

SLHS 522, 523
Language Disorders: Principles and Preschool
Fall 2007

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Office hours: T 3:00-3:30, Th 12:30-1:30, or by appointment

Textbooks

Required

Paul, R. Language disorders: From infancy through adolescence Third Edition. St. Louis: Mosby/Elsevier

Recommended

Leonard, L. Children with specific language impairment. Cambridge, MA: MIT Press.

<u>Class Topic</u>	<u>Date</u>	<u>Assignment for NEXT Class Meeting (in Paul)</u>
Language Disorders Defined ¹	T Aug 21	Ch 1, pp 3-10
Characterizing the Deficit ²	Th Aug 23	Ch 1, pp 10-21
Alternative Models ³	T Aug 28	Ch 2, pp 23-31, 38-41
Assessing Early Compreh, Cog	Th Aug 30	Ch 2, pp 41-48
Psychometric Properties of Tests	T Sept 4	Ch 2, pp 48-59
Compreh and Product Tasks	Th Sept 6	Ch 2, pp 62-73
Nature of Intervention ⁴ , Evidence-Based Practice	T Sept 11	Ch 3, pp 73-83

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<u>Class Topic</u>	<u>Date</u>	<u>Assignment for NEXT Class Meeting (in Paul)</u>
Intervention Approaches ⁵	Th Sept 13	Ch 3, pp 83-90
More Intervention Approaches	T Sept 18	
Exam 1 (35% of grade)	Th Sept 21	Ch 3, pp. 90-97
Feedback, Generalization	T Sept 25	Ch 3, pp 97-105
Interpreting Results, Eval Outcomes	Th Sept 27	
Multiple Baseline	T Oct 2	Ch 5, pp 166-174
Lang Difference vs Disorder	Th Oct 4	Ch 4, pp 107-129
(October Break – no class)	T Oct 9	
Syndromes, Hear Impair, OME	Th Oct 11	Ch 4, pp 129-147
ADHD, ASD	T Oct 16	Ch 4, pp 148-163
Neurological Disorders, SLI Profiles ⁶	Th Oct 18	
SLI: Genetics, Neuroanatomy, Reading ⁷	T Oct 23	Ch 7, pp 264-274
Early Words, Intentions	Th Oct 25	Ch 7, pp 274-287
(Crossroads – no class)	T Oct 30	
Early Words, Intentions (continued)	Th Nov 1	Ch 7, pp 287-305
Word Combinations	T Nov 6	Ch 8, pp 317-333
Some Standardized Tests	Th Nov 8	
Exam 2 (35% of grade)	T Nov 13	Ch 8, pp 344-364
(ASHA – no class)	Th Nov 15	

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<u>Class Topic</u>	<u>Date</u>	<u>Assignment for NEXT Class Meeting</u>
MLU, Developmental Sentence Scoring	T Nov 20	Ch 8, pp 364-369
(Thanksgiving – no class)	Th Nov 22	
Finite Verb Morph Comp, Practice	T Nov 27	
Functional categories ⁸	Th Nov 29	
Word-Finding Problems, Nonword Rep	T Dec 4	
Review and Practice	Th Dec 6	
Exam 3 (30% of grade)	Finals Week	

Footnotes indicate further (non-required) reading in the Leonard text:

¹pp 10-16

²pp 27-36

³pp 163-176, 134-145

⁴pp 193-195, 204-209

⁵pp 195-204

⁶pp 23-25, 86-87 (subsections of Ch 3, pp 43-87 can be read, according to interest).
p 117

⁷pp 149-158, 20-23, 185-191

⁸pp 213-219

Note: A copy of the Leonard book is on reserve in the library.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. I will convey any such changes as I learn about developments from university officials. My email address is xdxl@purdue.edu, and my office phone number is 494-3794.

Department of Speech, Language, and Hearing Sciences
Course Syllabus – ASHA Standards

SLHS 523
Language Disorders in Children
Laurence B. Leonard
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ASHA Certification Standards Addressed in This Course:

- III-B Basic Human Communication Processes (f)
- III-C Receptive and Expressive Language – Etiologies and Characteristics
- III-D Receptive and Expressive Language – Assessment and Intervention
- III-F Knowledge of Processes Used in Research and Integration of Research Into Evidence-Based Practice

Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired Upon Course Completion:

III-B (f) The student will be able to describe differences between typically developing children and children with language impairments according to status of linguistic representations

III-C (Receptive and Expressive Language) The student will be able to describe the salient characteristics of receptive and expressive language problems and their possible etiologies or correlates.

III-D (Receptive and Expressive Language) The student will be able to describe major principles of assessment and intervention, delineate the prevalent assessment tools for preschoolers with language impairments, demonstrate basic skill in analyzing language samples, and provide the general framework of each of the intervention methods that receive empirical support.

III-F (Research and Evidence-Based Practice) The student will be able to describe the contribution of local norms and sensitivity and specificity for test instruments, and describe the treatment procedures that have received the best supportive evidence in the scientific literature.

Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies:

Written Examinations

Practical Examinations with Language Samples

Opportunities for Remediation:

Efforts will be made to include areas in need of remediation on the student's comprehensive examination administered prior to school and healthcare externships.