

# Disorders of Language & Literacy: School-Age and Adolescent

ASLS 684 (3 credits) Spring 2018

Tuesday & Thursday 9:30-10:45

McKee 135

**Instructor: Kim Murza, PhD, CCC-SLP**

University of Northern Colorado

College of Natural and Health Sciences

School of Human Sciences

Audiology and Speech-Language Sciences Program

Contact Information	
Office Hours	Tuesdays & Thursdays 1:45-3:15 or by appointment
Office Location	Gunter 1510
Contacting the Instructor	<p><b>kimberly.murza@unco.edu</b> office: 970-351-1084</p> <p>*Please allow at least 24 hours for the instructor to respond to your email request. I will not respond to email over the weekend, therefore an email sent after 5:00 on Friday will not be answered until Monday morning. Please look over your syllabus to find the answer to your questions prior to contacting the instructor.</p> <p>You are always welcome to stop by my office, or call during my office hours to speak with me. I welcome the opportunity to get to know you. If my office hours are not convenient for you, please call or email for an appointment. I am in my office much more frequently than the posted hours. I am here to help you succeed.</p>

*Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.*

*~President Clinton*

## **Course Description**

In-depth study of impairments of oral language, reading, and written expression in school-age children and adolescents. Explores typical development, models of impairment, assessment and treatment.

## ***Course Purpose***

“Language is the blood of the soul into which thoughts run and out of which they grow.” Oliver Wendell Holmes.

The purpose of this course is to help you understand the social, emotional, academic, and vocational ramifications of language disorders on the lives of school-age children, adolescents, and adults. As a future speech-language pathologist, this course will assist you in developing the knowledge and skills necessary to serve as a productive collaborator in delivering appropriate language services in a variety of settings.

## ***Course Objectives***

Following successful completion of this course, students will be able to:

1. Apply knowledge of language disorders in children, adolescents, and adults to analyze the language underpinnings affecting the social, emotional, academic and vocational lives of clients.
2. Utilize an evidence-based decision-making process to design and implement effective intervention.
3. Critique commonly used assessment tools for children, adolescents, and adults with language disorders.
4. Explain best practices for collaboration with others on behalf of individuals with language disorders.
5. Apply knowledge of language intervention and assessment within the community through the use of cognitive and practical skills based on integrative learning and meaningful problem-based inquiry.
6. Apply academic knowledge and professional skills through reciprocal learning in local community-based settings and demonstrate a commitment to collaboration and life-long learning.

## ***Prerequisite Knowledge and Skills***

A firm understanding of the components of language and typical language development across the age span is required. Knowledge of the evidence-based decision-making process and a firm grasp of research methodology for use as a critical consumer of research are also required. A command of the English language is a necessity. The expectation at the graduate level especially for future speech-*language* pathologists is excellence in spoken and written language.

## **Required Texts:**

Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. Boston: Pearson.

Paul, R. & Norbury, C. F. (2012). *Language disorders from infancy through adolescence* (4<sup>th</sup> Ed.) St. Louis, MS: Mosby Elsevier.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.



<p><u>QRI &amp; Writing Assessment Project (Groups of two) (potential Matrix item in Clinical Competence &amp; Intra/Interpersonal Skills or Integrated items a-e average = 94%+)</u></p> <ol style="list-style-type: none"> <li>1. Generate a language/literacy profile for a school-age student (grades 1<sup>st</sup> through 12<sup>th</sup>) with a language disorder. Submit the following documents based on your findings: <ol style="list-style-type: none"> <li>a. Language/Literacy Interview Protocol</li> <li>b. Evaluation Plan</li> <li>c. Diagnostic Teaching Session Plan</li> <li>d. Evaluation Report</li> <li>e. Intervention Plan</li> <li>f. Case Study Project Reflection</li> </ol> </li> </ol> <p>*See Canvas for templates and detailed instructions for the project.</p>	<p>10 possible points 20 possible points 20 possible points 30 possible points 20 possible points 20 possible points</p>
<p><u>Final Exam</u></p> <p>You will have 2 hours to complete 5 essay-type questions. See additional information on Canvas</p>	<p>100 possible points</p>
<p><u>Total Possible Points</u></p>	<p>445</p>

