

Course Syllabus

Course Information

<i>Course Number/Section</i>	COMD 7392.001
<i>Orion Course Code</i>	2172.003074)
<i>Course Title</i>	Language Disorders and Reading Disabilities
<i>Term</i>	Spring, 2017
<i>Days & Times</i>	Weds, 3:00-5:45, Callier Dallas B.108

Professor Contact Information

<i>Professor</i>	Chris Dollaghan, Ph.D.
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<i>Office Hours</i>	By appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students should have completed a graduate course in child language disorders.

Course Description

The course focuses on the fundamental connections between spoken and written language and the implications of these relationships for theoretical models, assessment, and treatment of reading disabilities including dyslexia. We will discuss models of reading acquisition and reading disorders, diagnostic issues and methods, and current best evidence concerning treatments to improve phonological and orthographic processing, automaticity, and comprehension of connected text – both for children with specific language and learning disabilities and for children who face other learning challenges.

This course has been designed to ensure that students in speech-language pathology demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are IV-B, IV-C, IV-D, IV-F, and IV-G.

Student Learning Objectives/Outcomes

- 1 Characterize the nature and development of written language comprehension and production, and describe their relationship to oral language processes (Std IV-B)
- 2 Define, describe, and differentiate language disorders, learning disabilities, and dyslexia (Std IV-C)
- 3 Describe etiologies, prevalence, and prevention of language disorders, learning disabilities, and dyslexia (Std IV-D)
- 4 Describe best current evidence concerning screening, diagnosis, and assessment of language disorders, learning disabilities and dyslexia (Std IV-D)
- 5 Describe best current evidence concerning intervention to improve phonological processing, reading fluency, reading comprehension, compensatory strategies in children with learning disabilities and dyslexia (Std IV-D)
- 6 Describe the role of speech-language pathologists in assessment and treatment of children with learning disabilities and dyslexia (Std IV-G)

Required Textbook: McCauley RJ, Fey ME, & RB Gillam (eds.), (2017). *Treatment of language disorders in children* (2nd edition). Baltimore: Brookes. (ISBN 978-1-59857-979-6). This book became available too recently to order through the UTD bookstore; you may order it yourself or arrange to borrow it for short periods from the instructor. No readings from it are due until February 8.

Other required readings listed for each class session: will be posted on course page in eLearning.

Some sites with free resources of interest:

- Florida Center for Reading Research (www.fcrr.org) Use FAIR Search Tool to find activities and materials by grade and reading skill.
- www.nichd.nih.gov has many useful resources; enter “Reading” in the search box and browse away to find information ranging from short overviews and FAQ handouts to reports of the National Reading Panel, the National Early Learning Panel, to guides (some in Spanish too) for parents, teachers and administrators on facilitating literacy in children at different ages.
- SpellTalk is a free online professional learning community for educators interested in improving children’s literacy skills. Many of the postings, responses and debates are of interest. You can join at www.learningbydesign.com; be forewarned that you will get lots of messages.

Calendar

Date *Topics and readings due for each class session. Bring a **legible, paper copy** of your notes and questions about each reading to class; you will add notes to these and submit them at the end of the session. The quality of the notes you make before and during each class session will contribute to your grade; please have access to readings during class.*

Jan 11 ***Overview: Spoken language and reading: models, development, and disorders***

- Kamhi AG & Catts HW (2012). Language and reading: convergences and divergences. In HW Catts & AG Kamhi, *Language and reading disabilities*, pp. 1-23. Boston: Pearson.

Jan 18 ***Defining and classifying reading disabilities***

- Handler SM, Fierson WM et al. (2011). Joint technical report – Learning disabilities, dyslexia, and vision. *Pediatrics*, 127, e818-e849. (Focus specifically on:
 - Page e818 up to “Role of the Pediatrician...” on page e829
 - Page e830 up to “Role of the Ophthalmologist” on page e833
 - Page e834 up to “Controversial Theories and Therapies” on page e836
 - Page e846 “Summary on Vision Therapy” through page e849
- Catts HW, Kamhi AG & Adlof SM (2012). Defining and classifying reading disabilities. In HW Catts and AG Kamhi, *Language and reading disabilities* (3rd edition), pp. 45-76. Boston: Pearson.
- Sun L & Wallach GP (2014). Language disorders *are* learning disabilities. *Topics in Language Disorders*, 34, 25-38.

