

COURSE SYLLABUS

Fall 2008

(revised as of 8-07-08)

- COURSE TITLE:** CMSI 383
Seminar in Language Learning Disabilities
- LOCATION:** Burlington Site: 400 Lafayette
Distance Learning Sites: Berlin, Rutland, Springfield
- TIME:** Wednesday, 4:40-7:40 PM
- COURSE INSTRUCTOR:** Patricia A. Prelock, Ph.D., CCC-SLP
Professor & Chair, Communication Sciences
- OFFICE:** E.M. Luse Center for Communication: Speech, Language & Hearing
Department of Communication Sciences
407 Pomeroy Hall
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(802) 656-2529 (voice mail)
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- OFFICE HOURS:** 2:00-3:30 on Mondays & Wednesdays
Other times by appointment
- E-MAIL:** patricia.prelock@uvm.edu

COURSE SUMMARY:

This course is designed for graduate students in speech-language pathology and school speech-language pathologists (SLPs) as well as teachers and other related service providers interested in expanding their knowledge base for understanding and supporting the needs of students with language-based learning disabilities. Both assessment and intervention issues for school-age children and adolescents with language learning disabilities (LLD) will be discussed, with an emphasis on oral language and literacy connections. Students will gain an understanding of the relationships among listening, speaking, reading and writing as well as nonverbal learning disabilities, word finding problems and attention deficit hyperactivity disorder as they relate to language-based learning disabilities.

COURSE OBJECTIVES:

1. Students will expand their knowledge and understanding of language-based learning disabilities, including the *characteristics, psychological, developmental, linguistic and cultural correlates* (ASHA Standards III-C & IV-F; VT Standard 2: Professional Knowledge-Methodology & Pedagogy, Principles 2 & 3).

2. Students will learn innovative methods for assessing students with language learning disabilities (LLD) in the areas of *receptive & expressive language (including speaking, listening, reading & writing modalities); cognitive aspects of communication (attention, memory, sequencing, problem solving & executive functioning); & social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)* (ASHA Standard III-D; VT Standard 2: Professional Knowledge-Methodology & Pedagogy, Principles 7, 8 & 9; VT Standard 5: Accountability, Principles 15 & 16).
3. Students will learn effective intervention strategies for supporting the language needs of students with LLD in areas of *receptive & expressive language (including speaking, listening, reading & writing modalities); cognitive aspects of communication (attention, memory, sequencing, problem solving & executive functioning); & social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)* (ASHA Standard III-D; VT Standard 2: Professional Knowledge-Methodology & Pedagogy, Principles 4, 5, 6, 8 & 9; VT Standard 5: Accountability, Principles 15 & 16).
4. Students will understand and use effective *interaction and personal qualities* to collaborate with students, families and other professional colleagues to provide the most appropriate model of service delivery for children and adolescents with LLD (ASHA Standard IV-G1b,2a; VT Standard 3: Collegueship, Principle 10; VT Standard 4: Advocacy, Principles 11, 12 & 13)

REQUIRED TEXTS:

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Burnes, M. A. (2007). *Learning disabilities: From identification to intervention*. NY: The Guilford Press.

Ukrainetz, T. A. (2006). *Contextualized language intervention: Scaffolding PreK-12 literacy achievement*. Eau Claire: WI: Thinking publications.

ADDITIONAL REQUIRED READINGS:

Additional journal articles used to supplement the required text can be found as part of the electronic reserve in Bailey-Howe Library. A copy of the articles can also be found in binders in the Graduate Student mailroom, Pomeroy 201. A Cat Card operated photocopier is available for your use. **Please do not remove contents of the binders from the room.** A copy of course outlines will be e-mailed to students prior to class or will be distributed during class.

To access the electronic reserve, (recommend Internet Explorer) students go to the UVM home page (www.uvm.edu) and click on the Featured Link on the left hand side for Libraries. At the Library page click on Course Reserves in the green section up on top towards the right. You will then see the following if you scroll down:

To perform a Course Reserve Search:

1. Select an item from one (or more) of the following drop-down lists: Instructor, Department, Course. **(Selecting all 3: Prelock, CMSI, CMSI 383 is recommended)**
2. Click the **Search** button to begin your search.
3. Select a record you wish to view by clicking on it. Each record includes a complete citation, the reserve location for the item, and its call number.
4. If the record contains a call number, (e.g. HF549.T56, XC 445, or ZZZ 754), you will need to go to the Reserve Desk at the Bailey Howe Library or Dana Medical Library, depending on the location, and ask one of the staff there for the item.

If "E-Reserve" is indicated in the call number field, the item is available electronically. Note: all of the required readings should be available electronically.

To get an item on electronic reserve, click on the title of the article, at the next screen click on the Internet address in the record. You will be prompted to type your user name and password. Use your UVM email/network user name and password. **Note that you need to have Adobe Acrobat, version 7.0 or higher, loaded on your computer in order to view items on Electronic Reserve.** If you do not have Adobe Acrobat Reader on your computer, you can download it:
<http://www.adobe.com/products/acrobat/readermain.html>

RECOMMENDED TEXTS:

Silliman, E. R., & Wilkinson, L. C. (2004). *Language and literacy learning in schools*. NY: The Guilford Press.

Stone, C. A., Silliman, E. R., Ehren, B. J., & Apel, K. (2004). *Handbook of language and literacy: Development and disorders*. NY: The Guilford Press.

Additional recommended readings are available at the E. M. Luse Center in Pomeroy Hall Room 201 for review by interested students.

IMPORTANT RESOURCES: (see additional resources on attached handout)

Check out the ASHA Literacy Gateway:
<http://www.asha.org/about/publications/literacy>

ASHA Ad Hoc Committee on Reading and Writing (2002). Knowledge and skills related to reading and writing in children and adolescents.
http://www.asha.org/NR/rdonlyres/7EA339AB-A7EB-453D-9B09-ECCBB50C6ADB/0/19443_2.pdf Accessed on June 14, 2006

National Reading Panel (NRP). (2001). "Reports of the Subgroups." [Online]. Available <http://www.nichd.nih.gov/publications/pubs.cfm> Accessed June 14, 2006.

National Research Council (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press. Available on-line for free at: <http://books.nap.edu/catalog/6023.html>

COURSE REQUIREMENTS:

1. Attendance & Participation. Attendance and participation in all class sessions is required. Students should read and be familiar with the required readings prior to each class session. In addition to the required readings, a number of recommended readings are provided to expand student knowledge across topic areas.

2. Critical Reviews (40% of grade). Each student is required to critically review the required readings for two different topic areas of interest listed in the course outline (e.g., nonverbal learning disabilities, ADHD, written language, spelling, etc.). To facilitate your critical reflection on what has been read, the following questions should be addressed in your review:
 - a. In what way does the information you read explain the challenges of students with LLD, specifically related to *receptive & expressive language* (including oral & written language) (4 pts.), *cognitive communication*(3 pts.) & *social aspects of communication*?(3 pts.) **(Total=>10 points)**
 - b. What did you learn from the readings that you can apply to your assessment and intervention of students with LLD, specifically related to *receptive & expressive language* (including oral & written language) (4 pts.), *cognitive communication* (3 pts.) & *social aspects of communication*(3 pts.)? **(Total=>10 points)**

The grading rubric that will be used to evaluate each of the critical reviews is provided with the syllabus. Each article review is worth **20 points**, for a total of **40 points**. These article reviews are due on or before **September 24 & October 22** as indicated in the course outline. *These critical article reviews should be no more than 3 typed pages.*

Learning Goals:

- Students will demonstrate their knowledge of the etiologies & characteristics of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-C).
- Students will possess knowledge of methods of prevention, assessment, & intervention in the areas of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-D).
- Students will demonstrate their knowledge of evaluation, screening/prevention, case history collection & selection of appropriate evaluation in the areas of receptive/expressive language, cognitive communication &

social aspects of communication for individuals with LLD (ASHA Standard IV-G1b).