*\*See assignment tab for full assignment description, requirements, and grading information. APA Edition 6 format required. Also, please note how assignments are to be submitted.*

### ***Additional Policies***

<p><b>Method of Evaluation</b></p>	<p>The following scale will be used to determine final letter grades:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Letter Grade</th> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Student's Total Points</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">94-100</td> <td style="text-align: center;">423-445</td> </tr> <tr> <td style="text-align: center;">A-</td> <td style="text-align: center;">90-93.99</td> <td style="text-align: center;">401-422</td> </tr> <tr> <td style="text-align: center;">B+</td> <td style="text-align: center;">87-89.99</td> <td style="text-align: center;">388-400</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">84-86.99</td> <td style="text-align: center;">374-387</td> </tr> <tr> <td style="text-align: center;">B-</td> <td style="text-align: center;">80-83.99</td> <td style="text-align: center;">356-373</td> </tr> <tr> <td style="text-align: center;">C+</td> <td style="text-align: center;">77-79.99</td> <td style="text-align: center;">343-355</td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">74-76.99</td> <td style="text-align: center;">330-342</td> </tr> <tr> <td style="text-align: center;">C-</td> <td style="text-align: center;">70-73.99</td> <td style="text-align: center;">312-329</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">60-69.99</td> <td style="text-align: center;">267-311</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">&lt;60</td> <td style="text-align: center;">&lt;267</td> </tr> </tbody> </table>	Letter Grade	Percentage	Student's Total Points	A	94-100	423-445	A-	90-93.99	401-422	B+	87-89.99	388-400	B	84-86.99	374-387	B-	80-83.99	356-373	C+	77-79.99	343-355	C	74-76.99	330-342	C-	70-73.99	312-329	D	60-69.99	267-311	F	<60	<267
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<p><b>Due dates and participation</b></p>	<p>Unless otherwise stated, assignments are due in Canvas by 11:59pm on the due date.</p> <p>Also note:</p> <ul style="list-style-type: none"> <li>-Failure to submit your Almost Final Draft (by the deadline) for review by your peer results in -10 points off of your Article Review.</li> <li>-Failure to complete your Peer Review by the deadline also results in 0 points awarded for these assignments.</li> <li>- If you do not submit an assignment on time you will lose 20% points per day late. If you do not take the quizzes during the period each is open you will receive a zero</li> </ul> <p>An excused absence will be granted only for medical reasons or for a death in the immediate family. Proper written documentation of such circumstances will be</p>																																	

	required to avoid grade deductions. It is the responsibility of the student to provide the instructor with proper documentation in writing within 48 hours of the absence in order for consideration.
<b>Time Commitment</b>	For face-to-face 3 credit courses, you are expected to spend 3 hours in class and an additional 6 hours each week outside of class for readings and assignments. It is likely that you will spend more time than this in some weeks and less in others. Please plan accordingly.
<b>Portable Electronic Devices</b>	Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as cell phones. Although not an audio issue, text-messaging and internet browsing is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.
<b>Canvas</b>	<p>Canvas is an online course management system (accessed through <a href="http://www.unco.edu/canvas">www.unco.edu/canvas</a> which will be used in this course.</p> <p><u>Canvas Support:</u>  *General support for students experiencing technical difficulties relating to Canvas can be obtained from the Technical Service Center at 970-351-4357 (i.e., password and log in problems and the UNC network status)  *Student Support Resources: <a href="http://www.unco.edu/canvas/">http://www.unco.edu/canvas/</a> provides tutorials and step-by-step directions for everything you need to complete this course.</p> <p>If you experience technical difficulties during a timed quiz you should call tech support IMMEDIATELY. You will need to provide documentation of the issue in order for the instructor to make any accommodations. It is the responsibility of the student to make sure your internet connection is adequate enough to complete timed quizzes.</p>
<b>Rules/Protocols of Communication for Canvas</b>	<ol style="list-style-type: none"> <li>1. SUBJECT LINE: Make sure your last name and topic of assignment is listed in the subject line of all postings. If you are posting as a group, please use all last names. Here is an example: Murza_KWL. In some cases, the professor may ask you to post with your group number. Here is an example: Group 1_KWL.  Please use the same naming convention when naming the documents you are submitting. Except for your group PowerPoint presentation which should end in either .ppt or .pptx, all submitted documents should end in .doc or .docx.</li> <li>2. Before posting an assignment, discussion, or other forum within Canvas, always make sure your posting has no grammar, punctuation or spelling</li> </ol>

