

Bilingual Speech and Language Assessment and Intervention

SHS 591 – Spring 2008

Thursdays 3:40-6:30 (150 minutes)

Prerequisite: SHS 565 – Speech and Language Acquisition

COURSE SYLLABUS

Instructor: M. Adelaida Restrepo, Ph.D., CCC-SLP
Office Phone: (480) 727-8795
Blackboard: <http://my.asu.edu/>

Office: Coor 3392
Email: Laida.Restrepo@asu.edu
Office Hours: Thursdays 2:30 – 3:30 or
by appointment

Course Description

This course focuses on speech and language assessment and intervention in Spanish speakers or bilingual Spanish/English speakers, including adults and children. If you speak another language, you are welcome to use this course to learn about the assessment and intervention principles and in your projects you can focus on the language of interest to you. You will learn about literacy, phonological, morphological, syntactic, semantic/lexical, and narrative assessments, including standardized, criterion-referenced, non-formal and dynamic assessment methods. In addition, we will discuss intervention techniques, evidence-based practice, and models of intervention.

Method of Instruction

This course will include lecture, group and individual work on projects. Class will include discussion, problem solving, and case studies. My role is to provide a framework for your learning, to be a resource for you, and to provide feedback. I believe that most learning comes from within.

Course Objectives

The students will develop assessment and intervention principles for working with English language learners with an emphasis in Latin-American Families. Students will demonstrate the specific skills

- Interview and work with parents of Latino children and family members of adults
- Use alternative assessment methods to identify speech and language disorders in bilingual children and adults
- Integrate curriculum goals into intervention that facilitate home and school language
- Discuss the influence, pros and cons of bilingual and English-only educations in your interventions of ELL children with speech and language disorders
- Collaborating with other professionals to improve home and school language
- Develop assessment and intervention principles to work with bilingual adults

ASHA Certification Standards

Successful completion of this class will assist students in meeting the following knowledge and skills requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology.

Standard III-B: The applicant must demonstrate knowledge of basic communication and swallowing processes, including biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.

- This class will provide the linguistic and cultural characteristics related to language development of children who are learning English as a second language in the following areas: phonology, morphology, syntax, semantics, literacy, and pragmatics

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

III-C Characteristics of receptive and expressive language (phonology, morphology, syntax, semantics and pragmatics) in speaking, listening, reading, writing and manual modalities

- This class will satisfy some of the requirements in the area of expressive language morphology, syntax, semantics, and pragmatics. It is expected that the student will also demonstrate these competencies in SHS 572, SHS 573, SHS 591 Preschool Language Disorders, and SHS 575.

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

III-D. Assessment of receptive and expressive Language

- This class will satisfy some of the requirements in the area of expressive language morphology, syntax, semantics, and pragmatics. It is expected that the student will also demonstrate these competencies in SHS 572, SHS 573, SHS 591 Preschool Language Disorders, and SHS 575.

Blackboard

Blackboard is software designed to organize course information and to store course content so that it may be accessed via the Internet. To use blackboard you must have an ASU User ID. By enrolling in the course you are automatically entered into the Blackboard database. To access Blackboard go to <http://my.asu.edu/>. Information for this course and the points you earn will be posted to Blackboard. You should check Blackboard several times during the week for new information.

Textbooks & Resources

Language Disorders in Bilingual Children and Adults (Kohnert, 2008).

You will also supplement the book chapters with readings to download. We may find additional readings that become available throughout the semester that are of interest to us. So this list is not final, we may add, delete or replace readings.

Course Responsibilities & Requirements

The Arizona Board of Regents requires a minimum of 45 hours of work by each student for each unit of credit. At least 45 contact hours of lecture, discussion, or evaluation as well as a minimum of 30 hours of student homework is required for each unit of credit. This means that for this 3-unit class you should expect an average of 6 hours of homework per week. The amount will vary according to topic and assignments. Plan to:

- Attend every class.
- Complete assigned readings by deadlines listed in the syllabus.
- Complete case studies by due date
- Take an active part in classroom discussion.
- Be ready for quizzes

Class Notes

Notes will be posted on Blackboard right before class. These are intended to help you follow instruction but do not provide all of the important class content. You must attend class to get the content necessary to pass the class and to integrate information.

