California State University San Marcos   • COURSE CHANGE(S) •   FORM C-2

ORIGINATOR'S SECTION:		
1. College: ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM	**Desired Term and Year of Implementation (e.g., Fall 2008):** Fall 2016	
2. Current Course abbreviation and Number: SLP 671		

TYPE OF CHANGE(S). Check √ all that apply.

Course Number Change	☐	Delete Prerequisite	☐	Other Prerequisite Change	☐
Course Title Change	☐	Add Corequisite	☐	Grading Method Change	☐
Unit Value Change	☐	Delete Corequisite	☐	Mode of Instruction Change (C/S Number)	☒
Description Change	☐	Add Consent for Enrollment	☐	Consider for G.E. If yes, also fill out appropriate GE form.	☐
Add Prerequisite	☐	Delete Consent for Enrollment	☐	Cross-list	☐

Information in this section– both current and new – is required only for items checked (√) above.

NEW INFORMATION:

CURRENT INFORMATION:

CURRENT INFORMATION	NEW INFORMATION
	Course abbreviation and Number:
3. Title:	**Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
4. Abbreviated Title for Banner *(no more than 25 characters):*	**Abbreviated Title for PeopleSoft:** *(no more than 25 characters, including spaces)*
5. Number of Units:	**Number of Units:**
6. Catalog Description:	**Catalog Description:** *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

7. Mode of Instruction*   *(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	2	C2
Activity			Activity	1	C17
Lab			Lab		

8. Grading Method:*
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP))

Grading Method:*
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP))

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?
☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

Course Requires Consent for Enrollment?
☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:	NEW INFORMATION:
11. Course Can be Taken for Credit More than Once? ☐ Yes ☐ No If yes, how many times (including first offering)	**Course Can be Taken for Credit More than Once?** ☐ Yes ☐ No If yes, how many times (including first offering)
12. Is Course Cross Listed: ☐ Yes ☐ No If yes, indicate which course	**Is Course Cross-listed?** ☐ Yes ☐ No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	**Prerequisite(s):**
14. Corequisite(s):	**Corequisite(s):**
15. Documentation attached: ☐ Syllabus ☐ Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments? ☒ Yes ☐ No
If yes, please specify:
   Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. ☐ Yes ☒ No
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____   _____ Signature   _____ Date   _____ Support _____ Oppose

Discipline _____   _____ Signature   _____ Date   _____ Support _____ Oppose

18. Reason(s) for changing this course:
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live experiences to bridge the gap between theory and practice. This course included a lab this Fall (2015) which was very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

SIGNATURES : (COLLEGE LEVEL) :   **(UNIVERSITY LEVEL)**

Suzanne Moineau   2/29/16
1. Originator (Please Print)   Date

2. Program Director/Chair   4/15/16 Date

3. College Curriculum Committee   4/15/16 Date

4. College Dean (or Designee)   Date

5. UCC Committee Chair   Date

6. Vice President for Academic Affairs (or Designee)   Date

7. President (or Designee)   Date

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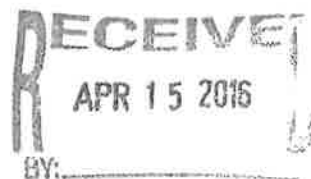
EDSL 671 (3 units) /EDSL 672 (3 units)
Department of Speech-Language Pathology
Fall 2014
Monday 9-11:45am and Wednesday 10-12:45
Location: FCB 104

Current

Professor: Lori Heisler
Office: UH319
Phone: 760750-8596
E-Mail: lheisler@csusm.edu
Office Hours: by appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTIONS
EDSL 671 (3)
Language Disorders in Infants and Preschool Children
Exploration of disorders of language in infancy and preschool-age children. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of developmental language disorders.

EDSL 672 (3)
Language Disorders in School-Aged Children and Adolescents

Exploration of disorders of language in school-age children and adolescents. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of language disorders in this population.

STUDENT LEARNING OUTCOMES
Upon completion of this course, students will be able to:
Upon completion of this course, the student will be able to:
EDSL 671 will be taught on Monday and Wednesday for the first half of the semester.

1. Explain and discuss the parameters of language development and the correlation between language, cognition, and play. (ASHA; IV-B, CTC; SLP Std 2) This will be assessed through class discussion and field trip observation sheets and the final exam.

2. Explain and discuss the parameters of communication disorders in the targeted population. (ASHA; IV-C, CTC; SLP Std 3) This will be assessed through the assessment case study and the final exam.

3. Formulate an assessment plan for diagnosis of communication disorders for this population. (ASHA: IV-D; CTC: SLP Std 4) This will be assessed through the assessment case study and the final exam.

4. Demonstrate ability to differentially diagnosis the communication disorders in this population. (ASHA: IV-B, IV-D, V-B; CTC: SLP Std 4) This will be assessed through the intervention strategies and plan and final exam.

5. Formulate basic goals for treatment of communication disorders in this population. (ASHA: IV-D, V-B; CTC: SLP Std 5) This will be assessed through the assessment project, intervention strategies plan and final exam.

7. Identify evidenced -based intervention strategies which are age appropriate. (ASHA: IV-D, V-B; CTC: SLP Std 5) This will be assessed through the intervention strategies plan.

8. Relate knowledge of the disorders and treatment to other professionals, caregivers, and family members in oral and written form. (ASHA: IV-E, V-B; CTC: SLP Std 7) This will be assessed through the intervention strategies plan.

9. Demonstrate sensitivity to and knowledge of diversity among families and caregivers. (ASHA:IV-D, V-B; CTC: SLT Std 7) This will be assessed through the final exam.

10. Recognize application of technology to evaluation and treatment of communication disorders in the target population. (ASHA: IV-D, IV-G; CTC: SLP Std 4 and 5) This will be assessed through he intervention strategies plan and final exam.

11. Understand principles of for prevention of communication disorders through early intervention and response to intervention. (ASHA: IV-C) This will be assessed through the RTI project.

12. Explain and discuss ethical considerations in the evaluation and treatment of communication disorders in this population. (ASHA: IV-E; CTC: Std 4) This will be assessed through the assessment case study, intervention strategies plan and final exam.

EDSL 672 will be taught Monday and Wednesday for the second half of the semester.
1. Explain and discuss the parameters of language delay/disorders in children/adolescents. (ASHA: IV-C, IV-D; CTC: SLP Std 3) This will be assessed through the final exam.

2. Analyze and interpret information from language discourse and oral narrative samples. (ASHA: IV-D, V-B; SLP Std 4) This will be assessed through the LSA Salt Assessment assignment and the MISL in class activity.

3. Formulate an assessment plan for diagnosis of language disorders in children/adolescents. (ASHA: IV-C, V-B; CTC: SLP Std 4) This will be assessed through the LSA Salt assignment and final exam.

4. Demonstrate ability to differentially diagnose the disorders of language in children/adolescents. (ASHA: IV-C, V-B; CTC SLP Std 4) This will be assessed through the LSA Salt assignment and the final exam.

5. Formulate basic goals for treatment of language disorders in children/adolescents. (ASHA: IV-D, V-B; SLP Std 5) This will be assessed through the LSA Salt Assignment and final exam.