- Students will demonstrate their knowledge of intervention planning and implementation in collaboration with students, families, and community teams in the areas of receptive/expressive language, cognitive communication & social aspects of communication for individuals with LLD (ASHA Standard IV-G2a).
- Students will demonstrate knowledge of research & integration into evidence-based practice for individuals with LLD (ASHA Standard III-F).
- Students will demonstrate knowledge of individuals with ASD with diverse backgrounds (ASHA Standard IV-F)

Indicator of Achievement: Students will achieve the learning goals above and obtain at least 34 of the total 40 points for these assignments.

3. Applying Assessment or Intervention Techniques to Students with LLD (20% of grade). Students are to utilize the literature and class discussions to select an assessment OR intervention strategy to define and apply to a child or adolescent with LLD they have interacted with in their clinical or teaching practice. If students are not currently working with a student with LLD, they can select one of the two case studies described for the comprehensive final. To facilitate your response to the assignment, the following questions should be addressed:

- a. Define the assessment or intervention strategy (citing the appropriate literature) you select (5 pts.) and explain why you have chosen this strategy for the specific child or adolescent you have in mind (5 pts.). **(Total=>10 points)**
- b. Explain how you would apply the selected assessment or intervention strategy to support the *receptive & expressive language* (4 pts.), *cognitive communication*(3 pts.) and *social aspects of communication* (3 pts.) for the identified child or adolescent. **(Total=>10 points)**

This application assignment is worth **20 points** and is due on or before **November 5** as indicated in the course outline. *It should be no more than 3 typed pages.*

Learning Goals:

- Students will demonstrate their knowledge of the etiologies & characteristics of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-C).
- Students will possess knowledge of methods of prevention, assessment, & intervention (including consideration of anatomical/physiological, psychological, developmental, linguistic & cultural correlates) in the areas of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-D).
- Students will demonstrate their knowledge of evaluation, screening/prevention, case history collection & selection of appropriate evaluation in

the areas of receptive/expressive language, cognitive communication & social aspects of communication for individuals with LLD (ASHA Standard IV-G1b).

- Students will demonstrate their knowledge of intervention planning and implementation in collaboration with students, families, and community teams in the areas of receptive/expressive language, cognitive communication & social aspects of communication for individuals with LLD (ASHA Standard IV-G2a).
- Students will demonstrate knowledge of research & integration into evidence-based practice for individuals with LLD (ASHA Standard III-F).

Indicator of Achievement: Students will achieve the learning goals above and obtain at least 17 of the total 20 points.

4. Take Home Final: Response to case study (40% of grade). Students are asked to read the following two case studies and select one of them (either the 4th grader or the 9th grader) as the focus for your final. Opportunities will also occur throughout the semester to apply what you are learning in class and through your readings to the case study you select. The questions listed at the end of the case studies are those you are expected to answer for your final exam. Your final response to the questions is due on **December 10th**. Students may submit an outline on or before **November 26th**. The response should be **NO longer than 15 double-spaced typed pages including the reference list.**

CASE STUDY 1: Carlos is in fifth grade. He speaks English and Spanish and knows some Italian. He lives with his mother who was born in Costa Rica, his father who was born in Texas, his younger brother, his older sister, and his paternal grandmother who was born in Italy. Carlos' mother speaks Spanish about 50% of the time in the home and his grandmother speaks broken English and Italian in the home. Carlos received pull-put speech and language therapy two times a week in kindergarten, first and second grade for vocabulary development, remediation of a phonological disorder and difficulty with syntactic structure particularly with the use of questions and embedded sentences. Phonological errors were similar in English and Spanish and syntactic errors were common in both languages, although English grammatical structure seemed to be more difficult for Carlos to master. Carlos was highly motivated in therapy and made great progress. In third and fourth grade, it was determined that his intervention could move to a collaborative, in-classroom model once a week in which the SLP would collaborate with Carlos' teachers to deliver curriculum-based language intervention.

Fifth grade has begun and Carlos' seems to be struggling more than in the past two years. Although Carlos has been a great storyteller, sharing personal stories with expression and focusing on topics of interest to his peers, he has had and continues to have difficulty retelling stories that he has read or creating stories around a specific topic that is less familiar to him. In addition, he is particularly challenged in his written discourse. Spelling,

selecting words to represent his intended meanings, and length of written stories are areas of particular challenge. Further, both his teacher and SLP have noticed that reading comprehension has been more problematic this year than in the past. Carlos' performance is below what is expected for fifth graders and as the school is following a Response to Intervention framework for progress monitoring, the teacher and SLP are re-evaluating the type of instruction Carlos is receiving, recognizing the importance of including scientifically-based instruction that is both explicit and frequent enough to enhance his language and literacy growth.

Carlos' parents report that although Carlos continues to love school and being with his friends, he seems to be more frustrated during his homework time. They report he often seems confused by the instructions and seems to miss key points in the content areas in which he is reading. They are worried that Carlos will fall behind but don't want Carlos to be pulled out of class because his peer connections are so important to him.

Currently, Carlos plays football in the fall and baseball in the spring and summer. He is a team player and has shown some real leadership. He is well liked by his peers and coaches. However, practice and games are taking away from his studies. His parents worry that he may need to give up some of these extra-curricular activities to address his academic needs. Carlos is very upset that this may be a possibility and is becoming increasingly stressed about his academic performance.

CASE STUDY 2: *Julianne is a sophomore in high school. She received speech and language therapy until the end of sixth grade for difficulties in receptive language, poor expressive organization ability, word finding problems, and pragmatic language difficulties.*

She is a young woman who has had a history of chronic ear infections and tubes were placed in her ears bilaterally when she was in kindergarten.

Julianne was dismissed from therapy at the end of sixth grade because she had met her language goals, although it was recommended that she be watched for any potential breakdown in her performance as the demands for oral and written language increase. As a junior high student, Julianne managed the coursework with some support from teachers who worked with her after school. Her parents also pursued tutoring outside of school to support her study skills and approach to writing.

Currently, Julianne is receiving no supports and is participating in a regular academic track in high school. She has a strong interest in her Geometry class, and seems to understand the concepts as indicated in her responses in class, although her test performance is very poor. She often makes calculation errors and does not check her work.

Her English literature teacher reports concerns in her ability to write at the level of her classmates from mechanics to establishing a cohesive structure. The English teacher is also not sure she truly understands all that she reads, especially when she considers her ability to critically examine the short stories being read. Further, they are currently writing short stories and are using peer editing as a way to get feedback before turning in assignments. There have been some difficult exchanges between Julianne and the peers with whom she is doing peer editing. She does not feel comfortable sharing her work with her peers for their input, yet she is more than willing to give feedback to her peers about their performance on their writing assignments. Julianne is in danger of failing this class.

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Biology is a particularly successful class for Julianne. The teacher incorporates a lot experiential learning and experimentation in the class. Although her lab notes need work and she sometimes is confused by a concept, Julianne feels comfortable talking with her teacher and helps in the lab after school. Her challenge is her expository writing requirements for this class. Also, she has had some difficulties with her lab partners. They are complaining to the teacher that Julianne talks too much and often not about what they are supposed to be discussing, gets too close to them, is unorganized and has messy, incomplete notes that they can't read. Julianne's test performance in this class is inconsistent.

Friendships have also been difficult, although Julianne has a younger friend (an 8th grader) who lives in her neighborhood. Julianne would like to participate in some of the available high school activities, but has found it difficult to find an activity that is both comfortable and fun. She is interested in drama and acting but is hesitant to try out for a part in a play as she tried out for a part in a play in 7th and 8th grade and was not selected for a part.