Special Needs

I am happy to make the necessary accommodations for you to have full access to the class due to a temporary or permanent disability. Students with disabilities must make an appointment with me to discuss their particular needs during the first week of class and must be registered with the ASU Disability Resources for Students office.

Course Evaluation

You will have the opportunity to complete course evaluations at the end of the semester. Please feel free to give me your constructive comments about class via email, on cards with or without your name, or in my office at any time during the semester.

Code of Conduct

By enrolling in or auditing this course you agree to be familiar with and abide by the [ASU Student Code of Conduct](#). Excerpts from this code are part of the syllabus. You should be familiar with the entire code found at the web address provided. The code of conduct applies to ALL aspects of this course throughout the semester. You should review the code and this syllabus on a regular basis.

For purposes of this class, even when you have worked on a project with others, the written work you turn in must be written independently. Do not copy the work of others or allow your work to be copied.

Guard against plagiarism in all of your work. When in doubt, please ask me how to reference materials correctly.

All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism are not allowed. For a full description please go to the following web site:

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

Courtesy

- If you bring a computer to class, please do not check email or use the classroom computer for any purpose other than class work.
- Please turn your cell phone off during class.
- If you must leave class early or come in late, please find a place near the door and be sure to tell me about it ahead of time.
- Leave the classroom clean – pick up after yourself and others.
- If you write on the board please erase.
- Talking when someone else is talking is disruptive and disrespectful. Please be an active listener.

Grading Plan

Attendance

Most classes will include information that would be difficult to replicate outside of class, so please plan to attend every class. I will monitor your attendance. This helps me make a final grading decision if you are 'on the border' between grades at the end of the semester. If you must miss a class please notify me in advance via email or a phone call. Professional conduct is expected. This includes:

- active listening to the instructor and other members of the class
- respect for others' opinions
- preparation for class so that you can discuss topics and complete work intelligently
- offering questions and comments during class
- visiting with the instructor after class or during office hours for clarification

Attendance will be required and active participation is expected. This means that you will have read the material before class, that you will have done all your assignments, that you are prepared to answer questions about the readings, that you are prepared to ask questions about course content and readings, and that you will participate in the class activities and discussions.

Class Participation

I will ask two or three questions about the readings for the day in class. I will note those students who are prepared for class based on response to readings. You will not get partial credit. It is all or nothing for that day.

Grading: Grading: 5 x 10 points = 50 points

Cases

You will be given 5 cases throughout the semester to analyze and to provide what you think would be best practices for assessment and/or intervention based on the limited evidence available. You will have a week to write it up, in most cases. You will be graded on the analysis and the integration of information from class and the readings. You can work in pairs or individually, in term of problem solving. However, you must write your own paper.

Grading: 50 points each x 5 = 250 points

- Each case will have different grading criteria. Refer to each specific case

Due date: see syllabus for specific dates.

Final Exam

Case study. You will conduct an evaluation with a team member of a child or adult with possible language or speech disorder. It can be a child or an adult. I will facilitate 3 of them, or you can arrange one on your own. You must meet with me **prior** to your assessment. You will do a full assessment and a plan of intervention with goals, methods, and procedures for intervention. You must use evidence-based practices for assessment and intervention whenever possible.

Grading:

- 100 points - must include the following – each worth 10 points
 - Comprehensive and appropriate assessment; each instrument or procedure is justified.
 - Case history from parents or family members; patient if appropriate

- Interpretation of assessment
- Language sample analyses
- Long-term goals for the patient with short term objectives that are measurable (how would you start with this patient)
- Description of procedures and context of the intervention in general and for each objective
- Demonstrate integration of the material to class – use references to demonstrate this in your text
- Well written, organized, and clear paper. Include all your work, and it must be clear to me
- Self reflection of what you could have done better, what worked really well and where do you have to improve.
- Official report to the school, parent, rehab or center – this is different from your more extensive final
- You will present your case during exam week to the class.

Due date: Final exam day, May 6, 2:40 to 4:30 – We will meet for team case presentations – Final paper due in class. No papers will be accepted late unless you have a medical excuse.

SUMMARY OF GRADE ASSIGNMENTS

Your final grade will be based upon accumulated points earned as follows:

Task	Points	Total
Cases	5 @ 50 points each	250
Final Exam	1 @ 100 points	100
Class Participation	5 @ 10 points each	50
	TOTAL	400

Semester Grade Assignments- I may assign + at the 5% cut off for each range.