	<p>errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area. You will lose points at the discretion of the instructor for errors in spelling, grammar and/or punctuation.</p> <p>3. No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course.</p>
<b>Academic Integrity</b>	<p>All members of the UNC community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity of our academic climate. University policies and guidelines will be followed regarding academic integrity. For additional information, please see the Dean of Student's website, Student Handbook link  <a href="http://www.unco.edu/dos/handbook/index.html">http://www.unco.edu/dos/handbook/index.html</a></p> <p>Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will receive a failing grade for the test or assignment. Students have the right to appeal and may do so by following the procedures described in the Academic Appeals policy.</p>
<b>Vericite</b>	<p>In this course, we will be employing Vericite software as a tool for identifying plagiarism. Vericite is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students agree by taking this course that all required papers will be reviewed by Vericite and acknowledge that the papers will be included as source documents in the Vericite reference database solely for the purpose of detecting plagiarism</p>
<b>Accommodations for the Differently-abled</b>	<p>Students who believe they may need accommodations in this class are encouraged to contact the Disabilities Student Support Center (970)351-2289 and the instructor as soon as possible to ensure that such accommodations are implemented in a timely fashion.</p>
<b>Community Principles</b>	<p>We will participate in a discussion during the first week of class to determine community principles within this course. Once everyone has agreed with the principles (or at the least, can live with them) we will hold each member of the community to the principles as we engage with one another in group activities and other course-related activities.</p>

### *Anticipated Course Schedule*

\*Alignment to course objectives indicated with superscript of objective number.

	<b>Topic</b>	<b>Class Outcomes</b>	<b>Readings/ Materials</b>	<b>Activities/ Assignments</b>
Week 1  January 9 <sup>th</sup> & 11 <sup>th</sup>	Course Overview & Requirements, Prior Knowledge Check Language Disorder and Definitions Reciprocity and Language Disorders	<ol style="list-style-type: none"> <li>1. Discuss foundational knowledge as it relates to language<sup>1</sup></li> <li>2. Explain the various definitions related to language problems (e.g., language disorder, language impairment, language learning disabilities)<sup>1</sup></li> <li>3. Explain reciprocity issues in language disorders<sup>1</sup></li> </ol>	Paul: Chapters 1 & Chapter 5 pp 137-151 (should be a review from 682) Ukrainetz Chapter 5 Snowling & Hayiou-Thomas, 2006 (optional)	<p>First attempt at pre-test due January 11<sup>th</sup> by 9:30 a.m.. If you don't earn 100% you will need to resubmit within 24 hours of receiving your graded test <sup>1</sup>.</p> <p>Post your topic for your research paper that no one else has claimed to the discussion board. Due January 14<sup>th</sup><sup>2</sup></p>
Week 2  January 16 <sup>th</sup> & 18 <sup>th</sup>	Theoretical Framework for considering language and literacy development and disorders Societal Context of Literacy School Literacy Demands	<ol style="list-style-type: none"> <li>1. Explain the different theoretical frameworks for understanding language and literacy development and disorders<sup>1</sup></li> <li>2. Explain how the shift to Common Core State Standards is impacting how students are learning in the classroom<sup>1</sup></li> <li>3. Evaluate the SLP's role as it relates to the Common Core State Standards<sup>1</sup></li> </ol>	Ukrainetz Chapter 5 Stone & Learned, 2014 ASHA Roles and Responsibilities, 2001	Quiz 1: Stone & Learned, 2014 due January 14 <sup>th</sup> <sup>1</sup>
Week 3  January 23 <sup>rd</sup> & 25 <sup>th</sup>	School Literacy Demands cont. Principles of Assessment	<ol style="list-style-type: none"> <li>1. Discuss the literacy demands of the classroom<sup>1</sup></li> <li>2. Explain the purposes of language assessments (e.g., identifying language disorders, measuring progress)<sup>3</sup></li> <li>3. Identify specific language and related sensory and cognitive demands in assessment instruments and procedures<sup>3</sup></li> </ol>	Ehren, Murza, & Malani, 2012  Sections 1-12 of the QRI (this is a lot so please plan ahead!)	