Questions to be addressed for the case study you choose:

- a. Knowing the student's history of language difficulties, what are some of your predictions about why s/he is struggling in her/his current classes considering her/his *receptive & expressive language, cognitive communication & social aspects of communication* (6 pts.)? What are the specific demands of the curriculum, which are likely to be problematic for her/him (4 pts.)? **(Total=>10 pts.) (cite literature where appropriate)**
- b. What additional assessment in the areas of *receptive & expressive language, cognitive communication & social aspects of communication* (6 pts.) would you do and why (4 pts.)? **(Total=>10 pts.) (cite literature where appropriate)**
- c. What steps would you take as an SLP to support the student's academic program? **(Total=>8 pts.) (cite literature where appropriate)**

- 1) Specifically, what type of services, if any, will be needed to address the student's current needs and how might these be delivered? **(4 pts.)**
 - 2) Describe the challenges you anticipate in implementing the needed services and how you might manage those barriers. **(4 pts.)**
- d. What specific intervention strategies would you initiate to support the student's language difficulties, including his **(Total=>12 pts.): (cite literature where appropriate)**
- 1) *word finding or concept knowledge* challenges **(2 pts.)**
 - 2) *spelling* difficulties **(2 pts.)**
 - 3) *reading comprehension* of complex literature & academic material **(2 pts.)**
 - 4) *written language* **(2 pts.)**
 - 5) *oral language* **(2 pts.)**
 - 6) *social aspects of communication* **(2 pts.)**

Learning Goals:

- Students will demonstrate their knowledge of the etiologies & characteristics of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-C).
- Students will possess knowledge of methods of prevention, assessment, & intervention in the areas of receptive/expressive language, cognitive communication & social aspects of communication in individuals with LLD (ASHA Standard III-D).
- Students will demonstrate their knowledge of and skill in interpreting, integrating & synthesizing information to develop diagnoses in the areas of receptive/expressive language, cognitive communication & social aspects of communication for individuals with LLD (ASHA Standard IV-G1e).
- Students will demonstrate their knowledge of and skill in intervention planning in collaboration with students, families, and community teams in the areas of receptive/expressive language, cognitive communication & social aspects of communication for individuals with LLD (ASHA Standard IV-G2a).
- Students will demonstrate knowledge of research & integration into evidence-based practice for individuals with LLD (ASHA Standard III-F).
- Students will demonstrate an understanding of ways to communicate effectively and collaborate with children with LLD, their families and the professionals who serve them (ASHA Standard IV-G1b, 2a).

Indicator of Achievement: Students will achieve the learning goals above and will obtain at least 34 of the total 40 points.

CMSI students not achieving the 'indicator of achievement' set for any of the assignments listed are expected to meet with the instructor to review the assignment and make a plan to achieve the expected competency for the individual assignment.

IMPORTANT NOTES FOR STUDENT CONSIDERATION:

1. Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the course coordinator as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.
2. There will be a 10% reduction in grade for each assignment turned in late except for extraordinary circumstances as determined by the instructor and communicated in advance.
3. As instructor feedback is critical to your ongoing learning and evolution in thinking critically, writing and integrating information, late assignments must be turned in prior to the due date of the next assignment unless there are extraordinary circumstances as determined by the instructor. An assignment not turned in prior to the next assignment due cannot be accepted for credit and will be given a zero.
4. Students should submit in writing to the instructor by the end of the second full week of classes their documented religious holiday schedule for the semester. Students who miss class work for the purpose of religious observance should make arrangements with the course instructor to make up any work that they might miss.
5. **Academic Integrity Code:** Students are encouraged to review the academic integrity code described on the UVM Dean of Students website (effective June 28, 2007) <<http://www.uvm.edu/~7Edosa>><http://www.uvm.edu/~dosa> . Students will be responsible for understanding the four standards of academic integrity and will be fully accountable for these: *plagiarism, fabrication, collusion, and cheating*. Violations of this code will be reported to the Academic Integrity Council and appropriate consequences will be determined.

GRADING:

TOTAL POINTS:	100
94-100 points	A
93-90 points	A-
89-87 points	B+
86-84 points	B
83-80 points	B-
79-75 points	C
below 75 points	F

COURSE OUTLINE:

September 3, 2008 *Understanding Learning Disabilities and Issues Affecting*

***Children and Adolescents with Language Learning
Disabilities***

REQUIRED READINGS:

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Burnes, M. A. (2007). Classification, definition and identification of learning disabilities. In *Learning disabilities: From identification to intervention* (pp.25-63). NY: The Guilford Press. **(required text)**

Sideridis, G. D., Morgan, P. L., Botsas, G., Padeliadu, S., & Fuchs, D. (2006). Predicting LD on the basis of motivation, metacognition, and psychopathology: An ROC Analysis. *Journal of Learning Disabilities, 39* (3), 215-229.

Tomblin, J. B. (2006). A normativist account of language-based learning disability. *Learning Disabilities Research & Practice 21* (1), 8-18.

RECOMMENDED READINGS:

Rueda, R., & Windmueller, M. P. (2006). English language learners, LD, and overrepresentation: A multiple-level analysis. *Journal of Learning Disabilities 39* (2), 99-107.

Semrud-Clikeman, M. (2005). Neuropsychological aspects for evaluating learning disabilities. *Journal of Learning Disabilities, 38* (6), 563-568.

Wagner, R. K., Francis, D. J., & Morris, R. D. (2005). Identifying English language learners with learning disabilities: Key challenges and possible approaches. *Learning Disabilities Research & Practice, 20* (1), 6-15.

Wallach, G. P. (2005). A conceptual framework in language learning disabilities: School-age language disorders. *Topics in Language Disorders, 25* (4), 292-301.

September 10, 2008 RTI & Contextualized Assessment for Children with LLD

REQUIRED READINGS:

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Burnes, M. A. (2007). Assessment of learning disabilities. In *Learning disabilities: From identification to intervention* (pp. 64-84). NY: Guilford Press. **(required text)**

Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to interventions (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice, 22* (2), 129-136.

Staskowski, M., & Rivera, E. A. (2005). SLPS' involvement in responsiveness to intervention activities: A complement to curriculum-relevant practice. *Topics in Language Disorders, 25* (2), 132-147.

Troia, G. A. (2005). Responsiveness to intervention: Roles for SLPs in the prevention and identification of learning disabilities. *Topics in Language Disorders, 25* (2), 106-119.

Ukrainetz, T. (2006). Assessment and intervention within a contextualized skill framework. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement (7-58)*. Eau Claire: WI: Thinking publications. **(required text)**

RECOMMENDED READINGS

Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P. T. (2006). The response to intervention of English language learners at-risk for reading problems. *Journal of Learning Disabilities, 39* (5), 390-398.

Ehren, B. J., & Nelson, N. W. (2005). The responsiveness to intervention approach and language impairment. *Topics in Language Disorders, 25* (2), 120-131.

Kavale, K. A. (2005). Identifying specific learning disability: Is responsiveness to intervention the answer? *Journal of Learning Disabilities 38* (6), 553-562.

Lovett, M. W., De Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N., & Lacerenza, L. (2008). Interventions for reading difficulties: a comparison of response to intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities, 41* (4), 333-352.

Simmons, D. C., Coynes, M. D., Kwok, O., McDonagh, S., Harn, B. A., & Kameenui, E. J. (2008). Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. *Journal of Learning Disabilities, 41*(2), 158-173.

Vellutino, F. R., Scanlon, D. M., Small, S., & Fanuele, D. P. (2006). Response to intervention as a vehicle for distinguishing between children with and without reading disabilities: Evidence for the role of kindergarten and first-grade interventions. *Journal of Learning Disabilities 39* (2), 157-169.

September 17, 2008 *Narrative Assessment and Intervention*

REQUIRED READINGS:

Boudreau, D. (2008). Narrative abilities: Advances in research and implications for clinical practice. *Topics in Language Disorders*, 28(2), 99-114.

Justice, L. M., Bowles, R. P., Kaderavek, J. N., Ukrainetz, T. A., Eisenberg, S.L., & Gillam, R.B. (2006). The index of narrative microstructure: A clinical tool for analyzing school-age children's narrative performances. *American Journal of Speech-Language Pathology*, 15 (2), 177-191.

McCabe, A., Bliss, L., Barra, G., & Bennett, M. (2008). Comparison of personal versus fictional narratives of children with language impairment. *American Journal of Speech-Language Pathology*, 17 (2), 194-206.

Swanson, L. A., Fey, M. E., Mills, C. E., & Hood, L. S. (2005). Use of narrative-based language intervention with children who have specific language impairment. *American Journal of Speech-Language Pathology*. 14 (2), 131-143.

Ukrainetz, T. (2006). Teaching narrative structure: Coherence, cohesion and captivation. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement (195-246)*. Eau Claire: WI: Thinking publications. **(required text)**

RECOMMENDED READINGS:

Celinska, D. K. (2004). Personal narratives of students with and without learning disabilities. *Learning Disabilities Research & Practice*, 19 (2), 83-98.