90% = A = 360

80% = B = 320

70% = C = 280

60% = D = 240

< 60% = F = below 240

Tentative Schedule of Topics and Reading Assignments

Please note that this is a tentative schedule.
We may need to make adjustments as we go. I appreciate your flexibility.

() Optional reading

	Date	Topic	Main Points	Assignments and Information *indicates required reading
1	January 17	Course Introduction	The context of our services	Chapters 1 -5– you may want to skim chapter 1 – most are review so do not panic – you can skim through most
2	January 24	EI assessment in diverse learners	Focus on Parent interviews Familiarize yourself with parent interview instruments Review case history forms in Spanish DIAL, CDI Case study 1 – develop a parent interview.	Miriam will facilitate – work on case Review both measures and critique http://colorincolorado.org/placement/assessments.php - explore the whole site, check the parent interviews – more focus on school age, but good time to do it. Do this first half, work with Miriam second half on test review and case history.
3	January 31	Early intervention	Parent Training Programs Milieu teaching Family centered services Defining parent involvement across cultures Training parents - issues with Latino families.	http://www.coe.uga.edu/clase/Ed_Resources/latinoparentreport.pdf (Tinkler, 2002) A review of the literature on parent involvement Hammer (1998) Family Centered Services Chapter 6 Case 1 study due
4	February 7	Preschool assessment	Standardized assessment - Review Spanish PLS - TVIP others	http://www.asha.org/journalresources/ajs10040382.pdf Restrepo & Silverman, (2001) PLS http://www.asha.org/journalresources/lsh27040333.pdf Anderson (1996)

			<p>Language sampling, Grammar and semantic assessment</p> <p>Case 2 assigned</p>	<p>http://www.asha.org/journalresources/ajs10020138.pdf Peña, Iglesias, & Lidz (2001) DA study with preschoolers</p> <p>http://www.asha.org/journalresources/lsh36030230.pdf (Hwa-Froelich, 2005) processing in Vietnamese PS</p> <p>Gutierrez-Clellen et al, (2006) JSHR 49 (6): 1209.</p>
5	February 14	Preschool intervention	<p>Language of intervention in preschool</p> <p>Building vocabulary and preliteracy skills in PS</p> <p>Grammar intervention</p>	<p>http://www.asha.org/journalresources/lsh36030251.pdf Kohnert, Yim, Nett, Kan, & Duran (2005)</p> <p>http://www.asha.org/journalresources/jsl48209_Kan.pdf Kan & Kohnert (2005) vocabulary</p> <p>http://www.asha.org/journalresources/AJS14030187.pdf Kay-Raining Bird (2005)- down syndrome</p> <p>Van Kleeck (1994) cultural bias of parent interventions</p> <p>Case 2 due</p>
6	February 21	Elementary school assessment	<p>Narrative assessment</p> <p>Dynamic assessment</p> <p>Review -Dynamic assessment of narratives - CELF – Spanish - TVIP - EOWPVT</p>	<p>http://www.asha.org/journalresources/lsh27040367.pdf Lidz & Peña (1996) dynamic assessment tutorial – make sure you do this before class</p> <p>http://www.asha.org/journalresources/jsl41061398.pdf Restrepo, 1998)</p> <p>Pena et al (2006) JSHR Narrative dynamic assessment</p> <p>Brackenbury and Pye (2005) JSHR semantic assessment</p>
7	February 28	Elementary school intervention	<p>Narrative and semantic skills intervention</p> <p>Case 3 assigned</p> <p>Bilingual Therapies Discussion – Nate Cornish</p>	<p>http://www.asha.org/journalresources/lsh31030280.pdf Hadley, Simmerman, Long, & Luna (2000) collaboration and prevention</p> <p>http://lshss.asha.org/cgi/content/full/38/3/225?maxtoshow Ucelli & Paez (2007)</p>