6. Identify a variety of evidenced-based intervention strategies for language disorders in children/adolescents. (ASHA: IV-D, IV-E, V-B; CTC: SLP Std 5) This will be assessed through the intervention strategies plan.

7. Relate knowledge of the disorder and treatment to other professionals, caregivers, and family members in oral and written form. (ASHA: IV-D, V-B; CTC: SLP Std 7) This will be assessed through the intervention strategies plan and final exam.

8. Demonstrate sensitivity to and knowledge of diversity among families and caregivers. (ASHA: V-B; CTC: SLP Std 7) This will be assessed through the final exam.

9. Explain and discuss ethical considerations in the prevention, evaluation and treatment of language disorders in children/adolescents. (ASHA: IV-E; CTC: SLP Std 4 and 7) This will be assessed through the final exam.

10. Student will explain requirements for specialty board recognition. (ASHA: IV-H) This will be assessed through the final exam

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS for both EDSL 671 and EDSL 672
Paul, R. (2012). *Language Disorders from Infancy through Adolescence: Assessment and Intervention 4th ed.,* St. Louis, MO: Mosby-Year Book, Inc.

ASSIGNMENTS EDSL 671: Total of 190 points

Pass/Fail Assignments
The following assignments are pass/fail. If you fail one of these assignments or do not complete one of these assignments, you cannot receive a passing grade in the class.

1) **Actively participate in class discussions and activities.**
2) **Join remind.com (text @drheis to 760-523-8907 or click https://www.remind.com/join/drheis?utm_source=email&utm_medium=email&utm _content=joinpdf&utm_campaign=classcreate)**
3) **CCF Observation Sheets completed and handed in (hand in after the field trip).**
4) **Answers to Article Questions (NICU article and Capone and McGregor)- must be uploaded to cougar courses. See appendix A for questions.**
5) **SALT lessons 1401, 1402, 1403. Quiz for SALT 1401.**

Graded Assignments

Assessment Project (60 points): Students will work in groups of two to complete the following on a 2 – 4 year-old child: Summary of speech and language skills for a typically developing 2 – 4 year-old child **(10 points)**; phonetic and syllable structure inventory; administration of an articulation test (according to the standardized procedures outlined in the test manual); collection of a 15-minute language sample to analyze Mean Length of Utterance and Type Token Ration using SALT; and the Communication Form and Function Matrix. Completed protocols must be submitted to the instructor **(20 points)**. Students must score and/or analyze each formal and informal assessment measure and write a diagnostic report outlining the results of the assessment **(20 points)**. **Note: This project will be part of your portfolio.**
Individually, you must write a 1-2 page reflection of your experience administering, scoring and analyzing the assessments **(10 points)**. **You will complete the paperwork for LEVEL II participation at the CCF during your orientation week. Dr. Heisler will alert you when we are approved to begin interacting with children at CCF. You will coordinate with the Dr. Heisler to book a time to visit Center for Children and Families to collect your language sample.** This is a joint assignment with EDSL 661.

Intervention Strategies Plan (50 Points): Demonstrate intervention strategies planning based on the results of a case study assessment of a child that will be provided in class. Within the intervention strategy plan you will be expected to determine intervention targets, where to begin

intervention, and develop behaviorally written objectives based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as script a method of intervention, specifying particular approaches as appropriate. You must include a parent-training portion to your intervention plan. You must include references to support your evidence based therapy decisions. We will complete a sample plan in class as a guideline. You will not be able to complete this project until we learn about treatment in the emerging language stage. This is a signature assignment.

SMUSD preschool RTI Project (30 points): Students will be assigned an article to review with a group of peers. You must create a 2 page summary document that you will upload for grading and that you will share with the class **(10 points).** Please see appendix C for guidelines that will help you to dissect your article. You will also create a 10-minute oral presentation summarizing the information for the class **(10 points).** The class will synthesize all of the research that has been presented to develop an RTI program based on the evidence. **(10 points).** SLPs from the preschool speech and language team at SMUSD will come to class to assist you in the development of your evidence based programs.

Final Exam-Take Home (50 points) This is a signature assignment.

ASSIGNMENTS EDSL 672: Total of 220 points

Pass/Fail Assignments
The following assignments are pass/fail. If you fail one of these assignments or do not complete one of these assignments, you cannot receive a passing grade in the class.

1) Actively participate in class discussions and activities
2) SALT Lessons/Quizzes 1501, 1502, 1503
3) EBP article review and demonstration
4) Review the special populations websites with the rubric provided by the instructor.

Habits of Mind Curriculum Development (20 points). Students will work in groups to develop a curriculum to teach habits of mind to adolescents in middle school. Dr. Erika Daniels will be coming in to give special instruction on curriculum development. Students will be responsible for creating detailed lesson plans and providing all materials **(10 points).** Students will implement their lesson plan and video -record it as a demonstration for the class **(10 points).**

LSA using Salt Software (100 points). This is a 5 part assignment, please see specific instructions in appendix B to determine what is required for each of the parts. 1) Transcribe an audio file (10 points). 2) Code the transcript using basic transcription conventions (10 points). 3) Basic analysis of the transcript using the Analyze and Database Menus & Using Subordination Index Coding (20 Points). 4) Analysis beyond the Standard Measures Report (20 points). 5) Use NSS or ESS (20 points). 6) Generate a Summary Report (20 points). **NOTE: This Assignment will be part of your portfolio. This is a signature assignment.**

Intervention Strategies Plan (50 points). Demonstrate intervention strategies planning based on the results of a case study assessment of a school-aged child that will be provided in class.

Within the intervention strategy plan you will be expected to determine intervention targets, where to begin intervention, and develop behaviorally written objectives based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as script a method of intervention, specifying particular approaches as appropriate. You must include a parent-training/home program with your intervention plan. You must include references to support your evidence based therapy decisions. This is a signature assignment.

Final Exam (50 Points) This is a signature assignment.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above   A- = 90.00-92.99
B+ = 88.00-89.99   B = 83-87.99   B- = 80-82.99
C+ = 78.00-79.99   C = 73-77.99   C- = 70-72.99
D+ = 68.00-69.99   D = 63-67.99   D- = 60-62.99
F – 59.99 and below

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards.

Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE SCHEDULE-subject to modifications

DATE	TOPIC	ASSIGNMENTS and READINGS
M 8/25	Syllabus Review Introductions/Definitions SMUSD SLPs- RTI preschool project Prevention of Language Learning Disorders	Moore et al (2005) ASHA weblink
W 8/27	Review Language Acquisition Cognitive Development Theoretical perspectives of Language Disorders	Paul ch. 1 Read 4 short essays (factors of development, memory, being smart, and formulation)
M 9/1-Labor Day		
W 9/3	Field Trip to CCF	Submit summary of speech and language skills for a typically developing 2-4 year old. (part of assessment project)
M 9/8	Prevention, Evaluation and Assessment	Paul ch. 2
W 9/11	Intervention	Paul ch. 3
M 9/15	Assessment and Intervention in the Prelinguistic Period	Paul ch. 6 Answers to NICU article Due-671
W 9/17	Assessment and Intervention of Emerging Language	Paul ch. 7 Answers to Capone article Due-671
M 9/22	Pre-literacy Assessment of Developing Language	Paul ch. 8
W 9/24	Intervention of Developing Language	Paul ch. 9

M 9/29	Article Presentations	RTI article presentations-671
W 10/1	Bob Mckinney	Paul ch. 5
M 10/6	RTI project SMUSD	RTI project
W 10/8	Intervention Strategies Plan	
M 10/13	Hand out EXAM EDSL 671 at the end of class. In class activity	Intervention Strategies Plan Due- 671
w10/15	Habits of Mind Language Reading and Learning in School	Paul ch. 10 Reflection of Assessment Project
M 10/20	Language Reading and Learning in School Response to Intervention Prevention	Paul ch. 11 Hand in take home exam.(upload to turnit in)
W 10/22	Assessment L4L	LSA SALT Part 1- 672 Paul ch. 12
M 10/27	Assessment L4L	
W 10/29	Intervention L4L	LSA Salt-Part 2 Paul ch. 13
M 11/3	Intervention	Paul ch. 14 LSA SALT Part 3
W 11/5	Intervention Presentations	
M 11/10	Common Core	LSA SALT Part 4
W 11/12	Assessment and Intervention Advanced Language	
M 11/17	Narratives and Narrative Analysis	Review MISL Gillam article LSA SALT Part 5
W 11/19-ASHA	MISL	ASSESSMENT PROJECT AND REPORT DUE EDSL 671
M 11/24	Intervention Strategies Plan	
W 11/26	Special Populations Website	LSA SALT Part 6
M 12/1	Literacy in the School Aged Population Guest Speaker Alice Quiocho	Habits of Mind Curriculum due.
W 12/3	Special Populations Website	

	Review	
M 12/8	Final EXAM EDSL 672	Intervention Strategies Plan Due

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (please state the timeline but it should be within 48 hours). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?

- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting:
Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets:
It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness:
Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest

speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

Appendix A:

Assigned Reading Questions

ASHA (2004) article - Role of SLP in the NICU article:
1. What are reasons for prematurity?
2. Discuss infant behavior relative to autonomic nervous system
3. What is developmentally-supported and family-focused care?
4. What is kangaroo care?
5. Discuss three benefits of nonnutritive sucking?
6. What behaviors or strategies would you teach a parent of a preterm infant?
7. What evidence is there that developmental care is beneficial?

Capone & McGregor (2004) Article:
1. What are deictic and symbolic gestures?
2. How can gestures be used to differentiate between children who are late bloomers from those who have a language disorder?
3. What two questions about gestures would you ask a parent whose child is language delayed?
4. What information would it provide?
5. Differentiate gestural use in children with language impairment from those with autism?
6. Develop an intervention objective for a child who needs to increase gestures.

Appendix B:

Language Sampling Analysis using SALT Software

Introduction

Language sampling analysis (LSA) is the gold-standard for evaluating language use in functional, naturalistic contexts. ASHA best practice guidelines across many populations (Developmental Delay, SLI, autism, etc.) advise the use of LSA to investigate language differences/deficits, generate goals for intervention, and monitor progress. With LSA, the speech-language pathologist can measure multiple aspects of language simultaneously (semantics, syntax, morphology, pragmatics). LSA can "tease out" subtle and specific aspects of language performance that might cause or compound achievement gaps in listening and speaking, reading comprehension, or written expression. It can be repeated frequently without reliability issues (unlike standardized assessments), making it an ideal way to show progress on specific treatment objectives.

For the school-age population, three primary types of LSA are used: conversation, narration, and exposition. Conversational samples are controlled by the rules of discourse and uniquely document the use of oral language to exchange information at a spontaneous level[1]. Conversation with both familiar and unfamiliar partners allows for careful description of the social use of language, and are particularly helpful in assessing the social use of language with children on the autism spectrum. Narrative storytelling or retelling requires less interaction with the examiner as the student tells about an event, story, or movie. Narratives are text-based and require structure and cohesive elements including character development, mental states, conflict/resolution, and conclusion. Exposition (procedural narrative) is a skill that develops later in childhood through adolescence, and is defined by the imparting of information, such as how to play a game. Research shows that children tend to produce more complex language in exposition than in conversation or narration.

Why use SALT?

Systematic Analysis of Language Transcripts (SALT) has automated the LSA process, making it easier and more effective for clinicians to routinely use LSA in clinical practice. SALT is both a software program and a methodology. ExpressScribe is software that allows you to control the playback of audio files to facilitate transcription download from http://www.nch.com.au/scribe/index.html. Note that the free version of ExpressScribe only works with audio files; the full version works with both audio and video files.

As a methodology, SALT has many advantages:

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[1] Miller, J.F., Andriacchi, K., and Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis*. Middleton, WI: SALT Software LLC, p. 15-17.

- Time: Instead of completing a manual transcription and analysis of a 100-utterance sample, as was the standard for many years, SALT is consistent with LSA research showing that shorter focused samples provide accurate and reliable measures of language performance[2]. A 50-utterance sample (typically 3-6 minutes of talking) takes 15-30 minutes to transcribe and code, in the SALT editing software.
- Consistency: Instead of eliciting unstructured language samples, SALT's elicitation protocols, transcription format, and computer analyses provide consistency across language samples, allowing for comparison to databases of typically-developing speakers and to other samples from the same individual child.
- Interpretation: SALT has compiled databases of over 6000 typically-developing speakers, allowing the clinician to compare an individual speaker to age- or grade-matched peers in the same speaking conditions. Using minimal coding conventions, transcripts can easily be analyzed using standard measures (utterance length, MLU, number of different words, word/morpheme summaries, mazes, omissions/errors, and rate of speech) and specialized measures (grammatical categories, error analysis, narrative organization, and complex syntactic development).

Purpose

- To complete a LSA of a school-age child or adolescent, to interpret results (what does the analysis mean?), and to make general recommendations about potential areas of intervention.

- To develop effective written communication skills through the completion of an LSA summary report.

Description

The LSA project is a semester-long project that will provide formative assessment of your skills in completing language sampling analysis. It is divided into 5 parts which are due throughout the semester. It is expected that all students will complete the online training modules 1101-1308 and 1501-1503 available on the SALT website (go to www.saltsoftware.com, select *Training*, then *Self-paced Online Training*), including the "Try It!", "Check" and practice examples provided on the site.

Part 1: Transcribe an audio file
Due: 10/15

Resources:

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[2] Same as #1, p. 6-9.

- SALT textbook[3], Chapter 3 and Appendix M
- SALT Online training courses 1301-1303

Instructions:

- Open ExpressScribe and load the audio file assigned to you. Or, if you have a video file and do not have the full version of ExpressScribe, you will have to control playback using your video player.

- In the SALT Editor, complete basic header information.

- Transcribe the sample, segmented into C-units.

- Double-check the transcript by re-reading the transcript while listening to the recording. You may want to enlist the help of a student colleague to double-check your work. You do not want to "gloss" over any errors that the child may have made.

- Run a SALT error check.

