

Initial and Signature Page

Initials: Division Chair _____ Registrar _____ Teacher Education Chair _____

Division:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____

Division Chair

Date

Reason(s) for disapproval: _____

Teacher Education Committee:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____
_____ TE vote not required

Teacher Education Chair

Date

Reason(s) for disapproval: _____

Curriculum Committee:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____

Curriculum Committee Chair

Date

Reason(s) for disapproval: _____

Faculty Association:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____

Faculty Association President

Date

Reason(s) for disapproval: _____

VPAA:

_____ Approve _____ Disapprove _____

VPAA

Date

Reason(s) for disapproval: _____

University President:

_____ Approve _____ Disapprove _____

University President

Date

Reason(s) for disapproval: _____

USAO Board of Regents:

_____ Approve _____ Disapprove _____

Chair, USAO Board of Regents

Date

Reason(s) for disapproval: _____

Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).¹
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.²
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.³
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

¹ A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

² It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

³ A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member _____

Date _____

Department: _____

Division: _____

Present course #: _____

Present course title _____

Type of change (check all that apply):

☐ Change in course #

Proposed course #: _____

☐ Change in course title

Proposed course title: _____

☐ Change in course description

Has your program undergone a program review within the last 5 years? ☐ yes ☐ no

Append the following:

- A. Description of the proposed change to the course description, if applicable.
- B. Justification for the proposed change.
- C. Sample syllabus for the changed course.
- D. Old course syllabus for comparison.
- E. If this is a resubmission of a previous curriculum change, include a description of the changes that have been made to the proposal.

Change in Existing Course

A. Description of the proposed change to the course description, if applicable.

It is proposed to change the title of Language Disorders I to Childhood Language Disorders.

B. Justification for proposed change:

For years, the SLP department had two courses titled Language Disorders I, which focused on childhood language disorders, and Language Disorders II, which focused on acquired language disorders in adults. Within the last two years, Language Disorders II became Neural Bases of Acquired Communication Disorders. This left Language Disorders I without a II. The I is no longer necessary.

In addition, it is desirable to specify that Language Disorders I focuses on the language disorders that apply directly to children within the developmental age range as this is the area on which the course focuses. Because Neural Bases of Acquired Communication Disorders focuses more on adult language disorders due to stroke, dementia, or traumatic brain injury, it is favorable to specify which of our courses focuses on children's language disorders. It is believed that calling the course Childhood Language Disorders will better represent the content of the course and will not leave a question as to why it has a I at its end. As can be seen in the attached syllabi, other than updating current material to use the term language development where appropriate, no other changes to the course are being made.

C. Sample syllabus for the changed course.

Attached.

D. Old course syllabus for comparison.

Attached.

E. If this is a resubmission of a previous curriculum change, include a description of the changes that have been made to the proposal.

Does not apply.

SLP 2343 Childhood Language Disorders
Course Syllabus

- I. Instructor: Linda McCoy, M.Ed., CCC-SLP
Office in Speech-Language Clinic in Gary Hall 116e
Office Phone: 574-1256
E-Mail: lmccoy@usao.edu
Office Hours: MW 10:00 -11:00 am (I supervise in the Speech and Language clinic in the afternoons and may be available for appointments.)
TTh 3:00-4:00
F 10:00-11:00, 1:00-4:00

II. Course Description:

SLP 2653 is the study of language disorders affecting children. This introductory course describes the models of assessment and intervention, terminology, intervention goals, procedures and contexts, causes and prevention of language impairment, special populations affected by language disorders and the effects of culture on language development and use.

II. Course Rationale:

The Standards and Implementation of the American Speech-Language and Hearing Association (ASHA) require course work, which includes information on the basic processes of communication disorders, their treatment and prevention. This course provides information specific to language disorders in children.

III. Course Outcomes:

At the successful completion of the course, the student will be familiar with the scope of language disorders in children and with intervention approaches in order to apply their knowledge in the clinical setting with children diagnosed as having a language disorder.