8	March 6	Middle/high school assessment and intervention	<p>Review literature on Processing measures</p> <p>How to motivate them Collaborating with ELL, resource, or regular teacher</p>	<p>Case 3 due - Katie to come</p> <p>Arnold & Evans (2005). JSHR, 48 (4): 897-909</p> <p>Graf Estes, Evans, & Else Quest (2007) JSHR 50 177-195</p> <p>Reed & Spicer (2003) LSHSS , 34, 343-347.</p> <p>Meltzer and Hamman (2005)</p>
	March 13	Spring Break		Spring Break
9	March 20	Literacy	<p>Discuss our role as SLPs in literacy with ELL and learning disabilities</p> <p>Case 4 assigned</p>	<p>(Bialystock et al, 2005)</p> <p>http://www.asha.org/members/deskref-journals/journals/lshss/36/04/lsh36040336.htm</p> <p>Swanson, Hodson, & Schommer-Aikins (2005)</p> <p>(Swanson, Saez, & Gerber, 2004) Phono and exec functions in reading ELL</p> <p>Genesee et al (2006) Educating English language learner Ch. 3 and 4.</p> <p>Mathes et al (2007) LSHSS, 38 260-271</p>
10	March 28	Articulation and phonology assessment and intervention	<p>Assessment and intervention issues</p> <p>Review materials in both areas; discuss treatment issues in bilingual child</p>	<p>Goldstein, B. A., & Fabiano, L. (2007, Feb. 13). Assessment and intervention for bilingual children with phonological disorders. The ASHA Leader, 12(2), 6-7, 26-27, 31.</p> <p>Case 4 due</p>
11	April 3	Adult assessment	<p>Issues in bilingual adults</p> <p>Measures available to evaluate bilingual adults</p> <p>Developing a case history for adults and doing an oral mechanism on an adult and a child</p> <p>Directions for swallowing</p> <p>Case 5 assigned</p>	<p>Kohnert & Hernandez (1998) Brain and Language – Norms for Boston Naming Test</p> <p>(Centeno, 2005) Bilingual Aphasia</p> <p>(Roberts, 2001) Aphasia assessment</p> <p>Fabro (2001)</p> <p>Muñoz and Marquart (2008) – Aphasiology</p> <p>Chapter 7-9</p>

12	April 10	Adult intervention	<p>What are some treatment techniques that are appropriate for bilingual adults with aphasia? Dementia issues</p> <p>Laida out of town – may exchange with next week</p>	<p>Kohnert (2004) - treatment</p> <p>Edmunds & Kiran (2006) JSHR Bilingual Aphasia</p> <p>Chapter 10</p> <p>Goral, Levy, & Kstl. Brain and Language, 2007, 104, 1-2, 203, 204.</p> <p>Sirkka-Liisa Ekman et al, internacional psychogeriatrics (1994)</p> <p>Case 5 due</p>
13	April 17	NO CLASS	WORK ON FINAL EVALUATION OR CASE STUDY	
14	April 24 th	Stuttering	<p>Review of swallowing materials for bilingual adults</p> <p>Issues related to assessment and intervention with bilingual stutterers</p>	<p>Au et al (2003) Stuttering in multicultural populations and bilinguals</p> <p>Nan Bernstein Ratner (2004) in Bil acquisition book.</p> <p>Carias and Ingram (2006) J of Communicative Disorders</p> <p>Howell et al http://www.speech.psychol.ucl.ac.uk/PAPERS/PDF/ifa03spanish.pdf</p>
	May		Final exam due	

<http://www.east.asu.edu/sta/u-life/housing/codeasu.htm>

Arizona Board of Regents Policy Manual - University Policy

Excerpts from 5-308 Student Code of Conduct

Definitions

- “Cheating” means intentionally using or attempting to use unauthorized materials, information or study aids.
- “Fabrication” means intentional falsification or invention of any information or citation.
- “Plagiarism” means intentionally or knowingly representing the words or ideas of another as one’s own.

The following misconduct is subject to disciplinary action:

1. All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.

Any attempt to commit an act of misconduct prohibited by these rules shall be subject to sanctions to the same extent as completed acts.

One or more of the following sanctions may be imposed for any violation of this Code:

1. **Expulsion:** Permanent separation of the student from the university. An indication of expulsion may appear on the student's transcript. The expelled student shall not participate in any university-sponsored activity and shall be barred from university property.
2. **Suspension:** Temporary separation of the student from the university for a specified period of time and/or until specific conditions, if imposed, have been met. An indication of suspension may appear on the student's transcript. Except where prior approval has been granted by the Dean of Students, a suspended student shall not participate in any university-sponsored activity and shall be barred from the university campus.
3. **Probation:** Removal of the student from good disciplinary standing. Additional restrictions or conditions may also be imposed. Appropriate university officials shall be notified of the imposition of such sanctions. Probation shall last for a stated period of time and until specific conditions, if imposed, have been met. Any violation of these rules, the conditions of probation or other university rules committed during the probationary period will subject the student to further discipline, including suspension or expulsion.
4. **Warning:** A written statement advising the student that a violation of this Code has been committed and that further misconduct may result in more severe disciplinary action.
5. **Administrative Hold:** A status documented in the registrar's official file which precludes the student from registering until clearance has been received from the Dean of Students in accordance with university rules.
6. **Other sanctions** permissible under existing university rules.