- Print the transcript and submit to the instructor no later than 10/15

- Feedback may not be provided given the short time period until the next part of the assignment is due. If you require assistance, please contact the instructor as early as possible.

Part 2: Code the transcript using basic transcription conventions

Due: 10/22

Resources:

- SALT textbook, Chapter 3 and Appendix M
- SALT Online training courses 1304-1306

Instructions:

- Open your transcript. You will be inserting codes into the transcript that allow SALT to know when the child used inflectional morphemes (-ed, -s), omitted words, used mazes (repetitions or revisions), or had errors.

- Code the sample using basic transcription conventions found in courses 1304-1306 (bound morphemes, mazes, omissions, pauses, etc.). At this time, do NOT use specialized coding conventions such as the Subordination Index (SI), Narrative Scoring Scheme (NSS), Expository Scoring Scheme (ESS), or your own unique coding schemes.

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[3] Miller, J.F., Andriacchi, K., and Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis.* Middleton, WI: SALT Software LLC.

- Double-check the transcript by re-reading the transcript while listening to the recording.

- Run an error check.

- Print the transcript and submit to the instructor no later than 10/22

Part 3: Basic analysis of the transcript using the Analyze and Database Menus
&
Using Subordination Index Coding

Due: 10/29

Resources:

- SALT textbook, Chapters 4 – 5 and Appendix J

- SALT online training courses 1401 and 1501

- Understanding of the normal distribution. See YouTube video:
  http://www.youtube.com/watch?v=4uiJoYVPmMw

- Important concept: The Analyze Menu will provide you with data about your particular language sample. The Database Menu will not only provide data about your particular sample, but will compare the language performance of the target speaker (the student) to a selected database of typically-developing age-or grade-matched peers.

Instructions:

- Open your coded SALT transcript. First, you will code your sample for Subordination Index (SI) by counting the number of clauses in each C-unit. You will also be using the Analyze and Database Menus to complete a basic analysis of the different features of language in your analysis set and to compare your individual speaker to the database comparison set.

- Select the *Edit Menu: Insert SI Codes*. Used for conversation, narrative, or expository samples, the SI is able to capture syntactic gains in K-12 students by producing a ratio of the total number of clauses to the total number of communication units (C-units). Refer to the SALT text, Appendix J, for directions on using SI codes. The directed exercise in SALT online course 1501 may be particularly helpful. SALT will lead you through SI coding by highlighting each of the student's utterances. You are to determine the number of clauses (the sum of independent and dependent) in each C-unit and double-click on the appropriate code (SI-1, SI-2, etc.). Exclude any utterances that have unintelligible segments, that are responses to yes/no questions, or that are elliptical responses to questions. You MUST refer to the SI Scoring Guide in order to correctly code for SI.

- Recheck for errors.

- Select the *Analyze Menu: Transcript Summary*. Observe the information given about the utterance sample, both the utterances produced by the target speaker and those produced by

the examiner. This information can help you determine if your sample is representative and will yield good information about language performance. For example, look at the number of questions asked by the examiner. Compare that with the number of yes/no responses to questions by the child, and compare that number to the number of total utterances. Does it seem reasonable, for example, if out of 20 questions asked, 4 were yes/no responses in a 98-utterance sample? What if 12 questions were asked, 10 were yes/no responses, in a sample of only 34 utterances?

- Select the *Database Menu: Select Database Comparison Set*. Check the appropriate boxes/buttons for the type of sample (conversation, narrative story retell, expository). Choose whether to match by age or grade. You will probably want to use the entire sample for comparison (unless it is a conversational sample; then, you might want to use "same # of words" or "same # of utterances". Under "Utterance Base" click "Analysis Set" which will include only complete and intelligible utterances. Click "OK" and make sure the comparison data set is 20 or more. *An explanation of this can be found in SALT's online Course 1401 in the Case Study/Demo Video around the 4-minute mark.*

- Select the *Database Menu: Standard Measures Report*. Use F1 (Help) to determine the meaning of any unfamiliar abbreviations. Please recall your knowledge of the normal distribution, understanding that scores that fall more than 1 SD away from the mean may be areas to evaluate further, since they are significantly different from the database sample. Review the SMR for any shaded areas with one or two asterisks, indicating that the child's performance was between 1-2 (*) or 2 or more (**) SD away from the mean. This may not always indicate a problem – if the speaker used significantly more words than the database comparison set, this is a good thing, and vocabulary may be a strength.

- Return to your coded transcript, and below the final time marker, enter comments about your speaker's strengths and weaknesses based on the SMR. For example, if MLU (mean length of utterance) was 6.8 and this is within 1 SD of the mean of the database sample, you could state that utterance length is not a concern. Comment lines begin with = in your transcript. Refer to the SALT text, pp. 46-50, for a description of the significance of each area of the SMR (transcript length, syntax/morphology, semantics, discourse, intelligibility, mazes, verbal facility and rate, and omissions and errors).

- Print both the SMR and the coded transcript, with comments, and submit to the instructor no later than 10/29

- Feedback will be provided but <u>do not wait for feedback</u> to move forward with Part 4!

Part 4: Analysis beyond the Standard Measures Report

Due: 11/5

Resources:

- SALT textbook, Chapter 6 and Appendix N
- SALT online course 1401

Instructions:

- Open your coded SALT transcript. You will be completing in-depth analysis and interpretation of your language sample, going beyond the information provided in the Standard Measures Report (SMR).

- It would be a good idea to listen again to your audio sample while reading through the transcript, to re-familiarize yourself with the speaker's overall style and to review how well the SMR captured language difficulties you might have heard in the sample.

- Evaluate problem areas in more detail using the additional analyses in the Database Menu. For measures in the SMR that were more than 1 SD away from the mean, that truly constitute a problem, run specific analyses such as *Utterances with Omissions*, *Maze Summary*, or *Grammatical Categories*. ONLY run additional analyses on areas of potential concern.

- Complete analyses of Subordination Index using *Database Menu: Subordination Index*.

- Return to your coded transcript, and below the final time marker add additional comment lines summarizing results of the new analyses completed.

- Print copies of specialized analyses and the coded transcript, and submit to the instructor no later than 11/5

Part 5: Use NSS or ESS

Due: 11/12

Resources:

- SALT textbook, Chapter 6 and Appendices E, F, K, L
- SALT online courses 1502-1503

Instructions:

- Open your coded SALT transcript. You will adding additional codes to your transcript using the Narrative Scoring Scheme (NSS) or Expository Coding Scheme (ECS), depending on the type of sample.

- Narrative Scoring Scheme: Used for narrative retell samples, the NSS provides analysis of a student's ability to produce a coherent narrative by assigning points for various levels of proficiency in elements of narrative structure, including introduction, character development, mental states, referencing, conflict/resolution, cohesion, and conclusion. Before coding a sample for NSS, you should be familiar with the story used for the elicitation. You can refer to the scripts for the "Frog" stories at http://www.saltsoftware.com/resources-elicitationaids/frogStories/index.cfm. If you have access to the storybooks, *Pookins Gets Her Way*, *A Porcupine Named Fluffy*, and *Dr. DeSoto*, you should read the book before coding. Refer to the SALT text, Appendix K, for directions on assigning NSS scores. The SALT online course 1502 may also be helpful in assigning NSS scores.