	Topic	Class Outcomes	Readings/ Materials	Activities/ Assignments
Week 4 January 30 <sup>th</sup> & February 1 <sup>st</sup>	Principles of Assessment, cont. Administration of the QRI	<ol style="list-style-type: none"> <li>1. Explain the purposes of language assessments (e.g., identifying language disorders, measuring progress)<sup>3</sup></li> <li>2. Identify specific language and related sensory and cognitive demands in assessment instruments and procedures<sup>3</sup></li> <li>3. Describe sociocultural considerations in language assessment<sup>3</sup></li> <li>4. Describe the rationale for using the QRI over other reading measures<sup>3</sup></li> <li>5. Discuss the areas of literacy that the QRI assesses<sup>3</sup></li> <li>6. Interview stakeholders to ensure the evaluation is prioritized according to their needs<sup>6</sup>.</li> </ol>	Paul Chapters 11 and 13 Paul Chapter 2 (should be a review from 682) Scheffner Hammer, 2014 ASHA presentation	<p>Quiz 2: Scheffner Hammer, 2014 ASHA presentation due January 28<sup>th</sup> <sup>1,3</sup></p> <p>Quiz 3: QRI sections 1-12 <sup>1,3,5</sup> due February 31<sup>st</sup></p> <p>Language/Literacy Interview Protocol due February 4<sup>th</sup> <sup>1,3,5</sup></p>
Week 5 February 6 <sup>th</sup> & 8 <sup>th</sup>	Assessing the foundations of communication and social engagement Diagnostic Teaching Principles of Intervention, Types of Intervention, EBP Process, & Working across the four processes (LSRW)	<ol style="list-style-type: none"> <li>1. Describe the purposes of the Functional Communicate Profile and Communication Matrix<sup>3</sup></li> <li>2. Design an evaluation plan according to stakeholder priorities to determine language strengths, differences, and weaknesses from observation and assessment<sup>3,6</sup></li> <li>3. Discuss the purpose of using diagnostic teaching to guide your treatment plan<sup>2</sup></li> <li>4. State important principles of intervention<sup>2</sup></li> <li>5. Describe types of intervention approaches<sup>2</sup></li> <li>6. Employ evidence-based practice decision-making in selecting intervention approaches<sup>2</sup></li> <li>7. Analyze the relationships among listening, speaking, reading, and writing processes in intervention<sup>2</sup></li> </ol>	Introduction of FCP-R manual and the Communication Matrix Ukrainetz Chapter 2 Ehren, 2008 Paul Chapter 3 (optional)	<p>Evaluation Plan due February 11<sup>th</sup> <sup>1,3,5</sup></p> <p>Almost final draft of intervention research paper Due February 7<sup>th</sup> to the discussion board. <sup>2</sup></p> <p>Peer review of intervention research paper submitted in assignments tab on Canvas and also submitted to Discussion Board. Due February 11<sup>th</sup> <sup>2</sup></p>



