Course Description

The purpose of this course is to provide background information concerning current treatment procedures used to treat the language problems of children with additional diagnoses.

TEXT: There is not a required text. Recommended reading will be provided.

ADDITIONAL READINGS: Recommended handouts will be provided for select topics.

PREREQUISITES: SHS 301, 431, or the permission of the Instructor. A cumulative grade point average of 2.75.

COURSE REQUIREMENTS: Students will be expected to attend all lectures. Much of the information obtained in class will be from the lectures. If there are more than two unexcused absences, the final grade will be lowered one grade. There will be several examinations.

GRADING: The examinations will count equal weight. The following grading system will be used.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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There will be make-up examinations only if the student has a medical excuse or an excuse from the instructor. If a student misses an examination, it is the responsibility of the student to make arrangements for the makeup exam. Information missed in class is also the responsibility of the student.

REMEDICATION: Students that are failing the course or who do not have a satisfactory grade average will be responsible to increase their level of competency. They may meet with the Instructor and follow a plan of remediation which may include additional reading, attending study groups etc.

OBJECTIVES: Students will:

1. Identify the clinical characteristics common to the low incidence pediatric population.
2. Describe the language differences common to the low incidence pediatric population.
3. Describe appropriate assessments and modifications to be used during evaluation.
4. Provide intervention strategies that are important for communication.
5. Identify and define terms relative to each disorder.

INDICATORS: Students will demonstrate mastery of the objectives by examinations and by discussions.

Target: Students will achieve a grade of 70% or better on all assignments.

The information in this course addresses information necessary for meeting ASHA Standards.

TOPICS:

1. Philosophy of Intervention
   A review of topics which are essential to the development of effective treatment programs and the development of effective clinicians.

II. Traumatic Brain Injury
   Characteristics and assessment of children with TBI. Treatment procedures, being a case manager, and family issues.
   EXAMINATION

III. Attention Deficit Disorder
   Definitions and assessment issues. Understanding co-existing conditions associated with ADHD. Treatment procedures which include a biophysical model, behavior interventions, and language intervention.
   EXAMINATION

IV. Autism spectrum Disorders
   Definition and the Speech-language pathologist’s role in assessment and treatment. Identify social impairments as one of the defining characteristics of autism. Describe types of communication interventions.
   EXAMINATION

V. Individuals With Intellectual Disabilities
   Classifications of intellectual disabilities, state causal factors, and list evaluation and treatment protocols for children.
   EXAMINATION
V. Substance Abuse
Describe substance abuse and its impact of the fetus in the areas of fetal growth and development. Understand the possible effect of substance abuse on neurobehavioral, neuromotor, physical, cognitive, and language development. Describe the language disorders that accompany children exposed to substance abuse.

EXAMINATION

VII Psychiatric Disorders in the Speech-Language Impaired Youngster.
Name four major psychiatric areas involved in speech and language disorders and list speech and language characteristics observed in each of the four categories. Describe what a functional behavior assessment is. Describe three commonly used intervention strategies for individuals with pragmatic language deficits.

EXAMINATION

ACADEMIC HONESTY:
Students are expected to adhere to the highest standards of academic honesty. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Undergraduate Bulletin.

CELL PHONES:
Cell phones must be on vibrate and need to be kept off of desk tops. Texting during class is not permitted. If you need to take a call, please step out into the hall.

ADA SYLLABUS STATEMENT
If a student has a disability that qualifies under the American with Disabilities Act 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.

Voice telephone: (601) 266-5024
TTY 1-800-582-2233