- Expository Scoring Scheme: Used for expository samples, the ESS assesses the content and structure of a sample that gives information on a particular topic by assigning points for various levels of proficiency in elements of expository language, including the object, preparation, start and course of play, rules, scoring, strategy, terminology, and overall cohesion of the sample. Refer to the SALT text, Appendix L, for directions on assigning ESS scores. The SALT online course 1503 may also be helpful in assigning ESS scores.

- Run the error check.

- Print your coded transcript and submit to the instructor no later than 11/12

Part 6: Generate a summary report
Due: 11/26

Resources:

- SALT textbook, Chapter 9 (multiple examples of analyses, interpretation, and reports)

- SALT website case study practice module:
  http://www.saltsoftware.com/csPractice/index.cfm

- "Laura" Case Study report (available via the website above)

Instructions:

- Prepare a summary report which includes case history information, analysis and interpretation, and a general plan outlining areas of recommended intervention.

  - Case history: Provided for each audio sample.

  - Assessment measure (conversation, narrative story retell, expository sample): Provided for each sample.

  - SALT analyses: include SMR and all supporting analyses required.

- o Interpretation: What do the analysis results mean? What are the student's specific strengths and weaknesses? What might be the effect of the particular language strengths/weaknesses on classroom performance and academic achievement?
  - o Plan: Is intervention recommended? Why? What areas need to be addressed in intervention?
- Final projects should be submitted in a cohesive binder or report folder, in the following order:
  - o Title page, including your identifying information and the name and age of your "target speaker".
  - o Summary report
  - o Coded transcript
  - o Copies of all SALT analyses (e.g., SMR, NSS, Maze Summary, etc.)
- Projects are to be submitted to the instructor no later than 11/26

SLP 671 (3 units) /EDSL 672 (3 units)
Department of Speech-Language Pathology
Fall 2015
SLP 671 – 1st 8 weeks
Wednesday 1-2:50 and Friday 9-11:45 (Lab)
Location: QUAD 102/CCF/SME
SLP 672 – 2nd 8 weeks
Wednesday 1-3:45 and Friday 9-11:45
Location: Quad

new

Professor: Lori Heisler
Office: UH319
Phone: 760750-8596
E-Mail: lheisler@csusm.edu
Office Hours: by appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTIONS
EDSL 671 (3)
Language Disorders in Infants and Preschool Children
Exploration of disorders of language in infancy and preschool-age children. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of developmental language disorders.

EDSL 672 (3)
Language Disorders in School-Aged Children and Adolescents
Exploration of disorders of language in school-age children and adolescents. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs, and oral and written report presentations. Includes current theoretical models on the nature of language disorders in this population.

STUDENT LEARNING OUTCOMES
Upon completion of this course, students will be able to:
Upon completion of this course, the student will be able to:
EDSL 671 will be taught on Monday and Wednesday for the first half of the semester.

1. Explain and discuss the parameters of language development and the correlation between language, cognition, and play. (ASHA; IV-B, CTC; SLP Std 2) This will be assessed through class discussion and field trip observation sheets and the final exam.

2. Explain and discuss the parameters of communication disorders in the targeted population. (ASHA; IV-C, CTC; SLP Std 3) This will be assessed through the assessment case study and the final exam.

3. Formulate an assessment plan for diagnosis of communication disorders for this population. (ASHA: IV-D; CTC: SLP Std 4) This will be assessed through the assessment case study and the final exam.

4. Demonstrate ability to differentially diagnosis the communication disorders in this population. (ASHA: IV-B, IV-D, V-B; CTC: SLP Std 4) This will be assessed through the intervention strategies and plan and final exam.

5. Formulate basic goals for treatment of communication disorders in this population. (ASHA: IV-D, V-B; CTC: SLP Std 5) This will be assessed through the assessment project, intervention strategies plan and final exam.

7. Identify evidenced -based intervention strategies which are age appropriate. (ASHA: IV-D, V-B; CTC: SLP Std 5) This will be assessed through the intervention strategies plan.

8. Relate knowledge of the disorders and treatment to other professionals, caregivers, and family members in oral and written form. (ASHA: IV-E, V-B; CTC: SLP Std 7) This will be assessed through the intervention strategies plan.

9. Demonstrate sensitivity to and knowledge of diversity among families and caregivers. (ASHA:IV-D, V-B; CTC: SLT Std 7) This will be assessed through the final exam.

10. Recognize application of technology to evaluation and treatment of communication disorders in the target population. (ASHA: IV-D, IV-G; CTC: SLP Std 4 and 5) This will be assessed through he intervention strategies plan and final exam.

11. Understand principles of for prevention of communication disorders through early intervention and response to intervention. (ASHA: IV-C) This will be assessed through the RTI project.

12. Explain and discuss ethical considerations in the evaluation and treatment of communication disorders in this population. (ASHA: IV-E; CTC: Std 4) This will be assessed through the assessment case study, intervention strategies plan and final exam.

EDSL 672 will be taught Monday and Wednesday for the second half of the semester.
1. Explain and discuss the parameters of language delay/disorders in children/adolescents. (ASHA: IV-C, IV-D; CTC: SLP Std 3) This will be assessed through the final exam.

2. Analyze and interpret information from language discourse and oral narrative samples. (ASHA: IV-D, V-B; SLP Std 4) This will be assessed through the LSA Salt Assessment assignment and the MISL in class activity.

3. Formulate an assessment plan for diagnosis of language disorders in children/adolescents. (ASHA: IV-C, V-B; CTC: SLP Std 4) This will be assessed through the LSA Salt assignment and final exam.

4. Demonstrate ability to differentially diagnose the disorders of language in children/adolescents. (ASHA: IV-C, V-B; CTC SLP Std 4) This will be assessed through the LSA Salt assignment and the final exam.

5. Formulate basic goals for treatment of language disorders in children/adolescents. (ASHA: IV-D, V-B; SLP Std 5) This will be assessed through the LSA Salt Assignment and final exam.

6. Identify a variety of evidenced-based intervention strategies for language disorders in children/adolescents. (ASHA: IV-D, IV-E, V-B; CTC: SLP Std 5) This will be assessed through the intervention strategies plan.

7. Relate knowledge of the disorder and treatment to other professionals, caregivers, and family members in oral and written form. (ASHA: IV-D, V-B; CTC: SLP Std 7) This will be assessed through the intervention strategies plan and final exam.

8. Demonstrate sensitivity to and knowledge of diversity among families and caregivers. (ASHA: V-B; CTC: SLP Std 7) This will be assessed through the final exam.

9. Explain and discuss ethical considerations in the prevention, evaluation and treatment of language disorders in children/adolescents. (ASHA: IV-E; CTC: SLP Std 4 and 7) This will be assessed through the final exam.

10. Student will explain requirements for specialty board recognition. (ASHA: IV-H) This will be assessed through the final exam

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS for both EDSL 671 and EDSL 672
Paul, R. (2012). *Language Disorders from Infancy through Adolescence: Assessment and Intervention 4th ed.,* St. Louis, MO: Mosby-Year Book, Inc.

