

**A. Department of Special Education**

**SED 260 Language and Speech Disorders of Exceptional Children**

**3 credit hours**

**B. Course Description:** Prerequisite SED 104 or instructor approval. Acquisition of normal language and speech in our multicultural society. Identification and educational management of language and speech disorders in children with disabilities.

**C. Text(s):**

**Undergraduates:** Kuder, S. J. (2008) Teaching Students with Language and Communication Disabilities 3<sup>rd</sup> edition. Needham, MA: Allyn and Bacon.

Selected and Assigned Journal Readings

**D. Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Describe the normal acquisition of language (birth-adult).
2. Describe the components and functions of language including pragmatics, semantics, and syntax and their relationships.
3. Describe the normal developmental sequence of verbal language and nonverbal language at receptive and expressive levels.
4. Describe the relationship between cognition and social environments in normal language development.
5. Describe the effects of parental (adult) linguistic input on the acquisition of language.
6. Compare the communication, speech, and language development of students with disabilities with normal developmental strands.
7. Explain the purposes and methods for assessing student's language and outline the aspects that should be evaluated.
8. Describe the unique communication characteristics of persons with mental retardation, autism, hearing impairment, physical disabilities, and learning disabilities.
9. Explain the difference between symbolic and nonsymbolic communication systems.
10. Explain the various language differences associated with the effects of multiculturalism.
11. Explain the professional role of the speech-language pathologist and the special education classroom/collaboration teacher in providing speech and language services to children with disabilities and in facilitating the development of language and communication skills.

\*These student learning outcomes align with CEC New Teacher Standards 1, 2, 3, 4, 5, 6, 8, 10 and CED Initial Certification Standards 1, 2, 3, 4, 6, 8, 10.

**E. Course Outline:**

This course is lecture /discussion format. The topics covered include:

- I. Relationship of communication, speech, and language (Weeks 1-2)

- A. Terminology of speech and language
  - B. Integration of components of speech and language
  - C. Models of language
- II. Developmental models of acquisition (Week 3)
- A. Behavioral
  - B. Psycholinguistic/syntactic
  - C. Semantic/cognitive
  - D. Pragmatic (sociolinguistic)
- III. Social bases of language (Week 4)
- A. Caregiver input variables
  - B. Child initiated communication
  - C. Social experiences and communication learning variables
- IV. Cognitive bases (Week 5)
- A. Developmental model
  - B. Cognition and language
  - C. Perceptual bases to early language development
- V. Early language development (Week 6-7)
- A. Communication development
  - B. Syntactic development
  - C. Semantic development
  - D. Pragmatic development
- VI. Preschool language development (Weeks 8-9)
- A. Communication development
  - B. Syntactic development
  - C. Semantic development
  - D. Pragmatic development
- VII. School age years language development (Week 10)
- A. Communication development
  - B. Syntactic development

- C. Semantic development
- D. Pragmatic development

VIII. Assessment of speech and language (Week 10)

- A. Purpose
- B. Planning sequence
- C. Methods
- D. Case Study

IX. Characteristics of language delayed, bilingual and linguistically diverse populations (Week 11-14)

- A. Intellectual Disabilities
- B. Autism Spectrum Disorders
- C. Sensory Disabilities (Visual and Deaf and Hard of Hearing)
- D. Learning disabilities
- E. Behavioral and emotional disabilities
- F. Limited English Proficiency/ELL

X. Language intervention in school settings (Week 15)

- A. The role and responsibilities of each professional on the educational team

**F. Course Requirements: Evaluation Methods for Undergraduates**

<b>Course Requirement</b>	<b>Points</b>
<b>1. Tests (3)</b>	<b>120</b>
<b>2. Language Sample Project</b>	<b>50</b>
<b>3. Reading Responses</b>	<b>20</b>
<b>4. Observation Interview</b>	<b>30</b>
<b>5. Inquiry Project</b>	<b>30</b>

**G. Not applicable**

**H. Grade Scales:**

**Undergraduate:**

- 90-100% of points      A
- 80-89% of points      B
- 70-79% of points      C
- 60-69% of points      D
- Below 60% of points      F

**I. Student Progress:**

Students are responsible for monitoring their progress in the course and computing their grades continually as each assignment is returned to them by the instructor. Students deficient in course performance prior to the last day to withdraw from full semester classes will be informed by the instructor on or before this date.

**J. Attendance Policy:**

For on-campus courses, unexcused absences in excess of 7% of the number of class meetings can result in a lowering of the course grade by one letter grade. Absences (excused or unexcused) totaling more than 10% of the number of class meetings can result in an F. All assignments must be turned in by date given on CLASS SCHEDULE or with instructor's permission. Late submission of work by due dates may result in lowered grade. For online courses, late submission of work by due dates may result in lowered grade.

**K. Last Date to Drop the Course:**

**L. Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

**M. Academic Integrity Statement:** Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

Course P/N	Course Title
<b>SED 260</b>	<b>Language and Speech Disorders of Exceptional Children</b>

<b>CONCEPTUAL FRAMEWORK ELEMENTS</b>
<b>CF1: Knowledge</b> - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
<b>CF2: Pedagogical Skills</b> - Enables the professional educator to facilitate learning for all students.
<b>CF3: Dispositions</b> - Includes the professional attitudes, values and beliefs that support student learning and development.
<b>CF4: Technology</b> - Focuses on preparing candidates who are able to use educational technology to help all students learn.
<b>CF5: Diversity</b> - Reflects the Unit's commitment to preparing candidates to support learning for all students

**RELATIONSHIP TO:**

**College of Education Conceptual Framework**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
<b>K, A</b>				
<b>KA1</b>	<b>K</b> <b>KA 1</b>	<b>K</b>	<b>K</b>	<b>K</b>

<b>TEACHER STANDARDS (2008)</b>
<b>STANDARD 1:</b> The teacher demonstrates applied content knowledge
<b>STANDARD 2:</b> The teacher designs and plans instruction
<b>STANDARD 3:</b> The teacher creates and maintains learning climate
<b>STANDARD 4:</b> The teacher implements and manages instruction
<b>STANDARD 5:</b> The teacher assesses and communicates learning results

STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

### Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A	K	K	K	K, A.	K	-	K	-	-
KA1									

<b>EKU GOALS</b>
<b>EKU-G1.</b> To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
<b>EKU-G2.</b> To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
<b>EKU-G 3.</b> To promote learning through high quality programs, research, and support services.
<b>EKU-G4.</b> To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
<b>EKU-G5.</b> To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

### EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
-	-	<b>X</b>	<b>X</b>	-

### KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
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**EPSB Themes**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments			
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
K, A KA1	K, A	-	K

**SPA**

	Council for Exceptional Children
X	<i>Standard 1 Foundations</i>
X	<i>Standard 2 Development and Characteristics of Learners</i>
X	<i>Standard 3 Individual Learning Differences</i>
X	<i>Standard 4. Instructional Strategies</i>
X	<i>Standard 5 Learning Environments and Social Interaction</i>
X	<i>Standard 6 Language</i>
X	<i>Standard 8 Assessment</i>
X	<i>Standard 10 Collaboration</i>