Fuste-Herrmann, B., Silliman, E. R., Bahr, R. H., Fasnacht, K. S., & Federico, J. E. (2006). Mental state verb production in the oral narratives of English- and Spanish-speaking preadolescents: An exploratory study of lexical diversity and depth. *Learning Disabilities Research & Practice* 21 (1), 44-60.

Petersen, D. B., Gillam, S. L., & Gillam, R. B. (2008). Emerging procedures in narrative assessment: The Index of Narrative Complexity. *Topics in Language Disorders*, 28(2), 115-130.

Ukrainetz, T. A., Justice, L.M., Kaderavek, J. N., Eisenberg, S. L., Gillam, R. B., & Harm, H. M. (2005). The development of expressive elaboration in fictional narratives. *JSLHR*, 48 (6), 1363-1377.

September 24, 2008 *Language Challenges & Needs for Students with Nonverbal Learning Disabilities*

REQUIRED READINGS:

Antshel, K. M., & Joseph, G-R. (2006). Maternal stress in nonverbal learning disorder: a comparison with reading disorder. *Journal of Learning Disabilities, 39* (3), 194-205.

Antshel, K. M., & Khan, F. M. (2008). Is there an increased familial prevalence of psychopathology in children with nonverbal learning disorders? *Journal of Learning Disabilities, 41*(3), 208-217.

Liddell, G. A., & Rasmussen, C. (2005). Memory profile of children with nonverbal learning disability. *Learning Disabilities Research & Practice, 20* (3), 137-141.

Volden, J. (2004). Nonverbal learning disability: A tutorial for speech-language pathologists. *American Journal of Speech-Language Pathology, 13* (2), 128-141.

RECOMMENDED READINGS:

Morris, S. (2002). Promoting social skills among students with nonverbal learning disabilities. *Teaching Exceptional Children, 34* (3), 66-70.

Rourke, B. P. & Tsatsanis, K. D. (1996). Syndrome of nonverbal learning disabilities: Psycholinguistic assets and deficits. *Topics in Language Disorders, 16*, 30-44.

Vacca, D. M. (2001). Confronting the puzzle of nonverbal learning disabilities. *Educational Leadership, 59* (3), 26-31.

CRITICAL REVIEW 1 DUE

October 1, 2008 *Language Learning Challenges for Students with Attention Deficit/Hyperactivity Disorder*

REQUIRED READINGS:

Frazier, T. W., Youngstrom, E. A., Glutting, J. J., & Watkins, M. W., (2007). ADHD and achievement: Meta-analysis of the child, adolescent and adult literatures and a concomitant study with college students. *Journal of Learning Disabilities, 40* (1), 49-65.

Lienemann, T, O., & Reid, R. (2008). Using self-regulated strategy development to improve expository writing with students with Attention Deficit Hyperactivity Disorder. *Exceptional Children, 74* (4), 471-486.

Re, A. M., Pedron, M. & Cornoldi, C. (2007). Expressive writing difficulties in children described as exhibiting ADHD symptoms. *Journal of Learning Disabilities, 40* (3), 244-255.

Skowronek, J. S., Leichtman, M. D., & Pillemer, D. B. (2008). Long term episodic memory in children with attention-deficit/hyperactivity disorder. *Learning Disabilities Research & Practice, 23*(1), 25-35.

RECOMMENDED READINGS:

Kim, O. H. & Kaiser, A. P. (2000). Language characteristics of children with ADHD. *Communication Disorders Quarterly, 21* (3), 154-165.

McNamara, J.K., Willoughby, T., & Chalmers, H. & YLC-CURA (2005). Psychosocial status of adolescents with learning disabilities with and without comorbid attention deficit hyperactivity disorder. *Learning Disabilities Research and Practice, 20* (4), 234-244.

Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with ADHD. *Exceptional Children, 71* (4), 361-378.

Wolraich, M. L. (2006). ADHD: Can it be recognized and treated in children younger than 5 years? *Infants and Young Children 19* (2), 86-93.

Valera, E.M. & Seidman, L.J. (2006). Neurobiology of ADHD in preschoolers. *Infants and Young Children 19* (2), 94-108.

October 8, 2008 *Social Challenges Experienced by Children & Adolescents With Language Learning Disabilities*

REQUIRED READINGS:

Bauminger, N., Edelsztein, H. S., & Morash, J. (2005). Social information processing and emotional understanding in children with LD. *Journal of Learning Disabilities, 38* (1), 45-61.

Brinton, B., & Fujiki, M. (2006). Improving peer interaction and learning in cooperative learning groups. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement* (289-318). Eau Claire: WI: Thinking publications. **(required text)**

Olswang, L. B., Coggins, T. E., & Svensson, L. (2007). Assessing social communication in the classroom: Observing manner and duration of performance, *Topics in Language Disorders, 27*(2), 111-127.

Pierson, M. R., & Glaeser, B. C. (2005). Extension of research on social skills training using comic strip conversations to students without autism. *Education & Training in Developmental Disabilities, 40* (3), 2779-284.

Westby, C. (2006). There's more to passing than knowing the answers: Learning to do school. In Ukrainetz, T. A. *Contextualized language*

intervention: Scaffolding PreK-12 literacy achievement (319-387). Eau Claire: WI: Thinking publications. **(required text)**

RECOMMENDED READINGS:

Brinton, B., & Fujiki, M. (2004). Social and affective factors in children with language impairment: Implications for literacy learning. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 130-153). NY: The Guilford Press. **(recommended text)**

Donahue, M. L., Foster, S. K. (2004). Integration of language and discourse components with reading comprehension: It's all about relationships. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 175-198). NY: The Guilford Press. **(recommended text)**

Forgan, J.W., & Gonzalez-DeHass, A. (2004). How to infuse social skills training into literacy instruction. *Teaching Exceptional Children*, 36, (6), 24-31.

Tur-Kaspa, H. (2004). Social-information processing skills of kindergarten children with developmental learning disabilities. *Learning Disabilities Research & Practice*, 19 (1), 3-11.

Turkstra, L., Ciccia, A., & Seaton, C. (2003). Interactive behaviors in adolescent conversation dyads. *Language, Speech and Hearing Services in Schools*, 34 (2), 117-127.

October 15, 2008 *Language & Literacy Connections: Understanding the Research and Implications for Practice*

REQUIRED READINGS:

Aaron, P.G., Joshi, R. M., Gooden, R., & Bentum, K. E. (2008). Diagnosis and treatment of reading disabilities based on the component model of reading: An alternative to the discrepancy model of LD. *Journal of Learning Disabilities*, 41 (1), 67-84.

Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language and Hearing Research*, 49, (2), 278-293.

Silliman, E. R., & Scott, C. M. (2006). Language impairment and reading disability: Connections and complexities. *Learning Disabilities Research & Practice* 21 (1), 1-7.

Simos, P. G., Fletcher, J. M., Sarkari, S., Billingsley-Marshall, R., Denton, C.

A., & Papanicolaou, A. C. (2007). Intensive instruction affects brain magnetic activity associated with oral word reading in children with persistent reading disabilities. *Journal of Learning Disabilities*, 40 (1), 37-48.

Snowling, M. J., & Hayiou-Thomas, M. E. (2006). The dyslexia spectrum: Continuities between reading, speech, and language impairments. *Topics in Language Disorders*, 26 (2), 110-126.

RECOMMENDED READINGS:

Katzir, T., Young-Suk, K., Wolf, M., Morris, R., & Lovett, M. W. (2008). The varieties of pathways to dysfluent reading: Comparing subtypes of children with dyslexia at letter, word and connected text levels of reading. *Journal of Learning Disabilities*, 41(1), 47-66.

Lipka, O., Lesaux, N. K., & Siegel, L. S. (2006). Retrospective analyses of the reading development of Grade 4 students with reading disabilities: Risk status and profiles over 5 years. *Journal of Learning Disabilities*, 39 (4), 364-378.

Nathan, L., Stackhouse, J., Goulandris, N. & Snowling, M. J. (2004). The development of early literacy skills among children with speech difficulties: A test of the 'critical age hypothesis.' *Journal of Speech, Language and Hearing Research*, 47 (2), 377-391.