IV. Course Text:

Kaderavek, Joan (2015). *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention*, Second Edition. Boston: Pearson Publishers.

V. Procedures:

The course will meet two times per week on Tuesdays and Thursday at 9:30 to 10:55 AM. The course is designed to be primarily a collaborative/cooperative learning format. Students will participate during in class and out of class assignments. Students **are expected to have read all assigned readings in preparation to discuss and interact** with classmates and the instructor about the material. In addition, students are expected to attend all class meetings, turn in all assignments and take tests at the scheduled times. Late work will have points deducted from the grade. You will have the opportunity to develop professional work skills by showing up on time, being prepared for the class, and providing your full attention. This means no texting or

answering your phone during class. Cell phones should not be in view during the class time or exam sessions. Lap top computers used in class are for note taking only.

In class assignments are related to attendance and participation points

- Students will be asked to write reaction comments in class. These will be written in response to an assignment or question asked during the class meeting. These may also take the form of pop quizzes.
- Students will be divided into small groups for discussion and reporting of previously read textbook material.
- Each student will present “talking points” of assigned material during the class session.

Out of class assignments

- Students must read assigned material *before* coming to class. Pay close attention to the Chapter Overview Questions for each chapter. Look at the headings in the chapters to gain a basic outline of the material/concepts of the chapter topic. Read the summary of the chapter before and after reading the chapter. Read the textbook with the goal of understanding the material. Repeated readings are recommended. Review the PowerPoint slides for the chapter before the class period.
- Each student will present “talking points” of assigned material from the textbook or assigned readings. The “talk” will be orally presented with notes, but not read. The student will review the assigned talking point until they can present without reading notes or the book. Grades for the talking points will relate to the ability to relate accurate information to the class. The student is responsible for alerting the instructor on the day the talking point is due.
- Each student will compile a one to two page fact sheet about a language disorder of a special population of children. Special populations that may have concomitant language disorders are children with cerebral palsy, Down syndrome, Williams syndrome, Fetal Alcohol syndrome, cochlear implants, ASD, Fragile X syndrome, and others. The fact sheet will contain a definition of the disorder, the possible features of language affected by the disorders and potential treatment of the language disorder.
- Study for the examinations every day. Review class notes, textbook chapters frequently, and answer the chapter overview questions.
- Journal articles will be read, summarized, and handed in for grading.

Resources:

- Students will use the assigned text, as well as additional readings assigned by the instructor.

- Students are encouraged to use the Nash Library on the campus of USAO for additional texts and resources for the study of language disorders in children. A computer lab is available in Gary Hall, the Nash Library and other spots across the USAO campus for your use.
- Check Mrs. McCoy's *Canvas* for updated course information.
- PowerPoint lecture slides will be used in class and found on the Language Disorders I *Canvas* site.
- Students can create study guides from the Chapter Overview Questions found at the beginning of each chapter. Additional study questions will be presented via lecture PowerPoints. It is advisable to write/type out the Chapter Review Questions to use as a note-taking guide for each chapter in the Kaderavek textbook. Check the tentative course calendar to find the numbers of the Chapter Overview Questions recommend by Mrs. McCoy.

VI. Contributions to Speech-Language Pathology Program Competencies

The identification and intervention of language disorders in children is a significant portion of the scope of practice for a Speech-Language Pathologist. This course fulfills, partially or fully, the Oklahoma Competencies for licensure and certification in speech language pathology, revised 2009. The competencies are listed in parenthesis after the stated course objectives.

1. Understand the models, theories and philosophies that provide the basis for the practice of speech/language pathology, in the following knowledge areas:
 - ☐ content areas in speech/language pathology (language, articulation, voice, fluency, augmentative communication)
 - ☐ etiologies which may contribute to communication impairments
 - ☐ a working understanding of other assessments (medical, psychological, audiological, etc.)
 - ☐ modality (spoken, written, sign)
2. Demonstrate the ability to screen, evaluate, and diagnose students with suspected communication impairments using a variety of formal and informal procedures.
3. Plan and implement evidenced based intervention strategies and the appropriate service delivery models for students with communication impairments.
4. Implements practices that recognize the multicultural issues and the effect of cultural and linguistic diversity on students' communication skills and learning styles.

VII. Course Objectives:

- A. The student will describe several models of language disorders and define terminology pertinent to language disorders. (1 & 3)

- B. The student will describe suspected causes of language disorders in children and understand the SLPs role in prevention and intervention. (1)
- C. The student will be familiar with a variety of special populations that are affected by language disorders and understand considerations for their intervention planning. (1, 2, 3 and 4).
- D. The student will understand the principles affecting language intervention with the culturally and linguistically different child. (4)
- E. The student will understand the principles of intervention, how to develop intervention plans (including IEP or IFSP) and how to evaluate intervention outcomes. (3)
- F. The student will describe intervention strategies for the various stages of language development from birth through adolescence. (1 & 3)

Big questions that this course will answer: (To be completed the first days of class)

VIII. Course Requirements:

- A. Read all reading assignments before each class discussion.
- B. Participate fully in all collaborative/cooperative learning activities in class.
- C. Prepare assigned “talking points”.
- D. Compile a fact sheet about a special population that have concomitant language disorders.
- E. Attend class meetings and be on time, take notes, take quizzes and participate in discussion.
- F. Read and summarize 3 journal articles.
- G. Take three examinations.

IX. Evaluation Criteria:

Completion of all course requirements yields 600 points. The final course grade will be determined as follows:

- A. Three examinations (Each 100 points) = 300 points
- B. Assignments: Fact Sheet (25 points), Journal Summaries (50 points each), Talking Points (10 points), Reaction Writings and Pop Quizzes (65 points total), Attendance and Participation (50 points total) = 300 points

90%+ of available points	=	A
80%+ of available points	=	B
70%+ of available points	=	C
60%+ of available points	=	D
59%- of available points	=	F

X. Class Policy:

Students are expected to attend all classes and be prepared with assigned readings, completed reports and activities or to complete scheduled examinations. These are all features of

professional conduct that are required of speech-language pathologists. Practice attending now. Your future job won't allow you to slack in this area. You will be graded on in class participation to encourage you to be prepared for each day.

Students are expected to listen when the instructor or class member is presenting. It is disrespectful to talk to your neighbor when someone else is speaking to the entire class.

If assignments are turned in late, points will be deducted from the grade. If a student misses a scheduled exam, a penalty of 10 points is deducted from the grade. It is the responsibility of the student to contact the instructor to reschedule the exam.

Students are expected to refrain from use of cell phones during class time. It is not acceptable to text during lectures, small group activities, or during presentations. Your cell phone should not be visible to you during the class sessions or exam periods. Lap top computers may be used during class only to take notes, but not to email or browse the internet.

Any student who has a documented disability that renders him incapable of fulfilling the course requirements as described should meet with the instructor during the first week of class so suitable modifications can be implemented to insure successful completion of the course. Please contact personnel in Student Services, as well. According to the ADA, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and require classroom accommodations, contact the office of Student Services located on the third floor of the Student Center. Please advise the instructor of your disability as soon as possible to ensure timely implementation of appropriate accommodations. Faculty members have an obligation to respond when they receive official notice of a disability from Student Services but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. Call 405-574-1326 for more information.

Honesty is of the utmost importance in the field of Speech-Language Pathology. Most employment situations do not require on-site supervision requiring SLPs to possess a moral compass/ethical behavior that does not cut corners, lie, or cheat. USAO does not tolerate dishonesty in academic work.

XI. Tentative Course Calendar

Week 1 Aug 22	Introduction to the course Ask "big" questions! Examine syllabus and discuss the course principles.
Week 2 Aug 27 Aug 29	The Foundations of Language and Clinical Practice Read Kaderavek chapter 1, COQ # 1,2,3 Locate the ASHA definition of a childhood language disorder. Answer the questions: What is communication? What is language? What do the terms content, form, and use refer to in relation to language? What is the meaning of semantics, phonology, syntax, morphology, and pragmatics?

Week 3 Sept 3 5	Language Theory and Communication Subdomains Read Kaderavek pages 15-25, COQ #1,2,3 What are the listed language theories? Read Kaderavek pages 26-41 COQ #4,5,6 What are the five communication subdomains?
Week 4 Sept 10 12	Diagnosis of Language Disability Read Kaderavek Summary for Chapter 3. Find the standard deviation and standard score that a child considered to be language impaired. This statement is found on page 57 under the heading of standard deviation. Talking Points #1,2,3,4 Read Kaderavek pages 119-125 What are the main concepts in this section of the text? Journal Article #1 Due
Week 5 Sept 17 19	Principles of Intervention Read Kaderavek Chapter 5, pages 135-153 COQ # 1,2,3 Read Kaderavek Chapter 5, pages 154-168. COQ# 4,5 Journal Article #2 Summary Due <i>Behavioral Issues in Therapy</i> See PPT on Canvas.
Week 6 Sept 24 26	Exam # 1 Children with Specific Language Impairment Read Kaderavek chapter 6, pages 171-199 COQ #1,2,3
Week 7 Oct 1 3	Conclude study of children with SLI, COQ #4,5 Talking Point # 6,7 Children with Intellectual Disability Read text chapter 8 pages 235-247, COQ #1,2,3,4,6
Week 8 Oct 8 10	Read text chapter 8, pages 248-267 Talking Point # 8,9,10 Children with Autism Spectrum Disorders Read Kaderavek chapter 8, pages 271-284 COQ#1,2 Talking Point #11
Week 9 Oct 15 17	Continue with ASD Read Kaderavek 284-291, COQ 3,4,5 View ASHA DVD <i>Supporting the communication of children with autism spectrum disorders</i> . Diehl, Sylvia Fall Break
Week 10 Oct 22 24	Continue with Children with ASD View Temple Grandin, HBO movie Turn in Fact Sheet
Week 11 Oct 29 31	Conclude Discussion of Children with ASD Exam # 2
Week 12 Nov 5 7	Language Issues in Children with Hearing Loss Read Kaderavek Chapter 7, pages 207-219, 221, & 227-232 COQ# 3,5,7,8 Early Literacy, Reading, and Writing for School-Age Children Read Kaderavek Chapter 10 pages 296-312. COQ #1,2,3

Week 13 Nov 12	Continue with Discussion of Literacy
14	Read text pages 323-355 COQ 4,5,6,7 Talking Points # 5, 12, 13, 14 Multicultural Issues and Augmentative and Alternative Communication (AAC) and Children with Language Disorders See multicultural PPT on Canvas Read Kaderavek pages 348-357, 365-371 COQ # 1,2 Journal Article # 2 due.
Week 14 Nov 19 21	Intervention Ideas Thematic units, curriculum, and use of trade books in intervention Writing objectives, creating materials, and implementing therapy Journal Article #3 due.
Week 15 Nov 26 28 Week 16 Dec 5	Course Review Review course principles Thanksgiving Holiday Comprehensive Final Exam, Thursday at 9:30 to 11:00 am.

Talking Points are short sections of the text that are assigned to classmates to be reported to other classmates on the appointed dates. The text should be so familiar that the *talker* does not read the text to their fellow classmates.