Jan 25 ***Language disorders and reading I: Phonological processing and vocabulary***

- Adlof SM & Perfetti CA (2013). Individual differences in word learning and reading ability. In CA Stone, ER Silliman, BJ Ehren and GP Wallach (eds). *Handbook of language and literacy: development and disorders* (2nd ed), pp. 246-264. New York: Guilford.

- Tambyraja SR, Farquharson K, Logan JAR, & Justice LM (2015). Decoding skills in children with language impairment: contributions of phonological processing and classroom experiences. *American Journal of Speech-Language Pathology*, 24, 177-188.
- Tambyraja SR, Schmitt MB, Farquharson K, & Justice LM (2015). Stability of language and literacy profiles of children with language impairment in the public schools. *Journal of Speech, Language, and Hearing Research*, 58, 1167-1181.

Feb 1

Language disorders and reading II: Morphology and syntax

- Wolter JA & Gibson FE (2015). Morphological awareness assessment and intervention to improve language and literacy. *Seminars in Speech and Language*, 36, 31-41.
- Scott CM & Koonce NM (2013). Syntactic contributions to literacy learning. In CA Stone, ER Silliman, BJ Ehren and GP Wallach (eds). *Handbook of language and literacy: development and disorders* (2nd ed), pp. 283-301. New York: Guilford.

Feb 8

Improving phonological processing and word recognition

- Gillon GT & McNeill BC (2017). Phonological awareness intervention: building foundations for successful early literacy development for preschool children with speech-language impairment. In RJ McCauley, ME Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 213-238. Baltimore: Brookes.
- Al Otaiba S, Kosanovich ML & Torgeson JK (2012). Assessment and instruction for phonemic awareness and word recognition skills. In HW Catts and AG Kamhi (eds.), *Language and reading disabilities*, pp. 112-145. Boston: Pearson.

Feb 15

Improving word recognition and fluency

- Devonshire V, Morris P & Fluck M (2013). Spelling and reading development: the effect of teaching children multiple levels of representation in their orthography. *Learning and Instruction*, 25, 85-94.
- Gillam SL & Reutzel DR (2017). Effective interventions for word decoding and reading comprehension. In RJ McCauley, ME Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 309-347. Baltimore: Brookes.

Feb 22

Improving text comprehension

- Neuman SB & Wright TS (2014). The case for increasing emphasis on vocabulary instruction in the early years. In CA Stone, ER Silliman, BJ Ehren and GP Wallach (eds.), *Handbook of language and literacy: Development and Disorders* (2nd ed), pp. 161-172. New York: Guilford.
- Balthazar CH & Scott CM (2017). Complex sentence intervention. In RJ McCauley, ME Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 349-387. Baltimore: Brookes.

Mar 1

Improving narrative comprehension and self-regulated strategies

- Lovett MW, Lacerenza L, & Borden SL (2000). Putting struggling readers on the PHAST track: a program to integrate phonological and strategy-based remedial reading instruction and maximize outcomes. *Journal of Learning Disabilities*, 33, 458-476.
- Gillam RB, Laing Gillam S, & Fey ME (2017). Supporting knowledge in language and literacy: a narrative-based language intervention program. In RJ McCauley, ME

Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 389-420. Baltimore: Brookes.

Mar 8 Midterm Exam

Mar 15 Spring Break

Mar 22 ***Improving literacy in English language learners***

- Peña ED, Bedore LM & Lugo-Neris (2017). Language intervention for school-age bilingual children. In RJ McCauley, ME Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 245-274. Baltimore: Brookes.
- Orosco MJ & Klingner J (2010). One school's implementation of RTI with English Language Learners: "Referring into RTI." *Journal of Learning Disabilities*, 43, 269-288.