	Topic	Class Outcomes	Readings/ Materials	Activities/ Assignments
Week 6 February 13 <sup>th</sup> & 15 <sup>th</sup> (online)	Backward Design and Developing a Treatment Plan: Writing Appropriate Goals Goal Setting & Goal Analysis Language Sampling Analysis	<ol style="list-style-type: none"> <li>1. Write language goals appropriate to specific ages and needs while considering stakeholder priorities<sup>2,6</sup></li> <li>2. Articulate the rationale for selection of a goal to stakeholders in writing and orally<sup>2,6</sup></li> <li>3. Break language goals down into component parts<sup>2</sup></li> </ol>	Kamhi, 2014 Cirrin & Gillam, 2008 (optional)	Final intervention research paper and handout. Both submitted on Canvas and handout also submitted to Discussion Board. Due February 18 <sup>th</sup> <sup>2</sup> Language Analysis Workshop to be completed individually or in groups online February 15 <sup>th</sup>
Week 7 February 20 <sup>th</sup> & 22 <sup>nd</sup>	Contextualized Skill Framework Metacognition primer	<ol style="list-style-type: none"> <li>1. Discuss the concept of a contextualized skill framework approach to intervention<sup>2</sup></li> <li>2. Describe what constitutes a learning strategies approach.<sup>2</sup></li> </ol>	Ukrainetz chapter 3 Strategy Instruction ERIC digest Ellis et al., 1991 (optional)	Paired Language Activity Homework due to assignments tab and discussion board and Peer Evaluation(s) due to assignments tab by February 25 <sup>th</sup> <sup>1,2,5</sup> Question/Answer Discussion 1(question due February 19 <sup>th</sup> , answer due February 22 <sup>nd</sup> ) <sup>1,2,5</sup>

	Topic	Class Outcomes	Readings/ Materials	Activities/ Assignments
Week 8 February 27 <sup>th</sup> & March 1 <sup>st</sup> (online)	Intervention: Phonology & Morphology	<ol style="list-style-type: none"> <li>1. Identify phonological language and literacy intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> <li>2. Identify morphological language and literacy intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> </ol>	Ukrainetz Chapters 12 & 13 (Tuesday), 14 (Thursday) Paul Chapter 12: focus on <i>Advanced Morphology</i> pp 498-499 (Thursday) Masterson, 2014 ASHA presentation (Thursday) Roth, 2014 ASHA presentation (optional)	Quiz 4: Masterson, 2014 ASHA presentation <sup>1,2</sup> due March 5 <sup>th</sup> Come prepared to discuss paired language activity on the 27 <sup>th</sup>
Week 9 March 6 <sup>th</sup> & 8 <sup>th</sup>	Intervention: Morphology cont. Syntax	<ol style="list-style-type: none"> <li>1. Identify morphological language and literacy intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> <li>2. Discuss the features that have been identified for effective syntax intervention in both spoken and written language.</li> </ol>	Scheule, 2014 ASHA presentation Singer, 2013 ASHA presentation (optional)	
<b>Spring Break</b> <b>March 10<sup>th</sup> – 18<sup>th</sup></b>				

	Topic	Class Outcomes	Readings/ Materials	Activities/ Assignments
Week 10 March 20 <sup>th</sup> & 22 <sup>nd</sup>	Intervention: Syntax & Semantics	<ol style="list-style-type: none"> <li>1. Discuss the features that have been identified for effective syntax intervention in both spoken and written language.<sup>2</sup></li> <li>2. Identify semantic language and literacy intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> </ol>	Paul pp. 499-501 & 604-606 Paul pp. 491-498 & 599-604 German, 2014 ASHA presentation Ukrainetz Chapters 8 and 7	Quiz 5: Schuele, 2014 ASHA presentation <sup>1,2</sup> due March 21st
Week 11 March 27 <sup>th</sup> & 29 <sup>th</sup>	Intervention: Pragmatics Considerations for Students with Significant Disabilities	<ol style="list-style-type: none"> <li>1. Identify pragmatic language and literacy intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> <li>2. Discuss specific considerations when intervening with individuals with significant disabilities.</li> </ol>	Paul Chapters 12 & 14 (focus on pragmatics sections) Sturm, 2014 ASHA presentation Mindblindness Chapter 1 (optional) Sturm, 2013 ASHA presentation (optional)	
Week 12 April 3 <sup>rd</sup> (Online) & 5 <sup>th</sup>	Intervention: Reading Comprehension	<ol style="list-style-type: none"> <li>1. Identify reading comprehension intervention techniques for a variety of disorder types, ages, and conditions<sup>2</sup></li> <li>2. Write an evaluation report that uses stakeholder-friendly language and accurately describes the assessment procedures and results and suggestions for intervention<sup>5,6</sup></li> <li>3. Communicate evaluation results to parents/caregivers using principles of effective communication and counseling<sup>5,6</sup></li> </ol>	Gillam, 2014 ASHA presentation Nippold, 2014 ASHA presentation Malani, 2014 ASHA presentation (optional) Ukrainetz Chapters 15 and 16	Be prepared to discuss the ASHA presentations and Ukrainetz on the 5 <sup>th</sup> Quiz 6: Nippold, 2014 ASHA presentation <sup>1,2</sup> due April 4 <sup>th</sup> QRI & Writing Assessment Project Diagnostic Teaching Session Plan, Evaluation Report, Intervention Plan and Project Reflection due April 8 <sup>th</sup> <sup>1,2,3,5</sup>

