SHS 532 Language Disorders II: Habilitation of Oral and Written Language Disorders

Required Texts:


Required Materials: The following DuBard Association Method® materials are required and may be purchased through the Southern Miss Barnes & Nobles bookstore.

- Manuscript Cards *(LEAP version)*
- Noun Picture Cards (4” x 6” size)
- Drop Drill Flipbook
- Drop Drill Practice Pages

The purchase of DuBard Association Method® Noun Picture Vocabulary Stickers is optional.

Students will need to purchase a binder and page dividers to make a therapy notebook. Details will be discussed in class.

Course Description: This course is designed to review information about the types and characteristics of a variety of disorders that result in impaired receptive and expressive oral and written language, including dyslexia. In addition, students will be given the foundations for implementing the DuBard Association Method®, a phonetic, multisensory, structured language method for teaching language, speech, and reading.

Grading: Grades will be based on written and performance assessments. A total of 1000 points may be earned for the course based on the following assessments.

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Observation reports (4 at 25 points)</td>
<td>100</td>
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<tr>
<td>Dictation of Northampton symbols:</td>
<td>100</td>
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<tr>
<td>Oral production of phonemes:</td>
<td>100</td>
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<tr>
<td>Written assessment—CV/CVC cross drills:</td>
<td>100</td>
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<tr>
<td>Written assessment—summary exam:</td>
<td>175</td>
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<tr>
<td>Performance—Review in Structure:</td>
<td>100</td>
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<tr>
<td>Performance—Cross Drill:</td>
<td>100</td>
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<tr>
<td>Project book:</td>
<td>100</td>
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<tr>
<td>Additional reading assignments:</td>
<td>125</td>
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</tbody>
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Total Points Possible: 1000 points
Grading Scale:  
93-100%   A  
90-92%    A-  
87-89%    B+  
83-86%    B   
80-82%    B-  
77-79%    C+  
73-76%    C   
70-72%    C-  
67-69%    D+  
60-66%    D   
< 60%     F  

Academic Integrity: All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy: https://www.usm.edu/institutional-policies/policy-acaf-pro-012 Note that repeated acts of academic misconduct will lead to expulsion from the University.

This policy applies to the sample book project as well as to all exams.

Behavior Policy: All students enrolled in The University of Southern Mississippi, including this course, are governed by the University’s “Policy on Classroom Responsibilities of Faculty and Students,” as outlined in the Student Survival guide. Students who engage in behavior that disrupts the learning environment may be asked to leave the class. For more information, please visit http://www.usm.edu/pubs/studenthandbook/.

Knowledge and Skills Acquisition (KASA)  
The ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology requires students to demonstrate “knowledge acquisition” for all content areas covered in this course. Any grade below a ‘C’ will be considered lack of knowledge acquisition for the content area tested. You will be required to repeat any test or assignment until you demonstrate 70 percent proficiency in the content area. You will not be credited with the improved grade in this situation, only the “knowledge acquisition.”

In order to meet KASA standards 70% accuracy must be achieved on each unit test and quiz. If you fall below this criterion, it will be your responsibility to meet with the instructor, develop an action plan to improve your knowledge/skills, and set a date to retake the examination(s).
You must also reach a performance level of 70% on the project and any related assignments. Again, if you fall below the criterion, it will be your responsibility to meet with the instructor and develop an action plan to improve your knowledge/skills. Although your improved performance on the retaking of an exam or revising the project/assignments will not change your grade, it may contribute to an improved score on the comprehensive final examination, thus impacting your course grade. Individuals who do not meet this competency must meet with the instructor and complete additional work until 70% is reached.

Standard III-B (Basic Human Communication Processes): General (linguistic); Receptive/Expressive Language (linguistic)

Standard III-C (Nature): Receptive/Expressive Language (etiologies, characteristics)

Standard III-D (Principles/Methods): Receptive/Expressive Language (prevention, intervention)

**Class Outline**

I. Review background information

   A. Language disorders/aphasia
   B. Dyslexia/specific learning disabilities
   C. Auditory processing disorders/ Apraxia
   D. Theories
      1. Motor theory of speech perception
      2. Information theory
   E. Multisensory intervention
      1. Components of multisensory instruction—VAKT
      2. Historical development of multisensory intervention
      3. IMSLEC principles of instruction
      4. International Dyslexia Association Knowledge and Practice Standards

II. Historical development of the DuBard Association Method®

   A. McGinnis
   B. DuBard
   C. Distinctive features of the method

III. Incremental Levels of the DuBard 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 language
8. Descriptive stories and questions
9. Present progressive verb language

C. Third unit of language
   1. Past tense verb language
   2. Imagination stories

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

**SUPPLIES NEEDED FOR SAMPLE BOOK**

*4-5 good quality felt-tip pens (no yellow). Sample will be shown in class. (PaperMate flairs work well.)
*Wide-ruled (not college-ruled) loose-leaf paper
*Ruler
*One 1-inch, 3-ring binder

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 ODA at oda@usm.edu.

Additional Required Readings:

