1. COURSE AND INSTRUCTOR INFORMATION

Instructor: Dr. Lisa Archibald
Rm 2597, Elborn College
Ext. 82753
larchiba@uwo.ca

Office Hours: often Wednesdays 11:00-12:00, or by appointment

Class times: Thursday 9:00-10:00am and/or 5:00-7:00pm

2. COURSE MATERIALS

Required course materials will include the assessment and intervention materials required for the Wise Words project. All materials will be provided to students either via OWL or in hardcopy. Some materials will be on loan from the department.

The resources included in CSD9638 (Developmental Language Disorders 2) will be a useful reference.

3. COURSE OBJECTIVES

Goal of the Course: To provide hands-on activities directed at learning and practicing methods for the assessment and treatment of language and language-related disorders in school-aged children and mentoring colleagues, and to familiarize students with educational curriculum and school learning.

Objectives
1. To administer, score, and interpret the results of standardized and nonstandardized assessment tools for school age children
2. To administer, monitor and interpret the outcome of a planned intervention program
3. To become familiar with the curriculum content designed for school age children
4. To mentor colleagues who are supporting a planned intervention program

4. COURSE FORMAT

The DLD2 Clinical Applications course runs in conjunction with the first year SLP course, CSD9600. As part of these courses, teams of 1st and 2nd year SLP students implement a vocabulary and literacy building program for school age children called Wise Words. The intervention sessions are lead by the 2nd year SLP students while the 1st year SLP students play a supporting role. The 2nd year SLP student
provides mentorship as necessary to assist the 1st year SLP students in moving towards leading sessions of this type.

Wise Words in an intervention program designed for this course. This year, we are evaluating two versions of the Wise Words program, one with more of a vocabulary focus and one with more of a spelling focus. The Wise Words program will be implemented at The Boys and Girls Club of London (BGC) and the Child and Youth Development Clinic (CYDC) at Western.

In order to be a part of the Wise Words programs, you will need to have a current Vulnerable Sector Police Record Check for ‘student placement at locations with vulnerable sector children and adults’. For those completing sessions at the BGC, a copy of your police check will need to be provided to the BGC, and you will need to complete the training modules/forms for participating at the BGC as a volunteer.

As part of CSD9648 only, there will be some in class training sessions on select Thursdays in the Fall term.

5. POLICIES

Participation / Attendance
Attendance and participation in all aspects of the course is an expectation of the course. Students wishing to document a medical reason for missing classes, assignments, or exams should present such documentation to the Office of the Dean / Counseling office.

Rules of Conduct in the Classroom
Students are expected to maintain the same high standards of conduct and moral judgment in the course as will be expected when they become Speech-Language Pathologists/Audiologists. Students are reminded that it is a privilege to complete this course with the support of the BGC and the CYDC.

Therefore, students are asked to comply with the following reasonable expectations for conduct:

1. Students and the instructor will behave in a manner that is respectful of the staff, children, and volunteers at the BGC or in the CYDC, as well as each other.
2. As well, students and the instructor will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
3. Conduct that could distract children, fellow students or others during a course activity must be avoided.
4. Please arrive on time for class. If you are unavoidably late, please enter quietly and join your group without disturbing their activities.

Confidentiality
As part of this course, students will have the opportunity to work with children at the BGC and the CYDC. Students are reminded of the confidentiality agreement completed upon entering their graduate program. The identity of children with whom you work must be kept confidential. Data collected must be treated with utmost care while in your possession, and returned to the Instructor as soon as possible.
**Statement of Academic Offences**

Scholastic offences are taken seriously. Students are responsible for understanding the nature of, and avoiding the occurrence of, plagiarism and other academic offenses, and are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

**Appealing academic evaluations**

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Program Director. If the response of the department is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

**Support Services – Health and Wellness**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca/, and our own McIntosh Gallery http://www.mcintoshgallery.ca/. Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

**6. EVALUATION**

The course is graded on a Pass/Fail basis. A passing grade will be awarded for attendance, adequate preparation, and record keeping as assigned. Once set, each student’s schedule for Wise Words sessions cannot be altered. Failure to attend these sessions without justifiable cause will result in a failing grade.
7. LAB GROUPINGS AND ACTIVITIES

Each student will complete 3-6 Wise Words sessions per academic term (Fall; Winter), and 4 Thursday sessions in the Fall term only. Students will attend sessions according to a preset schedule, and gain experience with both the assessment and intervention sessions required for the Wise Words program.

