Prerequisite: SHS 432/532 or the equivalent

Required Texts:


Course Description: This course is designed to give information about the structure of oral and written language, with an emphasis on impaired written language (i.e. dyslexia). In addition, participants will review the foundations for implementing the beginning units of the DuBard Association Method®, a phonetic, multisensory, structured language method for teaching language, speech, and reading. Participants will be given in-depth instruction for implementing the advanced units of language, with the primary focus being the upper levels of the DuBard Association Method®, as well as the structure of the language used at each level.

Credit Hours: This course provides three credit hours at the graduate level.

Assessment of Competency: Participants will complete the following competencies with 80% accuracy for successful completion of the Seminar.

1. Write a cross drill for a CVCC or CCVC word.
2. Generate primary questions for specific sentence structures.
3. Indicate best use of picture material for DuBard Association Method® instructional levels.
4. Write a basic story and corresponding primary questions for a single picture (preposition round-up or present progressive).
5. Write an advanced story and corresponding primary questions for a single picture (preposition round-up or present progressive).
6. Generate controlled language story. Create comprehension questions based on text material.
7. Complete an upper level sample child’s book.

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. Students will be required to repeat any test or assignment until 70+ percent proficiency in the content area is demonstrated. Students 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. It will be the responsibility of the students to meet with the instructor, develop an action plan to improve knowledge/skills, and set a date to retake the examination(s). Students must also reach a performance level of 70% on the project and any related assignments. Again, it will be the responsibility of the students to meet with the instructor and develop an action plan to improve knowledge/skills. Although improved performance on the retaking of an exam or revising the project/assignments will not change the grade, it may contribute to an improved score on the comprehensive final examination, thus impacting the final course grade. Individuals who do not meet this competency must meet with the instructor and complete additional work until 70% is reached.

KASA standards addressed in this course include, but are not limited to, the following:

**Standard III-C.** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
  - Etiologies
  - Characteristics

- Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning
  - Etiologies
  - Characteristics

**Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

- Receptive and Expressive Language
  - Assessment
  - Intervention

- Cognitive aspects of communication
  - Assessment
  - Intervention

**Standard IV-G:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)
a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
d. Measure and evaluate clients'/patients' performance and progress.
e.Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

Cheating: Any student caught cheating will be subject to all penalties prescribed by university policy. This policy applies to the student's 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/.

The Writing Center: Students at The University of Southern Mississippi have access to individualized assistance with writing assignments for any course through the University's Writing Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process, including brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading skills. For more information, please visit http://www.usm.edu/writing-center/students.

The Speaking Center: Students at The University of Southern Mississippi have access to individualized assistance with speeches, presentations, and even thesis and dissertation defenses through the Speaking Center. Further, the Speaking Center can assist students with help with professional presentation during job interviews, conference presentations, and other off-campus speaking engagements. For more information, please visit http://www.usm.edu/speaking-center/what-we-do-0.

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 ODA at oda@usm.edu.
Class Outline:

I. Nature of the Problem/Historical Review
   A. Dyslexia definition
   B. Social/emotional components of dyslexia
   C. Research report: NIH, CRI, brain plasticity
   D. Chall’s prerequisites for reading and writing
   E. History of language

II. Review of the DuBard Association Method®
   A. Theories
   B. Components of multisensory instruction
   C. Distinctive features of the DuBard Association Method®
   D. Northampton symbols: oral production and dictation
   E. Levels of instruction and their purposes
   F. Application of Fitzgerald Key
   G. Skills to be established
      1. Recognition of written pattern associated with skills for oral reading
      2. Precise speech for written pattern skills
      3. Establish meaning (semantics)
      4. Copying written form
      5. Memory for written form
      6. Auditory-visual skills for recognition of linguistic forms
      7. Auditory skills for recognition of linguistic content via auditory system

III. Correlative Content
   A. Time concepts
      1. Clock
      2. Calendar: days, months
      3. Language of sequences
   B. Math
      1. Language math
      2. Math facts: addition, subtraction, multiplication, division
      3. Word problems, basic and advanced

IV. Textbook Usage
   A. Math
   B. Reading, vocabulary-controlled stories
   C. Spelling
   D. English

V. Organizational Skills

VI. Syllabication

VII. Classroom Management and Lesson Planning

VIII. IEP Development/Common Core Standards/Materials