	Topic	Class Outcomes	Readings/ Materials	Activities/ Assignments
<p>Week 13</p> <p>April 10<sup>th</sup> &amp; 12<sup>th</sup></p>	<p>Student Engagement Service Delivery</p>	<ol style="list-style-type: none"> <li>1. Discuss the role motivation plays in reading and writing achievement. <sup>2</sup></li> <li>2. Explain the issues surrounding RtI at the secondary level. <sup>4</sup></li> <li>3. Discuss the issues surrounding service delivery in elementary, middle and high-schools. <sup>4</sup></li> </ol>	<p>Ukrainetz Chapter 1 Whitmire, 2013 ASHA presentation Noel, 2013 ASHA presentation SLI_Guidelines Blosser, 2014 ASHA presentation ASHA Roles doc. Graner, et al. 2005 (optional) Justice, 2006 (optional) Flynn, 2013 ASHA presentation (optional)</p>	<p>Quiz 7: Whitmire, 2013 ASHA presentation <sup>1,2</sup> due April 11<sup>th</sup></p> <p>Quiz 8: Blosser, 2014 ASHA presentation <sup>1,4</sup> due April 11<sup>th</sup></p>
<p>Week 14</p> <p>April 17<sup>th</sup> (online) &amp; 19<sup>th</sup> (online)</p>	<p>SLP Roles/Responsibilities &amp; Collaboration Schoolwide Literacy</p>	<ol style="list-style-type: none"> <li>1. Explain SLP's roles and responsibilities in relationship to others<sup>4</sup></li> <li>2. Explain collaboration with teachers, parents, and other service providers to promote generalization of language and literacy goals<sup>4</sup></li> <li>3. Explain the principles of effective collaboration<sup>4</sup></li> <li>4. Describe the challenges and opportunities that exist for schoolwide literacy at the secondary level. <sup>4</sup></li> </ol>	<p>Ehren, 2000 Reed, 2013 ASHA presentation Ehren, 2014 ASHA presentation</p>	<p>Question/ Answer Discussion 2 (question due April 18<sup>th</sup> and answer due April 22<sup>nd</sup>)<sup>4</sup></p>

	<b>Topic</b>	<b>Class Outcomes</b>	<b>Readings/ Materials</b>	<b>Activities/ Assignments</b>
Week 15 April 24 <sup>th</sup> & 26 <sup>th</sup>	Other Management Issues Scale-Up	<ol style="list-style-type: none"> <li>1. Discuss the roles of families and teachers in delivering intervention<sup>4</sup></li> <li>2. Describe the individualized education program (IEP) components and processes<sup>4</sup></li> <li>3. Evaluate the specific problems with scale-up at the elementary and secondary level with literacy practices<sup>4</sup></li> </ol>	IEP Guide (focus on pages 1-15)	Be prepared to discuss the readings and ASHA presentations from last week on the 24 <sup>th</sup>
May 4 <sup>th</sup>	Final Exam 8:00-10:30			Final exam <sup>1,2,3,4</sup>

\*Aspects of this syllabus may be modified at the discretion of the instructor. Changes will be posted in Canvas as needed.