The Wise Words program is being implemented as part of a research study. For those participating, data will be collected as part of the implementation. All data must be returned to the Instructor as soon as possible after collection, and no later than the end of term. At the CYDC, notations in each child’s clinical file will be required.
## TENTATIVE SCHEDULE FALL TERM

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Thursday, September 13</td>
<td>BGC</td>
<td>Orientation to the MAP program (30-45 minutes) You will be assigned to one of these times: 5:30pm 6:15pm 7pm</td>
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| Thursday, September 20| Elborn 1330 | Wise Words Assessment protocol  
| Thursday, September 27| Elborn 1330 | Wise Words intervention program  
Reading for Understanding: When it’s good to talk in class  
Williams et al. (2007) (10 pages)  
Bos et al. (2016) (13 pages)  
Please familiarize yourself with these resources. Many of these ideas formed the basis of the WW program:  
McKeown et al. (2013) (9 pages)  
Maranzo (2004) (2 pages)  
Choosing words to teach: [http://www.readingrockets.org/article/choosing-words-teach](http://www.readingrockets.org/article/choosing-words-teach)  
VIDEO: Vocabulary paint chips (1:41)  
Further reading & for your reference:  
Justice et al. (2014) (17 pages)  
Nippold (2014) (4 pages)  
Beck et al. (2013) |

**Remaining Thursday evenings throughout the academic term:** See separate schedule below  
**Resources listed in the above sessions can be found at the bottom of the ‘Wise Words Materials’ page on the OWL site.**

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| Thursday, October 4   | FNB2220  | This session will merge with CSD9638 10-11:30am, and cover:  
DLD2 Assessment Tools Spreadsheet  
Review of the TILLS  
Spaulding et al. (2006) Eligibility criteria for language impairment: Is the low end of normal always appropriate? LSHSS, 37, 61-72 (12 pages) |
<p>| Thursday, Self-        |          | Materials for the twitter chat will be posted on the CSD9638 owl site for Oct.                                                          |</p>
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<tr>
<th>October 11th</th>
<th>Study</th>
<th>16th.</th>
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| Thursday, October 25 9-10am | FNB2220 | Report writing; goal setting; advocacy  
Plain English report:  
Plain language:  
Jung (2007) Writing smart objectives & strategies that fit the routine. Teaching Exceptional Children, 39, 54-58 (5 pages)  
Some goal banks:  
https://www.speakingofspeech.com/iep-goal-bank.html  
https://www.tes.com/lessons/LSm6tjn4kRzIFw/strategy-bank-of-tips-for-helping-sen  
(search on pinterest too!) |
| Thursday, November 1 9-10am | FNB2220 | Narrative sample scoring  
Complex sentence scoring  
www.sugarlanguage.org  
based on readings from class, also:  
Steffani (2007) Identifying embedded and conjoining complex sentences: Making it simple. CICSD, 34, 44-54 (11 pages) |
| Thursday, November 8 | Self study | Review reading programs as directed in CSD9638. |

**Thursday evening WISE WORDS Schedule:**

Each student will be assigned to a unique schedule by signing up on the schedule posted on the OWL wiki. **Students must attend the program on the dates for which they signed up in order to pass the course.** A Winter term schedule will be posted closer to the time.

For the intervention sessions:
The schedules are paired for intervention and pairs are *expected* to work with consistent BGC members or CYDC clients each week. All students have 4 (of 6) consecutive weeks in order to provide some consistency across weeks for members/clients, and 2nd year students overlap in the middle two weeks of the program in order to facilitate transfer. Students from the 1st year SLP class will take part in the first 2 and last 2 intervention sessions, and assist whenever possible and as directed.
8. REFERENCES