Additional readings posted on Cougar Courses

ASSIGNMENTS SLP 671: Total of 100 points
You must complete every assignment to pass this class.

Pass/Fail Assignments
The following assignments are pass/fail. If you fail one of these assignments or do not complete one of these assignments, you cannot receive a passing grade in the class.

1) **Actively participate in class discussions and activities.**
2) **Join remind.com (text @slp6 to 81010)**
3) **Answers to Article Questions (NICU article and Capone and McGregor article)- must be uploaded to cougar courses. See appendix A for questions.**
4) **SALT lessons 1401, 1402, 1403. Quiz for SALT 1401.**
5) *Formative Quizzes/ Problem-Based Learning (PBL) Assignments*: **These are pass/fail assignments. Students must pass all quizzes and PBL assignments to pass the course. Quizzes and PBLs will be distributed throughout the course of the semester. – Signature Assignment**

Graded Assignments

Formative Skills Assessment: For a total of 10 weeks, your skills will be evaluated using the *Formative Skills Assessment Evaluation Rubric* (please see the rubric for grading distribution).

You may receive a maximum score of 14 points each week (total of 140 points across the 10 weeks). At the end of the semester your score will be divided by 7 for a total of 20 points. Half of the points will go towards your grade in SLP 671 and half of the points will go towards your grade in SLP 672. Students must pass this assignment to pass the course. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – G; V-A & B; CTC Speech-Language Pathology Standards 1 – 7- Signature Assignment**

Summative Case Study: (40 points). You must complete a summative case study to demonstrate your knowledge of the learning outcomes of this class.
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standards 1 – 7 –Signature Assignment

Final Exam-Take Home (50 points) -Signature assignment.

ASSIGNMENTS EDSL 672: Total of 100 points
You must complete every assignment to pass this class.

Pass/Fail Assignments
The following assignments are pass/fail. If you fail one of these assignments or do not complete one of these assignments, you cannot receive a passing grade in the class.

1) Actively participate in class discussions and activities
2) SALT Lessons/Quizzes 1501, 1502, 1503

Graded Assignments
Formative Skills Assessment: For a total of 10 weeks, your skills will be evaluated using the *Formative Skills Assessment Evaluation Rubric* (please see the rubric for grading distribution). You may receive a maximum score of 14 points each week (total of 140 points across the 10 weeks). At the end of the semester your score will be divided by 7 total of 20 points. Half of the 20 will go towards your grade in SLP 671 and half will go towards your grade in 672. Students must pass this assignment to pass the course. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – G; V-A & B; CTC Speech-Language Pathology Standards 1 – 7- Signature Assignment**

Habits of Mind Curriculum Development (10 points) Students will work in groups to develop a curriculum to teach habits of mind to adolescents in a high school. A sample will be provided.

LSA using Salt Software (10 points). This is a 5 part assignment, please see specific instructions in appendix B to determine what is required for each of the parts. 1) Transcribe an audio file (1 points). 2) Code the transcript using basic transcription conventions (1 points). 3) Basic analysis of the transcript using the Analyze and Database Menus & Using Subordination Index Coding (2 Points). 4) Analysis beyond the Standard Measures Report (2 points). 5) Use NSS or ESS (2 points). 6) Generate a Summary Report (2 points).

Summative Case Study (30 points). Demonstrate intervention strategies planning based on the results of a case study assessment of a school-aged child that will be provided in class. Within the intervention strategy plan you will be expected to determine intervention targets, where to begin intervention, and develop behaviorally written objectives based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as script a method of intervention, specifying particular approaches as appropriate. You must include a parent-training/home program with your intervention plan. You must include references to support your evidence based therapy decisions. This is a signature assignment.

Final Exam (40 Points) This is a signature assignment.

Grading Standards
Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive

an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE SCHEDULE-subject to modifications

DATE	TOPIC	ASSIGNMENTS and READINGS
W 9/2 QUAD	Syllabus Review Cognitive Development Theoretical Perspectives of Language Disorders Review Language Acquisition	Paul Chapter 1 Review posted readings-4 Short Essays (factors of development, memory, being smart, and formulation) Review inside cover of Paul text
F 9/4 CCF	Typical Language Development	Observe children at 5 age levels and fill in observation forms.
W 9/7 QUAD	Alison will teach you 661 today, but you will need to WATCH 3 VIDEOS TO PREPARE FOR FRIDAY'S LAB 1) Language sampling 2) SPELT Implementation 3) General Assessment	Paul Chapter 2
F 9/11 CCF	Administer GFTA, SPELT, Collect a Language Sample	Score assessment protocols
W 9/16 QUAD	Assessment Birth-3 3-5	Answers to NICU article DUE Paul CH 6 Paul CH 7 Paul CH 8 Oller Article
F 9/18 CCF	Continue GFTA, SPECT, Collect a Language Sample	

W 9/23 QUAD	Intervention Play Based Therapy Goal Writing	Fey article Eisenberg Article
F 9/25 CCF	Collect a baseline.	Analyze assessment results and choose one behavior to collect a baseline.
W 9/30 QUAD	Intervention Continued	Paul CH 6 Paul CH 7 Paul CH 9
F 9/2 CCF	Trial Therapy	Design one CC and CD lesson implement for the behavior you baselined last week one this week and the other next week.
M 10/5 QUAD	Intervention/Data Collection/Pre-Literacy	
F 10/10 CCF	Trial therapy	Continue from last week
W 10/14 QUAD	Pre-literacy/ Screening	Answers to Capone article Due
F 10/17 CCF	Screenings	
W 10/21 QUAD	Language, Reading and Learning in Schools Final Exam for SLP 671 will be handed out at the end of CLASS.	Paul CH 11 Summative Case Study Due
F 10/23	Ann Kummer Professional Development Seminar**	** Attend seminar and submit a 1 page paper describing one assessment and one intervention technique that you learned or read uploaded article and provide a summary.
W 10/28 QUAD	Assessment in schools Eligibility Narrative Sample Collection	Paul CH 12 Hand in take home exam SLP 671
F 10/30 SME	Observation Collect Narrative	
M 11/2 QUAD	Assessment MISL Narrative Analysis/Intervention	LSA SALT Part 1- 672

F 11/6 SME	RTI	
F 11/13 SME	RTI	LSA Salt-Part 2 Paul ch. 13
W 11/18 QUAD	Intervention	Paul ch. 14 LSA SALT Part 3
F 11/20 SME	RTI	
M 11/23 QUAD	In Class PBL CASE	LSA SALT Part 4
W 11/25	Continue working on CASE Find EB treatment article to develop tx plan	Habits of Mind Lesson Plan Due
M 11/30 QUAD	Assessment and Intervention of Advanced Language	Paul CH 13 Paul CH 14 LSA SALT Part 5
W 12/2 SME	SME PLC	
F 12/4 QUAD	Jennifer Tapps	
W 12/9 SME	Screenings	LSA SALT Part 6
F 12/11 SME	RTI/Screenings	Summative Case Study Due
W 12/16 QUAD	Final Exam	
F 12/18 SME	RTI/Screenings	

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the

Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (please state the timeline but it should be within 48 hours). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:
Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.
Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.
Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.
It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.
Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to

leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the

American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

Appendix A:

Assigned Reading Questions

ASHA (2004) article - Role of SLP in the NICU article:
1. What are reasons for prematurity?
2. Discuss infant behavior relative to autonomic nervous system
3. What is developmentally-supported and family-focused care?
4. What is kangaroo care?
5. Discuss three benefits of nonnutritive sucking?
6. What behaviors or strategies would you teach a parent of a preterm infant?
7. What evidence is there that developmental care is beneficial?

Capone & McGregor (2004) Article:
1. What are deictic and symbolic gestures?
2. How can gestures be used to differentiate between children who are late bloomers from those who have a language disorder?
3. What two questions about gestures would you ask a parent whose child is language delayed?
4. What information would it provide?
5. Differentiate gestural use in children with language impairment from those with autism?
6. Develop an intervention objective for a child who needs to increase gestures.

Appendix B:

Language Sampling Analysis using SALT Software

Introduction

Language sampling analysis (LSA) is the gold-standard for evaluating language use in functional, naturalistic contexts. ASHA best practice guidelines across many populations (Developmental Delay, SLI, autism, etc.) advise the use of LSA to investigate language differences/deficits, generate goals for intervention, and monitor progress. With LSA, the speech-language pathologist can measure multiple aspects of language simultaneously (semantics, syntax, morphology, pragmatics). LSA can "tease out" subtle and specific aspects of language performance that might cause or compound achievement gaps in listening and speaking, reading comprehension, or written expression. It can be repeated frequently without reliability issues (unlike standardized assessments), making it an ideal way to show progress on specific treatment objectives.

For the school-age population, three primary types of LSA are used: conversation, narration, and exposition. Conversational samples are controlled by the rules of discourse and uniquely document the use of oral language to exchange information at a spontaneous level[1]. Conversation with both familiar and unfamiliar partners allows for careful description of the social use of language, and are particularly helpful in assessing the social use of language with children on the autism spectrum. Narrative storytelling or retelling requires less interaction with the examiner as the student tells about an event, story, or movie. Narratives are text-based and require structure and cohesive elements including character development, mental states, conflict/resolution, and conclusion. Exposition (procedural narrative) is a skill that develops later in childhood through adolescence, and is defined by the imparting of information, such as how to play a game. Research shows that children tend to produce more complex language in exposition than in conversation or narration.

Why use SALT?

Systematic Analysis of Language Transcripts (SALT) has automated the LSA process, making it easier and more effective for clinicians to routinely use LSA in clinical practice. SALT is both a software program and a methodology. ExpressScribe is software that allows you to control the playback of audio files to facilitate transcription download from http://www.nch.com.au/scribe/index.html. Note that the free version of ExpressScribe only works with audio files; the full version works with both audio and video files.

As a methodology, SALT has many advantages:

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[1] Miller, J.F., Andriacchi, K., and Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis.* Middleton, WI: SALT Software LLC, p. 15-17.

- Time: Instead of completing a manual transcription and analysis of a 100-utterance sample, as was the standard for many years, SALT is consistent with LSA research showing that shorter focused samples provide accurate and reliable measures of language performance[2]. A 50-utterance sample (typically 3-6 minutes of talking) takes 15-30 minutes to transcribe and code, in the SALT editing software.
- Consistency: Instead of eliciting unstructured language samples, SALT's elicitation protocols, transcription format, and computer analyses provide consistency across language samples, allowing for comparison to databases of typically-developing speakers and to other samples from the same individual child.
- Interpretation: SALT has compiled databases of over 6000 typically-developing speakers, allowing the clinician to compare an individual speaker to age- or grade-matched peers in the same speaking conditions. Using minimal coding conventions, transcripts can easily be analyzed using standard measures (utterance length, MLU, number of different words, word/morpheme summaries, mazes, omissions/errors, and rate of speech) and specialized measures (grammatical categories, error analysis, narrative organization, and complex syntactic development).

Purpose

- To complete a LSA of a school-age child or adolescent, to interpret results (what does the analysis mean?), and to make general recommendations about potential areas of intervention.

- To develop effective written communication skills through the completion of an LSA summary report.

Description

The LSA project is a semester-long project that will provide formative assessment of your skills in completing language sampling analysis. It is divided into 5 parts which are due throughout the semester. It is expected that all students will complete the online training modules 1101-1308 and 1501-1503 available on the SALT website (go to www.saltsoftware.com, select *Training*, then *Self-paced Online Training*), including the "Try It!", "Check" and practice examples provided on the site.

Part 1: Transcribe an audio file
Due: 10/15

Resources:

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[2] Same as #1, p. 6-9.

- SALT textbook[3], Chapter 3 and Appendix M
- SALT Online training courses 1301-1303

Instructions:

- Open ExpressScribe and load the audio file assigned to you. Or, if you have a video file and do not have the full version of ExpressScribe, you will have to control playback using your video player.

- In the SALT Editor, complete basic header information.

- Transcribe the sample, segmented into C-units.

- Double-check the transcript by re-reading the transcript while listening to the recording. You may want to enlist the help of a student colleague to double-check your work. You do not want to "gloss" over any errors that the child may have made.

- Run a SALT error check.

- Print the transcript and submit to the instructor no later than 10/15

- Feedback may not be provided given the short time period until the next part of the assignment is due. If you require assistance, please contact the instructor as early as possible.

Part 2: Code the transcript using basic transcription conventions

Due: 10/22

Resources:

- SALT textbook, Chapter 3 and Appendix M
- SALT Online training courses 1304-1306

Instructions:

- Open your transcript. You will be inserting codes into the transcript that allow SALT to know when the child used inflectional morphemes (-ed, -s), omitted words, used mazes (repetitions or revisions), or had errors.

- Code the sample using basic transcription conventions found in courses 1304-1306 (bound morphemes, mazes, omissions, pauses, etc.). At this time, do NOT use specialized coding conventions such as the Subordination Index (SI), Narrative Scoring Scheme (NSS), Expository Scoring Scheme (ESS), or your own unique coding schemes.

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[3] Miller, J.F., Andriacchi, K., and Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis.* Middleton, WI: SALT Software LLC.

- Double-check the transcript by re-reading the transcript while listening to the recording.

- Run an error check.

- Print the transcript and submit to the instructor no later than 10/22

> **Part 3: Basic analysis of the transcript using the Analyze and Database Menus**
> **&**
> **Using Subordination Index Coding**
> Due: 10/29

Resources:

- SALT textbook, Chapters 4 – 5 and Appendix J

- SALT online training courses 1401 and 1501

- Understanding of the normal distribution. See YouTube video:
  http://www.youtube.com/watch?v=4uiJoYVPmMw

- Important concept: The Analyze Menu will provide you with data about your particular language sample. The Database Menu will not only provide data about your particular sample, but will compare the language performance of the target speaker (the student) to a selected database of typically-developing age-or grade-matched peers.