Silliman, E. R., & Wilkinson, L. C. (2004). Collaboration for language and literacy learning: Three challenges. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 3-38). NY: The Guilford Press. **(recommended text)**

Speece, D. L., Cooper, D. H. (2004). Methodological issues in research on language and early literacy from the perspective of early identification and instruction. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 82-94). NY: The Guilford Press. **(recommended text)**

Wallach, G. P., & Ehren, B. J. (2004). Collaborative models of instruction and intervention: Choices, decisions, and implementation. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 39-59). NY: The Guilford Press. **(recommended text)**

October 22, 2008 ***Language Literacy Connections in the Classroom Part I:
Meta-linguistic Development, Phonological Awareness***

REQUIRED READINGS:

Gernand, K. L., & Moran, M. J. (2007). Phonological awareness abilities of 6 year old children with mild to moderate phonological impairments. *Communication Disorders Quarterly*, 28 (4), 206-215.

Roberts, J., Jurgens, J., & Burchinal, M. (2005). The role of home literacy practices in preschool children's language and emergent literacy skills. *Journal of Speech, Language and Hearing Research*, 48 (2), 345-359.

Schuele, C. M., & Boudreau, D. (2008). Phonological awareness intervention: Beyond the basics. *Language, Speech & Hearing Services in Schools*, 39(1), 3-20.

Smith, S. L., Scott, K. A., Roberts, J., & Locke, J. L. (2008). Disabled readers' performance on tasks of phonological processing, rapid naming and letter knowledge before and after kindergarten. *Learning Disabilities Research & Practice*, 23 (3), 113-124.

Ukrainetz, T. (2006). Scaffolding young students in phonemic awareness. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement* (429-468). Eau Claire: WI: Thinking publications.
(required text)

RECOMMENDED READINGS:

Culatta, B., Hall, K., Kovarsky, D., & Theodore, G. (2007). Contextualized approach to language and literacy (Project CALLL): Capitalizing on Varied activities and contexts to teach early literacy skills. *Communication Disorders Quarterly*, 28 (4). 216-235.

Kirk, C., & Gillon, G. T. (2007). Longitudinal effects of phonological awareness intervention on morphological awareness in children with speech impairment. *Language, Speech & Hearing Services in Schools*, 38(4), 342-352.

Rvachew, S., & Grawburg, M. (2006). Correlates of phonological awareness in preschoolers with speech sound disorders. *JSLHR*, 49 (1), 74-87.

Troia, G. A. (2004). Phonological processing and its influence on literacy learning. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 271-301). NY: The Guilford Press. **(recommended text)**

Van Kleeck, A. (2004). Fostering preliteracy development via storybook-sharing interactions: The cultural context of mainstream family practices. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 175-208). NY: The Guilford Press. **(recommended text)**

CRITICAL REVIEW 2 DUE

October 29, 2008 *Language Literacy Connections in the Classroom Part II:
Word Recognition & Reading Comprehension*

REQUIRED READINGS:

Berninger, V. W., Abbott, R. D., Vermeulen, K., & Fulton, C. M. (2006). Paths to reading comprehension in at-risk second-grade readers. *Journal of Learning Disabilities, 39* (4), 334-351.

Ebbers, S. M., & Denton, C. A. (2008). A root awakening: vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research & Practice, 23*(2), 90-102.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Burnes, M. A. (2007). Reading disabilities: Reading comprehension. In *Learning disabilities: From identification to intervention* (pp.184-207). NY: The Guilford Press.

(required text)

Reed, D. K. (2008). A synthesis of morphology interventions and effects on reading outcomes for students in grades K-12. *Learning Disabilities Research & Practice, 23* (1), 36-49.

Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice, 23*(2), 63-69.

Wise, J.C., Sevcik, R. A., Morris, R. D., Lovett, M. W., & Wolf, M. (2007). The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, & reading comprehension by children with reading disabilities. *JSLHR, 50*(4), 1093-1109.

RECOMMENDED READINGS:

Carlisle, J. F., & Rice, M. S. (2004). Assessment of reading comprehension. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 521-540). NY: The Guilford Press. **(recommended text)**

Faggella-Luby, M. N., & Deshler, D. D. (2008). Reading comprehension in adolescents with LD: What we know; What we need to learn. *Learning Disabilities Research & Practice, 23*(2), 70-78.

Roth, F. P. (2004). Word recognition assessment frameworks. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and*

literacy: Development and disorders (pp. 461-481). NY: The Guilford Press. **(recommended text)**

Troia, G. A. (2004). Building word recognition skills through empirically validated instructional practices: Collaborative efforts of SLPs and teachers. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 98-129). NY: The Guilford Press. **(recommended text)**

Vaughn, S., & Klingner, J. (2004). Teaching reading comprehension to students with learning disabilities. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 541-555). NY: The Guilford Press. **(recommended text)**

Whitaker, C. P., Gambrell, L. B., & Morrow, L. M. (2004). Reading comprehension instruction for all students. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp.130-150). NY: The Guilford Press. **(recommended text)**

November 5, 2008 ***Language Literacy Connections in the Classroom Part III: Development, Assessment & Intervention Issues in Spelling***

REQUIRED READINGS:

Amtmann, D., Abbott, R. D., & Berninger, V. W. (2008). Identifying and predicting classes of response to explicit phonological spelling instruction during independent composing. *Journal of Learning Disabilities, 41*(3), 218-234.

Santoro, L. E., Coyne, M. D., & Simmons, D. C. (2006). The reading-spelling connection: developing and evaluating a beginning spelling intervention for children at risk of reading disability. *Learning Disabilities Research & Practice, 21* (2), 122-133.

Wanzek, J., Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M., & Kim, A. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities, 39* (6), 528-543.

RECOMMENDED READINGS:

Apel, K., Masterson, J. J., & Hart, P. (2004). Integration of language components in spelling: Instruction that maximizes students' learning. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 292-315). NY: The Guilford Press. **(recommended text)**

Apel, K., Masterson, J. J. & Niessen, N. L. (2004). Spelling assessment frameworks. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K.,

Handbook of language and literacy: Development and disorders (pp. 644-660). NY: The Guilford Press. **(recommended text)**

Bailet, L. L. (2004). Spelling instructional and intervention frameworks. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 661-678). NY: The Guilford Press. **(recommended text)**

Templeton, S. (2004). Instructional approaches to spelling: The window on students' word knowledge in reading and writing. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 273-291). NY: The Guilford Press. **(recommended text)**

November 12, 2008 *Language Literacy Connections in the Classroom Part IV: Development, Assessment & Intervention Issues in Written Language*

REQUIRED READINGS:

Bashir, A. S., & Singer, B. D. (2006). Assisting students in becoming self-regulated writers. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement* (565-598). Eau Claire: WI: Thinking publications. **(required text)**

Bui, Y. N., Schumaker, J. B., & Deshler, D. D. (2006). The effects of a strategic writing program for students with & without learning disabilities in inclusive fifth-grade classes. *Learning Disabilities Research & Practice*, 21 (4), 244-260.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Burnes, M. A. (2007). Written expression disabilities. In *Learning disabilities: From identification to intervention* (pp.236-259). NY: The Guilford Press. **(required text)**

Graham, S., Harris, K. R., & MacArthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School & Clinic*, 41 (5), 290-294.

Mason, L.H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice*, 23(2), 103-112.

RECOMMENDED READINGS:

Calfee, R. C., & Wilson, K. M. (2004). A classroom-based writing assessment framework. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 583-599). NY: The Guilford Press. **(recommended text)**

Nelson, N. W., & Van Meter, A. M. (2006). Partnerships for literacy in a writing lab approach. *Topics in Language Disorders* 26 (1), 55-69.

Nippold, M. A., Ward-Lonergan, J. M., & Fanning, J. L. (2005). Persuasive writing in children, adolescents, and adults: A study of syntactic, semantic and pragmatic development. *Language, Speech, and Hearing Services in Schools*, 36 (2), 125-138.

Puranik, C. S., Lombardino, L. J., & Altman, L. J. P. (2008). Assessing the microstructure of written language using a retelling paradigm. *American Journal of Speech-Language Pathology*, 17 (2), 107-120.