1. Report the pragmatic categories that are used by young children on page 83.
2. Explain “fastmapping” as discussed in Research Focus 3.8.
3. Explain why children with language disorders have difficulty learning verbs Learning More Focus 5.4.
4. Explain the four guiding principles for vocabulary instruction in Clinical Skill Building Focus 5.6.
5. Discuss the findings in Focus 6.3.
6. Explain how to create a “language experience book. See page 230 and Table 7.10.
7. Discuss the strategies for Accommodating Processing Differences in Figure 8.4.
8. Explain the language difficulties that may be suspected for a child with Down syndrome.
9. Explain the language difficulties that may be suspected in a child with Fragile X syndrome.
10. Explain the language difficulties that may be suspected in a child with Williams syndrome.
11. Report the DSM-5 Criteria for Autism Spectrum Disorder in Table 9.1
12. Report the definitions for “print concepts” and “alphabetic skills” and list the skills in Table 10.2.
13. List the developmental phonological skills in Table 10.1.

14. Explain “Elkonian Boxes” and provide examples of how to use them.

Journal Articles

Read the articles and type a two page summary of the article to turn in to Mrs. McCoy.

Journal Articles

1. Hadley, Pamela A. & Walsh, Kathleen M. (2014) Toy Talk: Simple Strategies to Create Richer Grammatical Input, *Language, Speech, and Hearing Services in Schools*, 45, p159-172 Jul 2014.
2. Guiberson, M., & Ferris, K., (2019) Early Language Interventions for Young Dual Language Learners: A Scoping Review, *American Journal of Speech-Language Pathology*. Aug2019, Vol. 28, p945-963.
3. Plante, E., Mettler, H., Tucci, A., & Vance, R., (2019) Maximizing Treatment Efficiency in Developmental Language Disorder: Positive Effects in Half the Time. *American Journal of Speech-Language Pathology*, Vol. 28, p1233-1247.

**Don't Delay,
Start Today!!!!**

SLP 2343 Language Disorders I/Childhood Language Disorders
Course Syllabus, Revised Fall 2019

I. Instructor: Linda McCoy, M.Ed., CCC-SLP

Office in Speech-Language Clinic in Gary Hall 116e

Office Phone: 574-1256

E-Mail: lmccoy@usao.edu

Office Hours: MW 10:00 -11:00 am (I supervise in the Speech and Language clinic in the afternoons and may be available for appointments.)

TTh 3:00-4:00

F 10:00-11:00, 1:00-4:00

II. Course Description:

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Week 2 Aug 27 Aug 29	The Foundations of Language and Clinical Practice Read Kaderavek chapter 1, COQ # 1,2,3 Locate the ASHA definition of a childhood language disorder. Answer the questions: What is communication? What is language? What do the terms content, form, and use refer to in relation to language? What is the meaning of semantics, phonology, syntax, morphology, and pragmatics?
Week 3 Sept 3 5	Language Theory and Communication Subdomains Read Kaderavek pages 15-25, COQ #1,2,3 What are the listed language theories? Read Kaderavek pages 26-41 COQ #4,5,6 What are the five communication subdomains?
Week 4 Sept 10 12	Diagnosis of Language Disability Read Kaderavek Summary for Chapter 3. Find the standard deviation and standard score that a child considered to be language impaired. This statement is found on page 57 under the heading of standard deviation. Talking Points #1,2,3,4 Read Kaderavek pages 119-125 What are the main concepts in this section of the text? Journal Article #1 Due
Week 5 Sept 17 19	Principles of Intervention Read Kaderavek Chapter 5, pages 135-153 COQ # 1,2,3 Read Kaderavek Chapter 5, pages 154-168. COQ# 4,5 Journal Article #2 Summary Due <i>Behavioral Issues in Therapy</i> See PPT on Canvas.

