

**SHS 432 Language Disorders II**  
**Fall, 2005**

Instructor of Record: Missy Schraeder, M.S., CCC-SLP

This class will be team-taught by Missy Schraeder and the staff of the DuBard School for Language Disorders.

Text: DuBard, E. and Martin, M. (2000). Teaching Language-Deficient Children.  
Cambridge, MA: Educators Publishing Service, Inc.

Class Location/Time: SRS 202, Tuesday/Thursday 3:50-5:05

Office: Room 115D of the DuBard School for Language Disorders

Phone: 601-266-5223 or 601-266-4966

Office Hours: By appointment or as available in and around DuBard School

Course Description: This course is designed to give students information about the types and characteristics of a variety of disorders that result in impaired receptive and expressive language as well as the instruments used to assess these disorders. In addition, students will be given the foundations for implementing the Association Method, a phonetic, multisensory, structured language method for teaching language, speech, and reading.

Examinations: Grades will be based on three exams, the child's sample book (a required class project which will be the equivalent of one test grade), and a comprehensive final exam. Each examination will be worth 100 points. Exams may consist of multiple choice, true-false, fill-ins, matching, short answer, listing, practical application, and/or essay questions. SCANTRON SHEETS WILL BE NEEDED FOR ALL BUT THE FIRST EXAM. Make-up exams require a written medical excuse or written excuse from the Dean of Students and may be given only at the discretion of the instructor. Tests will not be "dropped" to improve grades. Extra projects for the purpose of improving grades will not be given.

Grading Scale: 90-100 points = A  
80-89 points = B  
70-79 points = C  
60-69 points = D  
< 60 points = F

Cheating: Any student caught cheating will be subject to all penalties prescribed by university policy. This policy applies to the child's book project as well as to all exams.

Students are responsible for all materials including lectures, online notes, questions and announcements, and emails, assigned readings, and completion of the class project.

Graduate Students: An additional course project will be required.

## Class Outline

- I. Nature of the Problem/Historical Review
  - A. Language disorders/aphasia
    - 1. Developmental
    - 2. Acquired
    - 3. Characteristics: McGinnis, Eisenson, DuBard
    - 4. Relationship to auditory neuropathy
  - B. Dyslexia/specific learning disabilities
    - 1. Catt's definition
    - 2. NICHD and IDA definitions
    - 3. Statement on vision
    - 4. National Reading Panel report on literacy
    - 5. Early identification of language-based reading disabilities
    - 6. California Reading Initiative
    - 7. Mississippi Dyslexia Law
  - C. Auditory processing disorders
  - D. Apraxia
- II. Assessment Overview
  - A. Hearing
  - B. Articulation tests
  - C. Language tests
  - D. Learning aptitude
    - 1. Verbal
    - 2. Nonverbal
- III. Theories
  - A. Motor theory of speech perception
  - B. Information theory
- IV. The Association Method
  - A. Components of multisensory instruction
  - B. Avenues of learning—VAKT
  - C. Distinctive features/IMSLEC principles of instruction
  - D. Skills established
  - E. Procedures for implementing instruction to establish skills
  - F. Language content, skills, and principles
- V. Incremental Levels of the Association Method
  - A. First unit of language
    - 1. Phonemes
    - 2. Drop drills
    - 3. Cross drills

- B. Second unit of language
1. Repetitive sentences and questions
  2. Sentences and questions with numbers
  3. Whole-word vocabulary
  4. Animal stories and questions
  5. Inanimate object stories and questions
  6. Personal stories and questions
  7. Preposition sentences and questions
  8. Preposition round-up stories and questions
  9. Descriptive stories and questions
  10. Present progressive sentences and questions
  11. Present progressive stories and questions

- C. Third unit of language
1. Past tense sentences and questions
  2. Past tense stories and questions
  3. Imagination stories

- VI. Correlative programs
- A. Numbers and language math
  - B. Colors
  - C. Telling time

VII. Classroom management and application

**Course Schedule Fall 2005**

(Note: Schedule is tentative; changes will be made as needed.)