Singer, B. D., & Bashir, A. S. (2004). EmPOWER: A strategy for teaching students with language learning disabilities how to write expository text. In E. R., Silliman, & L. C. Wilkinson, (Eds.), *Language and literacy learning in schools* (pp. 239-272). NY: The Guilford Press. **(recommended text)**

Walker, B., Shippen, M. E., Alberto, P., Houchins, D. E. & Cihak, D. F. (2005). Using the *Expressive Writing* program to improve the writing skills of high school students with learning disabilities. *Learning Disabilities Research & Practice*, 20 (3), 175-183.

APPLICATION OF ASSESSMENT/INTERVENTION TECHNIQUE DUE

November 19, 2008 *Special Issues Affecting Children & Adolescents with Language Learning Disabilities: Word Finding, Working Memory, & Executive Function*

REQUIRED READINGS:

Alloway, T. P., & Archibald, L. (2008). Working memory and learning in children with developmental coordination disorder and specific language impairment. *Journal of Learning Disabilities*, 41(3), 251-262.

Kibby, M. Y., Marks, W., Morgan, S., & Long, C. J. (2004). Specific impairment in developmental reading disabilities: A working memory approach. *Journal of Learning Disabilities*, 37 (4), 349-363.

Swanson, H. L., Howard, C. B., & Saez, L. (2006). Do different components of working memory underlie different subgroups of reading disabilities? *Journal of Learning Disabilities*, 39 (3), 252-269.

RECOMMENDED READINGS:

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20 (1), 50-57.

Singer, B. D. & Bashir, A. S. (1999). What are executive functions and self-regulation and what do they have to do with language-learning disorders? *Language, Speech and Hearing Services in the Schools, 30*, 265-273.

Westby, C. (2004). A language perspective on executive functioning, metacognition, and self-regulation in reading. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel, K., *Handbook of language and literacy: Development and disorders* (pp. 398-430). NY: The Guilford Press. (**recommended text**)

November 26, 2008 THANKSGIVING BREAK

December 3, 2008 *Intervention Supports for Children with Language Learning Disabilities Part I: Understanding Strategy Instruction*

REQUIRED READINGS:

Lenz, B. K. (2006). Creating school-wide conditions for high-quality learning strategy classroom instruction. *Intervention in School & Clinic, 41* (5), 261-266.

Reid, R., & Lienemann, T. O. (2006). Building background knowledge. In *Strategy instruction for students with learning disabilities* (pp. 16-31). NY: Guilford Press.

Reid, R., & Lienemann, T. O. (2006). Self-regulation strategies. In *Strategy instruction for students with learning disabilities* (pp. 71-85). NY: Guilford Press.

RECOMMENDED READINGS:

Meltzer, L., Katzir, T., Miller, L., Reddy, R., & Roditi, B. (2004). Academic self-perceptions, effort, and strategy use in students with learning disabilities: Changes over time. *Learning Disabilities Research & Practice, 19* (2), 99-108.

Reid, R., & Lienemann, T. O. (2006). Implementing self-regulation strategies. In *Strategy instruction for students with learning disabilities* (pp. 86-109). NY: Guilford Press.

December 10, 2008 *Intervention Supports for Children with Language Learning Disabilities Part II: Implementing Strategy Instruction*

REQUIRED READINGS:

Palincsar, A. S., Magnusson, S. J., Cutter, J. & Vincent, M. (2002). Supporting guided-inquiry instruction. *Teaching Exceptional Children, 34* (3), 88-91.

Reid, R., & Lienemann, T. O. (2006). Integrating strategies and self-regulation. In *Strategy instruction for students with learning disabilities* (pp. 110-124). NY: Guilford Press.

Ukrainetz, T.A., & Ross, C. L. (2006). Text comprehension: Facilitating active and strategic engagement. In Ukrainetz, T. A. *Contextualized language intervention: Scaffolding PreK-12 literacy achievement* (503-564). Eau Claire: WI: Thinking publications. **(required text)**

Wolgemuth, J.R., Cobb, R. B., & Alwell, M. (2008). The effects of mnemonic interventions on academic outcomes for youth with disabilities: A systematic review. *Learning Disabilities Research & Practice, 23*(1), 1-10.

RECOMMENDED READINGS:

Boyle, J. R. & Weishaar, M. (2001). The effects of strategic notetaking on the recall and comprehension of lecture information for high school students with learning disabilities. *Learning Disabilities Research & Practice, 16* (3), 133-141.

Deshler, D. D., Shumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research & Practice, 16* (2), 96-108.

Jitendra, A.K., Hoppes, M. K., & Ping Xin, Y. (2000). Enhancing main idea comprehension for students with learning problems: The role of a summarization strategy and self-monitoring instruction. *The Journal of Special Education, 34* (3), 127-139.

Silliman, E. R., Bahr, R., Beasman, J., & Wilkinson, L.C. (2000). Scaffolds for learning to read in an inclusion classroom. *Language, Speech, and Hearing Services in Schools, 31*, 265-279.

FINAL DUE on December 10, 2008

**STUDENTS ARE REMINDED OF THE UNIVERSITY OF VERMONT'S
COMMON GROUND FOR BEHAVIOR AS A STUDENT IN A COMMUNITY
OF LEARNERS**

Our Common Ground

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

- **Respect:** We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.
- **Integrity:** We value fairness, straightforward conduct, adherence to the facts and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.
- **Innovation:** We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.
- **Openness:** We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.
- **Justice:** As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation and harassment, and we challenge injustice toward any member of our community.
- **Responsibility:** We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

As part of the Unit Faculty for the University of Vermont that prepares speech-language pathologists as educators in school settings, the following conceptual framework is shared across educators at UVM to ensure quality learning and teaching:

Conceptual Framework “The heart and mind of programs”

Unit faculty at the University of Vermont aspire to prepare a committed reflective practitioner, instructional leader and change agent, collaborating with other professionals to make a positive difference in schools and in the lives of all learners.

Through Reflective learning and practice, the UVM prepared educator is grounded in . . .

Constructivism

Knowledge is socially constructed through dialogue and community-based practice (constructivism).



Collaboration

Teachers and other school professionals work collaboratively to problem-solve with stakeholders (collaboration, inter-professional practice, reflective practice, excellence).

Human development & empowerment

Education facilitates development of human potential (developmentally appropriate practice, strengths perspective, empowerment).

Inclusion

All students can learn and have value in their communities (inclusion).

Multiculturalism/culturally responsible pedagogy

Learning communities demonstrate respect for and honor diversity; pursue knowledge and affirmation of our diverse cultures (multiculturalism, culturally responsive pedagogy, equity).

Equity & justice

Education should advance social justice and democracy (equity).

. . . and meets these standards - KSD Standards for Beginning Teachers and Others School Professionals in Initial Programs

- Demonstrates content knowledge and skills
- Understands learners and differences
- Understands learning
- Translates curriculum into instruction
- Creates equitable, inclusive learning environments
- Assesses student learning
- Practices culturally responsive pedagogy
- Demonstrates collaborative and interpersonal skills
- Engages in reflective practice
- Integrates technology
- Acts consistently with the belief that all students can learn

- Engages in self-directed learning and professional development for growth

Faculty beliefs have shaped their professional commitments that are expressed in Outcome Statements for Candidates.

The professional educator in **initial** preparation programs at The University of Vermont . . .

1. Knows content/subject matter, understands connectedness with other disciplines, and translates curriculum into materials and instructional strategies appropriate for subject matter and learners. (Critical Thinker)
2. Understands all learners as individuals, in the context of families and social groups, and uses standard's based instruction to create equitable safe and supportive learning environments that promote acceptance and belonging. (Problem Solver)
3. Understands learning and ways of evaluating and enhancing it, including through the application of technology. (Instructional Leader)
4. Knows social, cultural, historical, legal and philosophical context of schools in a democracy and practices equitable and culturally responsive pedagogy appropriate for subject matter and learners. (Reflective Practitioner)
5. Can create inclusive learning environments which meet diverse learning needs, incorporate and reflect all learners' experiences, and facilitate students' learning, including about their own biases and understandings. (Reflective Practitioner/Change Agent)
6. Demonstrates effective collaborative and interpersonal skills in problem-solving with students, families, colleagues and related professionals. (Inter-professional Practitioner)
7. Engages in professional development and continually examines own assumptions, beliefs and values. (Reflective Practitioner)
8. Demonstrates the belief that all students can learn and that they can take responsibility for their own learning; demonstrates high expectations for all students and takes responsibility for helping them aspire to high levels of learning. (Student Advocate)

Selected LLD Assessment Tools & Resources

TOPIC: Understanding LLD

ASSESSMENT TOOL:

Hammill, D. D. & Bryant, B. R. (1998). *Learning Disabilities Diagnostic Inventory*. (A method to help identify intrinsic processing disorders in children & adolescents). Austin, TX: PRO-ED.