Week 6 Sept 24 26	Exam # 1 Children with Specific Language Impairment Read Kaderavek chapter 6, pages 171-199 COQ #1,2,3
Week 7 Oct 1 3	Conclude study of children with SLI, COQ #4,5 Talking Point # 6,7 Children with Intellectual Disability Read text chapter 8 pages 235-247, COQ #1,2,3,4,6
Week 8 Oct 8 10	Read text chapter 8, pages 248-267 Talking Point # 8,9,10 Children with Autism Spectrum Disorders Read Kaderavek chapter 8, pages 271-284 COQ#1,2 Talking Point #11
Week 9 Oct 15 17	Continue with ASD Read Kaderavek 284-291, COQ 3,4,5 View ASHA DVD <i>Supporting the communication of children with autism spectrum disorders. Diehl, Sylvia</i> Fall Break
Week 10 Oct 22 24	Continue with Children with ASD View Temple Grandin, HBO movie Turn in Fact Sheet
Week 11 Oct 29 31	Conclude Discussion of Children with ASD Exam # 2
Week 12 Nov 5 7	Language Issues in Children with Hearing Loss Read Kaderavek Chapter 7, pages 207-219, 221, & 227-232 COQ# 3,5,7,8 Early Literacy, Reading, and Writing for School-Age Children Read Kaderavek Chapter 10 pages 296-312. COQ #1,2,3
Week 13 Nov 12 14	Continue with Discussion of Literacy Read text pages 323-355 COQ 4,5,6,7 Talking Points # 5, 12, 13, 14 Multicultural Issues and Augmentative and Alternative Communication (AAC) and Children with Language Disorders See multicultural PPT on Canvas Read Kaderavek pages 348-357, 365-371 COQ # 1,2 Journal Article # 2 due.
Week 14 Nov 19 21	Intervention Ideas Thematic units, curriculum, and use of trade books in intervention Writing objectives, creating materials, and implementing therapy Journal Article #3 due.

Week 15	Course Review
Nov 26	Review course principles
28	Thanksgiving Holiday
Week 16	
Dec 5	Comprehensive Final Exam, Thursday at 9:30 to 11:00 am.

Talking Points are short sections of the text that are assigned to classmates to be reported to other classmates on the appointed dates. The text should be so familiar that the *talker* does not read the text to their fellow classmates.

1. Report the pragmatic categories that are used by young children on page 83. **Zane**
2. Explain “fastmapping” as discussed in Research Focus 3.8. **Karlie**
3. Explain why children with language disorders have difficulty learning verbs Learning More Focus 5.4. **Kylee**
4. Explain the four guiding principles for vocabulary instruction in Clinical Skill Building Focus 5.6. **Jeffie**
5. Discuss the findings in Focus 6.3. **Jessica**
6. Explain how to create a “language experience book. See page 230 and Table 7.10. **Renee**
7. Discuss the strategies for Accommodating Processing Differences in Figure 8.4. **Amber**
8. Explain the language difficulties that may be suspected for a child with Down syndrome. **Jasmin**
9. Explain the language difficulties that may be suspected in a child with Fragile X syndrome. **Georgia**
10. Explain the language difficulties that may be suspected in a child with Williams syndrome. **Haley**
11. Report the DSM-5 Criteria for Autism Spectrum Disorder in Table 9.1 **Destinee**
12. Report the definitions for “print concepts” and “alphabetic skills” and list the skills in Table 10.2. **Jolie**
13. List the developmental phonological skills in Table 10.1. **Alexus**
14. Explain “Elkonian Boxes” and provide examples of how to use them. **Grace**

Journal Articles

Read the articles and type a two page summary of the article to turn in to Mrs. McCoy.

Journal Articles

1. Hadley, Pamela A. & Walsh, Kathleen M. (2014) Toy Talk: Simple Strategies to Create Richer Grammatical Input, *Language, Speech, and Hearing Services in Schools*, 45, p159-172 Jul 2014.

2. Guiberson, M., & Ferris, K., (2019) Early Language Interventions for Young Dual Language Learners: A Scoping Review, *American Journal of Speech-Language Pathology*. Aug2019, Vol. 28, p945-963.
3. Plante, E., Mettler, H., Tucci, A., & Vance, R., (2019) Maximizing Treatment Efficiency in Developmental Language Disorder: Positive Effects in Half the Time. *American Journal of Speech-Language Pathology*, Vol. 28, p1233-1247.

Don't Delay,
Start Today!!!!