Date	Topic	Text Readings (2000 edition)	On-line Notes
Aug. 25	Introduction/ Nature of the Problem	Ch. 1	Sections 1.1 – 1.2
Aug. 30	Nature of the Problem	Ch. 1	Sections 2.1.1 – 3.8
Sept. 1	Auditory Processing	Ch. 2	Sections 4.1 – 4.6 and Section 4.8
Sept. 6	Assessment/Differential Diagnosis	Ch. 3-4	Section 5.1
Sept. 8	Differential Diagnosis	Ch. 3-4	Section 5.2
Sept. 13	Northampton Symbols	pages 161-170	Section 7.1.1
Sept. 15	Northampton Symbols, continued	pages 161-170	
Sept. 20	Theories/Distinctive Features	Ch. 5-6	Sections 4.7 – 4.8 Sections 6.1 – 6.2

Sept. 22	Language Content, Skills, and Principles	Ch. 5-6	
Sept. 27	<b>Exam 1:</b> Northampton symbol dictation/ Phoneme instruction	Ch. 7 pages 61-63 <b>**bring supplies</b>	Sections 7.1.1 – 7.1.4
Sept. 29	Phoneme instruction/ Reinforcement/IMSLEC	Ch. 7 pages 61-67	
Oct. 4	<b>Exam 2:</b> Chapters 1-6		
Oct. 6	Drop Drills/Cross Drills	Ch. 7 pages 67-78	Section 7.2.1
Oct. 11	Cross Drills continued	Ch. 7 pages 67-78	Sections 7.3.1 – 7.3.5
Oct. 13	Cross drills continued	Ch. 7 pages 67-78	
Oct. 18	Cross Drills continued	Ch. 7 pages 67-78	
<b>Oct. 21 Fall Holiday—No Classes Scheduled</b>			
Oct. 25	Repetitive Sentences and Questions	Ch. 7 pages 78-84	Sections 8.1.1 – 8.1.2
Oct. 27	Repetitive Sentences and Questions with Numbers	Ch. 7 pages 78-84	
Nov. 1	Advanced Cross Drills/ Whole-word teaching	Ch. 7 pages 87-88	
Nov. 3	Noun Page/Noun Cards/ Animal Stories and Questions	Ch. 7 pages 84-87	Sections 8.2.1 – 8.2.3
Nov. 8	<b>Exam 3:</b> Chapter 7		
Nov. 10	Inanimate Object Stories and Questions	Ch. 7 pages 88-89	Section 8.3.1
Nov. 15	AM Materials/Public School: Resource and Self-Contained		
Nov. 17	Personal Stories and Questions	Ch. 7 pages 89-90	Sections 8.4.1 – 8.4.2
Nov. 22	Preposition Sentences, Stories and Questions/ Descriptive Stories and Questions	Ch. 7 pages 91-96	Sections 8.5.1 – 8.6.2
Nov. 29	Present Progressive Sentences/ Questions and Stories/Questions	Ch. 7 pages 96-97	Sections 8.7.1 – 8.7.2
Dec. 1	Past Tense Sentences and Stories/ Imagination Stories	Ch. 7 pages 97-103	Sections 9.1.1 – 9.2.4
Dec. 6	Experience Stories/ Correlative Programs	Ch. 7 pages 101-102, Ch. 8	Sections 10.1 – 10.4
Dec. 8	Math/Telling Time/ Application and Case Studies	Ch. 8-11	Sections 11.1 – 12.4
<b>Dec. 15 2:00 - 4:30 FINAL EXAM</b>			

## Dates for turning in Child Sample Book (project) pages will be announced in class, on the course calendar, and via email. A large brown envelope will be used to turn in project pages.

**\*\*SUPPLIES NEEDED FOR SAMPLE CHILD'S BOOK**

- \*4-5 good quality felt-tip pens (no yellow). Sample will be shown in class.
- \*Wide-ruled (not college-ruled) loose-leaf paper
- \*Ruler
- \*Two large brown envelopes
- \*3-ring binder
- \*Picture materials: A variety of picture materials will be useful. They may be from magazines, old workbooks, etc. Pictures should be realistic, in color, and neatly trimmed. Further details will be given as needed. **OPTIONAL/RECOMMENDED:** 500 Words to Grow On. (\$3.95 picture dictionary) or Picture This software (\$89.95) available in the Hub bookstore.

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232     Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).