RESOURCES:

Berninger, V. W., & Richards, T. L. (2000). *Brain literacy for educators and psychologists*. Academic Press.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington: National Academy Press.

Hart, B., & Risley, T. (2003). *Meaningful differences in the everyday experience of young American children*. Brookes Publishing.

Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention & classroom management*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

Power, B. M., & Hubbard, R. S. (Eds.) (2002). *Language development: A reader for teachers, Second Edition*. Upper Saddle River: Pearson Education, Inc.

TOPIC: Narrative & Curriculum-Based Language Assessment & Intervention

ASSESSMENT TOOLS:

Gillam, R. B., & Pearson, N. W. (2004). *Test of Narrative Language*. Austin, TX: Pro-Ed.

Miller, L., Gillam, R., & Pena, E. D. (2001). *Dynamic assessment and intervention: Improving children's narrative skills*. Austin, TX: PRO-ED.

RESOURCES:

Apel, K., & Masterson, J. (1998). *Assessment and treatment of narrative skills: What's the story* (manual & videotape). Rockville, MD: American Speech-Language Hearing Association.

Ehren, B. J., Jackson, J. (2004). *Curriculum-based language intervention with adolescents*. Rockville, MD: American Speech-Language Hearing Association.

Montgomery, J., & Kahn, N. (2006). *What's your story? Evidence-based narrative strategies for adolescents*. Eau Claire, WI: Thinking Publications.

www.thinkingpublications.com

Wiig, E. H., Larson, V. L., & Olson, J. A. *S-MAPS Rubrics for Curriculum-Based Assessment & Intervention*. Eau Claire, WI: Thinking Publications.

www.thinkingpublications.com

Wiig, E. H., & Wilson, C. C. *The Learning Ladder: Assessing & teaching text Comprehension*. Eau Claire, WI: Thinking Publications. www.thinkingpublications.com

TOPIC: Nonverbal Learning Disabilities

RESOURCES:

Molenaar-Klumper, M. (2002). *Nonverbal learning disabilities: Characteristics, diagnosis and treatment within an educational setting*.

Tanguay, P. B. (2000). *Nonverbal learning disabilities at home: A parent's guide*.

Tanguay, P. B. (2002). *Nonverbal learning disabilities at school: Educating students with NLD, Asperger Syndrome & related conditions*.

Thompson, S. (1997). *The source for nonverbal learning disorders*. East Moline, IL: Lingui Systems.

TOPIC: Attention Deficit/Hyperactivity Disorder

ASSESSMENT TOOLS:

Burks, H. F. *Burks' Behavior Rating Scales (BBRS)*. Western Psychological Services. www.wpspublish.com.

Conners, C. K. *Conners' Rating Scales-Revised (CRS-R)*. Austin, TX: PRO-ED. www.proedinc.com

Gadow, K. D. & Sprafkin, J. *Adolescent Symptom Inventory-4 (ASI-4)*. Western Psychological Services. www.wpspublish.com.

Gadow, K. D. & Sprafkin, J. *ADHD Symptom Checklist-4 (ADHD-SC4)*. Austin, TX: PRO-ED. www.proedinc.com

Gadow, K. D. & Sprafkin, J. *Child Symptom Inventory-4 (CSI-4)*. Western Psychological Services. www.wpspublish.com.

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Ryser, G., & McConnell, K. (2002). *Scales for Diagnosing Attention Deficit/Hyperactivity Disorder*. Austin, TX: PRO-ED. www.proedinc.com

Ullman, R. K., Sleator, E. K. & Sprague, R. L. *ADD-H Comprehensive Teacher's Rating Scale (ACTeRS)* (second edition). Western Psychological Services. www.wpspublish.com.

Walker, H. M. *Walker Problem Behavior Identification Checklist*. Western Psychological Services. www.wpspublish.com.

RESOURCES:

Geffner, D. (2006). *Attention-deficit/hyperactivity disorder: What professionals need to know*. Eau Claire, WI: Thinking Publications. www.thinkingpublications.com

Geffner, D. (2006). *Attention-deficit/hyperactivity disorder DVD: The journeys—the people and their stories*. Eau Claire, WI: Thinking Publications. www.thinkingpublications.com

Mercugliano, M., Power, T.J., & Blum, N. J. (1999). *The clinician's practical guide to attention-deficit/hyperactivity disorder*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities & ADHD*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

Wodrich, D. L. (2000). *Attention-deficit/hyperactivity disorder: What every parent wants to know, 2nd edition*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

TOPIC: Early Literacy Development & Phonological Awareness

ASSESSMENT TOOLS:

Crumrine, L., & Lonegan, H. (2000). *Phonemic-Awareness Skills Screening*. Austin, TX: PRO-ED. www.proedinc.com

Crumrine, L., & Lonegan, H. (2000). *Pre-Literacy Skills Screening*. Austin, TX: PRO-ED. www.proedinc.com

Lindamood, C. & Lindamood, P. (1971). *Lindamood Auditory Conceptualization Test*. Austin, TX: PRO-ED. www.proedinc.com

Reid, D. K., Hresko, W. P., & Hammill, D. D. (2001). *Test of Early Reading Ability-Third Edition*. Austin, TX: PRO-ED. www.proedinc.com

Smith, M. W., & Dickinson, D. K. (2002). *Early language and literacy classroom observation (ELLCO) Toolkit*, Research Edition. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

Torgesen, J. K., & Bryant, B. R. (1994). *Test of Phonological Awareness*. Austin, TX: PRO-ED. www.proedinc.com

Wagner, R., Torgesen, J. K., & Rashotte, C. (1999). *Comprehensive Test of Phonological Processing (CTOPP)*. Austin, TX: PRO-ED. www.proedinc.com

RESOURCES:

Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

Bennett, L., & Ottley, P. *Launch into reading success through phonological awareness training*. Austin, TX: PRO-ED. www.proedinc.com

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com

DaisyQuest and Daisy's Castle, Macintosh software for phonological awareness training. Austin, TX: PRO-ED. www.proedinc.com

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- Goldsworthy, C., Hodson, B., & Swanson, T. (2002). *Phonological awareness and literacy acquisition: Preschool to adolescence*. Rockville, MD: American Speech-Language Hearing Association.
- Lenchner, O., & Podhajski, B. *The sounds abound program: Teaching phonological awareness in the classroom*. Austin, TX: PRO-ED. www.proedinc.com
- Linder, T. W. (1999). *Read, play and learn: Storybook activities for young children*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com
- Moats, L. C. (2001). *Speech to Print*. Baltimore: Paul Brookes
- Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998). *Ladders to literacy: A preschool activity book*. Baltimore, MD: Paul H. Brookes Publishing. www.brookespublishing.com
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- Robertson, C., & Salter, W. *The phonological awareness kit-primary & intermediate*. Austin, TX: PRO-ED. www.proedinc.com
- Rosner, J. *Phonological awareness skills program (formerly Green readiness book)*. Austin, TX: PRO-ED. www.proedinc.com
- Roth, F. (2004). *Emergent literacy environments of young children at-risk for literacy learning difficulties*. Rockville, MD: American Speech-Language Hearing Association.
- Serway, L. *Listening with kids: Parents as partners*. Austin, TX: PRO-ED. www.proedinc.com
- Stone, J. (2002). *The animated-alphabet story, song, and action book*. La Mesa, CA: J. Stone Creations.
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- Stone, J. (1998). *The book of pattern reading, writing, & singing activities*. La Mesa, CA: J. Stone Creations.