Mar 29 ***Improving literacy in children who use augmentative and alternative communication***

- Erickson KA, Koppenhaver DA & Cunningham JW (2017). Comprehensive reading intervention in augmentative communication. In RJ McCauley, ME Fey, and RB Gillam (eds.), *Treatment of language disorders in children*, pp. 275-308. Baltimore: Brookes.
- Light J, McNaughton D, Weyer M & Karg L. (2008). Evidence-based literacy instruction for individuals who require augmentative and alternative communication: a case study of a student with multiple disabilities. *Seminars in Speech and Language*, 29, 120-132.

Apr 5 ***Improving literacy in children who are deaf or hard of hearing***

- Lederberg AR, Miller EM, Easterbrooks SR & McDonald Connor C (2014). Foundations for Literacy: An early literacy intervention for deaf and hard-of-hearing children. *Journal of Deaf Studies and Deaf Education*, 19, 438-455 and Appendix A.
- McQuarrie L & Parrila R (2014). Literacy and linguistic development in bilingual deaf children: implications of the "and" for phonological processing. *American Annals of the Deaf*, 159, 372-384.

Apr 12 ***Improving literacy in children with intellectual disability***

- Allor JH, Mathes PG, Roberts JK, Cheathan JP & Al Otaiba S (2014). Is scientifically based reading instruction effective for students with below-average IQs? *Exceptional Children*, 80, 287-306.
- Hudson ME, Browder D & Wakeman S (2013). Helping students with moderate and severe intellectual disability access grade-level text. *Teaching Exceptional Children*, 45, 14-23.

Apr 19 ***Improving literacy in children with autism spectrum disorders***

- Whalon KJ, Al Otaiba S & Delano ME (2009). Evidence-based reading instruction for individuals with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 24, 3-16.
- Carnahan CR, Williamson PS & Christman J (2011). Linking cognition and literacy in students with autism spectrum disorder. *Teaching Exceptional Children*, 43, 54-62.

Apr 26 Final exam

ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated

Speech-Language Pathology Standard III-B

The applicant must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Knowledge will be conveyed via class lectures, readings, and assignments.

Acquisition will be demonstrated via exams.

Speech-Language Pathology Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Knowledge will be conveyed via class lectures, readings, and assignments.

Acquisition will be demonstrated via exams.

Speech-Language Pathology Standard III-D

The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Knowledge will be conveyed via class lectures, readings, and assignments.

Acquisition will be demonstrated via exams.

Speech-Language Pathology Standard III-F

The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Knowledge will be conveyed via class lectures, readings, and assignments.

Acquisition will be demonstrated via exams.

Speech-Language Pathology Standard III-G

The applicant must demonstrate knowledge of contemporary professional issues.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via exams.

Students will demonstrate the following skills:

1. Describe risk factors for language disorders, learning disabilities, and dyslexia
Measured by: exams
2. Describe strategies for fostering language and literacy
Measured by: assignments and exams
3. Describe procedures for identifying language, learning, and reading disabilities in children of various ages and sociodemographic backgrounds
Measured by: assignments and exams
4. Use assessment data about oral and written language development and curricular expectations to determine intervention targets and plan intervention activities in collaboration with teachers

and families

Measured by: assignments and exams

5. Describe strategies for collaborating with general and special education teachers to identify evidence-based assessment tools, intervention approaches, and service delivery models for school-age children with language, learning, and reading disabilities.

Measured by: assignments and exams

Grading Policy

Grades will be determined according to the following elements:

- 50% Preparation and participation, according to weekly reading notes and active participation in class sessions, activities and discussions
- 25% Midterm exam
- 25% Final exam

Course Policies

Extra Credit

Not offered.

Late Work

You may notify the instructor in advance if an emergency prevents you from meeting an assignment deadline; depending on the circumstances you may be permitted to submit the assignment late.

Class Attendance

Required; please notify instructor in advance if an emergency makes it impossible to attend class.

Classroom Citizenship

We anticipate that you will be actively, positively and enthusiastically engaged throughout every class session, and that you will be honest, proactive, and supportive as you work with your classmates to discuss and master the material.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.