Instructions:

- Open your coded SALT transcript. First, you will code your sample for Subordination Index (SI) by counting the number of clauses in each C-unit. You will also be using the Analyze and Database Menus to complete a basic analysis of the different features of language in your analysis set and to compare your individual speaker to the database comparison set.

- Select the *Edit Menu: Insert SI Codes*. Used for conversation, narrative, or expository samples, the SI is able to capture syntactic gains in K-12 students by producing a ratio of the total number of clauses to the total number of communication units (C-units). Refer to the SALT text, Appendix J, for directions on using SI codes. The directed exercise in SALT online course 1501 may be particularly helpful. SALT will lead you through SI coding by highlighting each of the student's utterances. You are to determine the number of clauses (the sum of independent and dependent) in each C-unit and double-click on the appropriate code (SI-1, SI-2, etc.). Exclude any utterances that have unintelligible segments, that are responses to yes/no questions, or that are elliptical responses to questions. You MUST refer to the SI Scoring Guide in order to correctly code for SI.

- Recheck for errors.

- Select the *Analyze Menu: Transcript Summary*. Observe the information given about the utterance sample, both the utterances produced by the target speaker and those produced by

the examiner. This information can help you determine if your sample is representative and will yield good information about language performance. For example, look at the number of questions asked by the examiner. Compare that with the number of yes/no responses to questions by the child, and compare that number to the number of total utterances. Does it seem reasonable, for example, if out of 20 questions asked, 4 were yes/no responses in a 98-utterance sample? What if 12 questions were asked, 10 were yes/no responses, in a sample of only 34 utterances?

- Select the *Database Menu: Select Database Comparison Set*. Check the appropriate boxes/buttons for the type of sample (conversation, narrative story retell, expository). Choose whether to match by age or grade. You will probably want to use the entire sample for comparison (unless it is a conversational sample; then, you might want to use "same # of words" or "same # of utterances". Under "Utterance Base" click "Analysis Set" which will include only complete and intelligible utterances. Click "OK" and make sure the comparison data set is 20 or more. *An explanation of this can be found in SALT's online Course 1401 in the Case Study/Demo Video around the 4-minute mark.*

- Select the *Database Menu: Standard Measures Report*. Use F1 (Help) to determine the meaning of any unfamiliar abbreviations. Please recall your knowledge of the normal distribution, understanding that scores that fall more than 1 SD away from the mean may be areas to evaluate further, since they are significantly different from the database sample. Review the SMR for any shaded areas with one or two asterisks, indicating that the child's performance was between 1-2 (*) or 2 or more (**) SD away from the mean. This may not always indicate a problem – if the speaker used significantly more words than the database comparison set, this is a good thing, and vocabulary may be a strength.

- Return to your coded transcript, and below the final time marker, enter comments about your speaker's strengths and weaknesses based on the SMR. For example, if MLU (mean length of utterance) was 6.8 and this is within 1 SD of the mean of the database sample, you could state that utterance length is not a concern. Comment lines begin with = in your transcript. Refer to the SALT text, pp. 46-50, for a description of the significance of each area of the SMR (transcript length, syntax/morphology, semantics, discourse, intelligibility, mazes, verbal facility and rate, and omissions and errors).

- Print both the SMR and the coded transcript, with comments, and submit to the instructor no later than 10/29

- Feedback will be provided but <u>do not wait for feedback</u> to move forward with Part 4!

Part 4:   Analysis beyond the Standard Measures Report

Due: 11/5

Resources:

- SALT textbook, Chapter 6 and Appendix N
- SALT online course 1401

Instructions:

- Open your coded SALT transcript. You will be completing in-depth analysis and interpretation of your language sample, going beyond the information provided in the Standard Measures Report (SMR).

- It would be a good idea to listen again to your audio sample while reading through the transcript, to re-familiarize yourself with the speaker's overall style and to review how well the SMR captured language difficulties you might have heard in the sample.

- Evaluate problem areas in more detail using the additional analyses in the Database Menu. For measures in the SMR that were more than 1 SD away from the mean, that truly constitute a problem, run specific analyses such as *Utterances with Omissions*, *Maze Summary*, or *Grammatical Categories*. ONLY run additional analyses on areas of potential concern.

- Complete analyses of Subordination Index using *Database Menu: Subordination Index*.

- Return to your coded transcript, and below the final time marker add additional comment lines summarizing results of the new analyses completed.

- Print copies of specialized analyses and the coded transcript, and submit to the instructor no later than 11/5

Part 5: Use NSS or ESS

Due: 11/12

Resources:

- SALT textbook, Chapter 6 and Appendices E, F, K, L
- SALT online courses 1502-1503

Instructions:

- Open your coded SALT transcript. You will adding additional codes to your transcript using the Narrative Scoring Scheme (NSS) or Expository Coding Scheme (ECS), depending on the type of sample.

- Narrative Scoring Scheme: Used for narrative retell samples, the NSS provides analysis of a student's ability to produce a coherent narrative by assigning points for various levels of proficiency in elements of narrative structure, including introduction, character development, mental states, referencing, conflict/resolution, cohesion, and conclusion. Before coding a sample for NSS, you should be familiar with the story used for the elicitation. You can refer to the scripts for the "Frog" stories at http://www.saltsoftware.com/resources-elicitationaids/frogStories/index.cfm. If you have access to the storybooks, *Pookins Gets Her Way*, *A Porcupine Named Fluffy*, and *Dr. DeSoto*, you should read the book before coding. Refer to the SALT text, Appendix K, for directions on assigning NSS scores. The SALT online course 1502 may also be helpful in assigning NSS scores.

- Expository Scoring Scheme: Used for expository samples, the ESS assesses the content and structure of a sample that gives information on a particular topic by assigning points for various levels of proficiency in elements of expository language, including the object, preparation, start and course of play, rules, scoring, strategy, terminology, and overall cohesion of the sample. Refer to the SALT text, Appendix L, for directions on assigning ESS scores. The SALT online course 1503 may also be helpful in assigning ESS scores.

- Run the error check.

- Print your coded transcript and submit to the instructor no later than 11/12

Part 6: Generate a summary report

Due: 11/26

Resources:

- SALT textbook, Chapter 9 (multiple examples of analyses, interpretation, and reports)

- SALT website case study practice module:
  http://www.saltsoftware.com/csPractice/index.cfm

- "Laura" Case Study report (available via the website above)

Instructions:

- Prepare a summary report which includes case history information, analysis and interpretation, and a general plan outlining areas of recommended intervention.

  - Case history: Provided for each audio sample.

  - Assessment measure (conversation, narrative story retell, expository sample): Provided for each sample.

  - SALT analyses: include SMR and all supporting analyses required.

- Interpretation: What do the analysis results mean? What are the student's specific strengths and weaknesses? What might be the effect of the particular language strengths/weaknesses on classroom performance and academic achievement?
- Plan: Is intervention recommended? Why? What areas need to be addressed in intervention?

• Final projects should be submitted in a cohesive binder or report folder, in the following order:
  - Title page, including your identifying information and the name and age of your "target speaker".
  - Summary report
  - Coded transcript
  - Copies of all SALT analyses (e.g., SMR, NSS, Maze Summary, etc.)
• Projects are to be submitted to the instructor no later than 11/26