Torgesen, J. K., & Bryant, B. R. *Phonological awareness training for reading*. Austin, TX: PRO-ED. www.proedinc.com

Torgesen, J. K., Mathes, P. G. *A basic guide to understanding, assessing, & teaching phonological awareness*. Austin, TX: PRO-ED. www.proedinc.com

TOPIC: Reading

ASSESSMENT TOOLS:

Brown, V. L., Hammill, D. D., & Wiederholt, J. L. (1995). *Test of Reading Comprehension-Third Edition*. (A method for assessing the understanding of written language.) Austin, TX: PRO-ED. www.proedinc.com

Bryant, B. R., & Wiederholt, J. L. (1991). *Gray Oral Reading Tests Diagnostic*. Austin, TX: PRO-ED. www.proedinc.com

Newcomer, P. L. (1999). *Standardized Reading Inventory-Second Edition(SRI-2)*. Austin, TX: PRO-ED. www.proedinc.com

Torgesen, J. K., Wagner, R., Rashotte, C. (1999). *Test of Word Reading Efficiency (TOWRE)*. Austin, TX: PRO-ED. www.proedinc.com

Wiederholt, J. L., & Blalock, G. (2000). *Gray Silent Reading Tests*. Austin, TX: PRO-ED. www.proedinc.com

Wiederholt, J. L., & Bryant, B. R. (2001). *Gray Oral Reading Tests-Fourth Editions (GORT-4)*. Austin, TX: PRO-ED. www.proedinc.com

RESOURCES:

Carlisle, J. F., & Rice, M. S. (2002). *Improving reading comprehension: Research-based principles and practices*. Baltimore, MD: York Press.

Meyer, A. & Rose, D. H. (2000), *Learning to Read in the Computer Age*, Brookline, MA: Brookline Books. Online at www.cast.org

Rawson, M. (1995). *Dyslexia over the lifespan: A fifty-five year longitudinal study*, Cambridge, MA: EPS

Richardson, J. S., & Morgan, R. F. (2000). *Reading to learn in the content areas*, Belmont, CA: Wadsworth.

Shaywitz, S. (2003). *Overcoming Dyslexia*, New York: Knopf.

SAMPLE READING PROGRAMS:

EdJulianne Reading Program Level 1. Austin, TX: PRO-ED. www.proedinc.com

EdJulianne Reading Program Level 2. Austin, TX: PRO-ED. www.proedinc.com

Eisenson, J. *Reading for Meaning: An Illustrated Alternative Approach to Reading.* Austin, TX: PRO-ED. www.proedinc.com

Gould, T. S., & Warnke, M. *Learn to Read Program.* Austin, TX: PRO-ED. www.proedinc.com

Henry, M. K., Redding, N. C. *Patterns for Success in reading & Spelling: A Multisensory Approach to Teaching Phonics & Word Analysis.* Austin, TX: PRO-ED. www.proedinc.com

Idol, L. *Reading Success.* Austin, TX: PRO-ED. www.proedinc.com

Jordan, D. R. *Jordan Dyslexia Assessment/Reading Program-Second Edition.* Austin, TX: PRO-ED. www.proedinc.com

Lindamood, P., & Lindamood, P. *The Lindamood Phoneme Sequencing Program for Reading, Spelling & Speech (LiPS).* (Formerly *Auditory Discrimination in Depth (ADD)*). Austin, TX: PRO-ED. www.proedinc.com

Sundbye, N. W., Dyck, N. J., & Wyatt, F. R. *Essential Sight Words Program.* Austin, TX: PRO-ED. www.proedinc.com

Wilson, B. A. *Wilson Reading Program.* Austin, TX: PRO-ED. www.proedinc.com

TOPIC: Spelling

ASSESSMENT TOOLS:

Larsen, S. C., Hammill, D. D., & Moats, L. (1999). *Test of Written Spelling-Fourth Edition.* Austin, TX: PRO-ED. www.proedinc.com

Wasowicz, J., Apel, K., Masterson, J., & Whitney, A. *Spelling Performance Evaluation for Language & Literacy (SPELL) & SPELL-Links to Reading & Writing: A word study curriculum.* Eau Claire, WI: Thinking Publications. www.thinkingpublications.com

RESOURCE:

Apel, K. & Wasowicz, J. (2004). Spelling assessment and word-based instruction. On-line course available at: <http://www.uc.edu/ncslps/project/curriculum/apel/apelchoice.htm>

TOPIC: Written Language

ASSESSMENT TOOLS:

Hammill, D. D., & Larsen, S. C. (1996). *Test of Written Language-Third Edition*. Austin, TX: PRO-ED. www.proedinc.com

Hresko, W. P., Herron, S. R., & Peak, P. K. (1996). *Test of Early Written Language-Second Edition*. Austin, TX: PRO-ED.

McGhee, R., Bryant, B. R., Larsen, S. C., & Rivera, D. M. (1995). *Test of Written Expression*. Austin, TX: PRO-ED. www.proedinc.com

Warden, M. R., & Hutchinson, T. A. (1992). *Writing Process Test*. Austin, TX: PRO-ED. www.proedinc.com

RESOURCES:

Cavey, D. W. *Dysgraphia-third edition: Why Johnny can't write*. Austin, TX: PRO-ED. www.proedinc.com

Phelps-Terasaki, D., & Phelps-Gunn, T. *Teaching competence in written language-second edition*. Austin, TX: PRO-ED. www.proedinc.com

TOPIC: Strategy Instruction

RESOURCES:

Deschler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods, Second edition*. Denver, CO: Love Publishing.

Pressley, M., & Woloshyn, V. (Eds.) (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Strothman, S. W. (Ed.). (2001). *Promoting Academic Success for Students with Learning Disabilities*, Putney, VT: LandJulianne College.

Wieg, E. H., & Wilson, C. C. *Map It Out: Visual Tools for Thinking , Organizing & Communicating*. Eau Claire, WI: Thinking Publications. www.thinkingpublications.com

Wood, E., Woloshyn, V. E., & Willoughby, T. (Eds.) (1995). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books.

Critical Review of the Literature
CMSI 383 *Language Learning Disabilities*

NAME: _____

DATE: _____

EVALUATOR: _____

TOTAL POINTS: _____



1. In what way does the information you read explain the challenges of students with LLD, specifically related to *receptive & expressive language* (including oral & written language) (4 pts.), *cognitive communication* (3 pts.) & *social aspects of communication* (3 pts.)? **(10 points)**

2. What did you learn from the reading that you can apply to your assessment and intervention of students with LLD, specifically related to *receptive & expressive language* (including oral & written language)(4 pts.), *cognitive communication* (3 pts.)& *social aspects of communication* (3 pts.)? **(10 points)**

COMMENTS BY STUDENT (optional)

Final Exam Evaluation Rubric
CMSI 383 *Language Learning Disabilities*

NAME: _____
EVALUATOR: _____

DATE: _____
TOTAL POINTS: _____

1. Knowing the student's history of language difficulties, what are some of your predictions about why s/he is struggling in her/his current classes considering her/his *receptive & expressive language, cognitive communication & social aspects of communication* (6 pts.)? What are the specific demands of the curriculum, which are likely to be problematic for her/him? (4 pts.) (cited literature as appropriate)

2. What additional assessment in the areas of *receptive & expressive language, cognitive communication & social aspects of communication* (6 pts.) would you do and why (4 pts.)? (10 pts.) (cited literature as appropriate)

3. What steps would you take as an SLP to support the student's academic program? (8 pts. total) (cited literature as appropriate)
 - a. Specifically, what type of services, if any, will be needed to address the student's current needs and how might these be delivered? (3 pts.)
 - b. Describe, too, the challenges you anticipate in implementing the needed services and how you might manage those barriers. (5 pts.)

4. What specific intervention strategies would you initiate to support the student's language difficulties, including his/her (12 pts. total): cited literature as appropriate)
 - a. *word finding* or *concept knowledge* challenges (2 pts.)
 - b. *spelling* difficulties (2 pts.)
 - c. *reading comprehension* of complex literature & academic material (2 pts.)
 - d. *written language* (2 pts.)
 - e. *oral language* (2 pts.)
 - f. *social aspects of communication* (2 pts.)