By enrolling in this course you agree to follow the ASU Student Code of Conduct and are subject to sanctions for violations of this code. This code is applicable to all aspects of this course throughout the semester.

Resources

1. Improving your child's education English and Spanish

<http://www2.edtrust.org/NR/rdonlyres/1213B912-0419-4504-8D7E-414106C22D5C/0/imprvgeduLatino.pdf>

http://www2.edtrust.org/NR/rdonlyres/CCF44357-B41F-4483-BB57-D2F3D25565B9/0/imprvgeduLatino_Espanol.pdf

2. NCREST

<http://www.nccrest.org/about.html> - series of brief and technical reports for professionals and parents.

3. Lees y serás

<http://www.leeyseras.net/>

4. Center for Positive Practices

<http://www.positivepractices.com/BilingualEducation/BilingualEdResearchReport.html>

5. Como mejorar la educación de los niños

http://www2.edtrust.org/NR/rdonlyres/CCF44357-B41F-4483-BB57-D2F3D25565B9/0/imprvgeduLatino_Espanol.pdf

6. Crede

<http://www.crede.org/index.html>

7. Gerra Publishing

<http://www.guerrapublishing.com/>

8. La lectura es lo primero

http://www.nifl.gov/partnershipforreading/publications/pdf/PRF_espan_.pdf

9. Latino USA 'Bilingual Education Debate

<http://www.latinousa.org/program/lusapgm553.html>

10. Books

<http://www.memima.com/category.i?catid=1:1>

11. Nacional Clearing House of English Acquisition

<http://www.ncela.gwu.edu/>

12. More Spanish Books

<http://www.bebopbooks.com/>

13. NABE

<http://www.nabe.org/>

14. Border Kids

http://www.aecf.org/publications/data/border_pocket_guide.pdf

15. Para Nuestros Niños - Nacional task force for early childhood education for Hispanic children

<http://www.ecehispanic.org/readings.html#ell>

15. CLASE ' Center Latino Achievement and Success in Education
<http://www.coe.uga.edu/clase/>

16. Colorin Colorado
<http://colorincolorado.org/homepage.php>

17. National Center for Family Literacy
http://www.familit.org/site/c.gtJWJdMQIsE/b.2123751/k.8A72/Page_Not_Found.htm

18. National Task Force for Early Childhood Education for Hispanics
<http://www.ecehispanic.org/readings.html#ell>

Reference List

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Hwa-Froelich, D. A. M. H. (2005). **Vietnamese Children and Language-Based Processing Tasks.** *Language, Speech and Hearing Services in Schools, 36*, 230-243.

Kan, P. F. & Kohnert, K. (2005). Preschoolers learning Hmong and English: Lexical-semantic skills in L1 and L2. *Journal of Speech, Language and Hearing Research, 48*, 372-383.

Kay-Raining Bird, E. C. P. T. N. T. E. S. A. T. A. (2005). The Language Abilities of Bilingual Children With Down Syndrome. *American Journal of Speech-Language Pathology, 14*, 187-199.

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Swanson, H., Saez, L., & Gerber, M. (2004). Do Phonological and Executive Processes in English Learners at Risk for Reading Disabilities in Grade 1 Predict Performance in Grade 2? *Learning Disabilities Research and Practice, 19*, 225-238.

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Wright, W. P. C. (2005). *Academic Achievement of English Language Learners in Post Proposition 203 Arizona* (Rep. No. EPSL-0509-103-LPRU).

<http://www.asu.edu/educ/epsl/EPRU/documents/EPSTL-0509-103-LPRU-exec.pdf> (Wright, 2005) proposition 2003 in AZ report

<http://www.asu.edu/educ/epsl/AEPI/Report/EPSTL-0509-110-AEPI.pdf>

http://www.nabe.org/documents/policy_legislation/NABE_on_NCLB.pdf