 2018)
Dec. 7, 8:30am (5.2)	Selective Mutism; Approaches to anxiety	DLD2 Quick Reference for Special Populations Hungerford et al. (2003) A socio-communication intervention model for selective mutism . ASHA Convention, Chicago (5 pages) Johnson & Wintgens (2005) http://www.selectivemutism.org.uk/info-planning-and-managing-intervention-with-small-steps-programmes/ (download link available at bottom of page; 8 pages) SMA Toolkit for Educators (25 pages*) Kilpatrick et al. (2020) Mental health in adolescents with a history of DLD: The moderating effect of bullying victimisation. ADLI, 4, 1-12. (12 pages)
Dec. 7, 3pm (5.3)	Current perspectives on Autism	DeThorne & Sears (2021) Autism & neurodiversity: Addressing concerns and offering implications for the school-based SLP. Perspectives of the ASHA Interest Groups, 6, 184-190 (7 pages) Stiegler (2015) Examining the echolalia literature: Where do SLPs stand. ASLP, 24, 750-762 (13 pages) Phung et al. (2021) What I wish you knew: Insights on burnout, inertia, meltdown, and shutdown from autistic youth. Frontiers in Psychology, 12, 741421 (14 pages) https://www.frontiersin.org/articles/10.3389/fpsyg.2021.741421/full Laurent & Fede (2020) Leveling up regulatory support through community collaboration. Perspectives of the ASHA Special Interest Groups, 6, 288-305 (18 pages) Crooke & Winner (2022) Respecting neurodiversity by helping social learners meet their personal goals https://www.socialthinking.com/Articles?name=respecting-neurodiversity-help-social-learners-meet-goals (FYR) Blogpost from Hanen: http://www.hanen.org/Helpful-Info/Articles/Helping-Children-Who-Use-Echolalia.aspx (FYR) Evidence brief on GLP: https://www.theinformedslp.com/review/let-s-give-them-something-to-gestalt-about