

**Rhode Island College  
Feinstein School of Education and Human Development  
Department of Special Education**

**Course:** **SPED 505** (3 credits):  
***Oral and Written Language: Classroom Intervention***

**COURSE INFORMATION:**

**Prerequisites: Special Education 300 or equivalent.**

**Catalog Description:** The methods, techniques and materials designed to help remediate oral language disorders in children with mild and moderate disabilities at both the elementary and secondary levels are studied.

**Extended Description:** The theme of this course is the development of meaningful clinical assessment procedures and instructional methodologies to better provide educational services to children with mild/moderate disabilities. Historic and contemporary clinical assessment and teaching techniques are examined and practiced from non-categorical and categorical perspectives. Specific consideration is given to "best practices" in the identification and instruction of children with language disorders. Issues of cultural and linguistic diversity are examined as they impact on selection of assessment instruments and teaching approaches, as well as the importance of developing and maintaining appropriate home and school relationships to best serve the varied needs of the child with language disabilities. Current trends and practices in the education of children with language disorders as well as those with cultural and linguistic diversity are researched and discussed with an aim toward providing the student with the tools and knowledge necessary to meet the social, emotional, and educational needs of children with mild/moderate disabilities into the next century. This course also examines and applies the assessment/teaching cycle which includes critical thinking, planning, action, analysis and reflection for the process of continuous assessment and modification of clinical methods and programs. Significant use of case studies is made to help make the connection between clinical assessment and teaching. Lecture, class assignments and discussion are all designed to develop the student's appreciation of her/his role of in the education of students with mild/moderate language disabilities.

**Relationship to Professional Program**

This course is a required component of the Master of Education Graduate Programs in Special Education: Exceptional Learning Needs and Special Education Certification. It is viewed an important component in the professional sequence of courses within the two programs. Enrollment is primarily limited to students who have been formally admitted to the M.Ed. Programs listed above. Students from other advanced degree programs may also include this course in their graduate plan of study with permission from their graduate advisor and chairperson of the Department of Special Education. Students are expected to be able to synthesize and clarify assessment and methodological and curricular information acquired in prior coursework through discussions and experiences provided in this course.

**Relationship to Knowledge Base and FSEHD**

As an advanced course in a professional sequence in the Department of Special Education, this course builds on the foundation knowledge the student has acquired in the prerequisite special education requirements, prior special education certification coursework as well as the professional sequences in her/his elementary education certification program. The integration of the assessment process with instructional planning, preparation and execution of programs and lessons for students with language disabilities is the heart of the design, implementation, analysis and evaluation of programs and services for all persons, with or without disabilities. It is the cornerstone of the legal and legislative initiatives designed to secure access, participation and due process for persons with disabilities within our society.

This course complements the student's developing critical thinking and knowledge within the professional sequence in the SEHD. The relationship to the Knowledge Base is evident in the following ways:

1. The student recognizes the central role of understanding, planning, and assessment to meet the unique needs of individuals with disabilities.
2. The student understands that the actions taken in concert with and on behalf of persons with disabilities arise from a total understanding of the linkage between planning (assessment) and action.
3. The student actively incorporates the knowledge gained from observation and interpretation of what persons with disabilities say and do into their reflections on the ways to initiate and foster involvement in their lives.

## **COURSE TEXTS and MATERIALS**

### **Text:**

**Additional Readings:** To be provided on a weekly basis as relevant to the topics.

## **COURSE OUTCOMES**

### **Relationship to the Rhode Island Beginning Teacher Standards (RIBTS)**

This course relates most directly to the following Rhode Island Beginning Teacher Standards (RIBTS) below (listed in order of significance to this course):

- |             |   |
|-------------|---|
| Standard #2 | Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.                       |
| Standard #3 | Teachers create instructional opportunities that reflect an understanding of how children learn and develop.  |
| Standard #9 | Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner.   |
| Standard #4 | Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. |
| Standard #5 | Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving and performance skills.                                  |
| Standard #1 | Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.                      |
| Standard #7 | Teachers foster collaborative relationships with colleagues and families to support student's learning.   |

**Course Outcomes:** By the end of this course, students will be able to

1. describe the Planning-Assessment-Reflection approach to language needs; (RIBTS 2) (CF: Pedagogy – Theory and practice)
2. demonstrate knowledge of the definitions and processes of typical and atypical language development in children and adolescents; (RIBTS 3) CEC: 6: Language, (GC1-K1,2,4; (CF: Knowledge – Human Learning and Development); **KNOWLEDGE: Domain Specific Knowledge**
3. describe the continuum of placements and services for children with language disorders based on current State and Federal regulation and policies; (RIBTS2) (CF: Pedagogy - Theory and practice); **KNOWLEDGE: Domain Specific Knowledge**
4. describe the pros and cons of current issues and trends in the education of children with communication/language disabilities; (RIBTS 1); CEC 6: Language, (CF: Area of Specialization; Diversity – Cultural & Special Needs); **KNOWLEDGE: Domain Specific Knowledge, Metacognitive Knowledge**
5. demonstrate the ability to select and use language assessment devices in a clinical fashion; (RIBTS 2) CEC 8: Language, (CF: Pedagogy – Theory and practice); **PRACTICE: Professional Practice**
6. demonstrate the ability to articulate factors that influence the overrepresentation of culturally/linguistically diverse students with communication/language disabilities; (RIBTS 4), CEC 6: Language, (CF: Diversity – cultural diversity); **DIVERSITY: Individual Differences and Cultural Diversity**
7. describe the processes by which one selects and applies methods and techniques appropriate to remediating receptive and expressive skills, and written language skills with an understanding of the impact of cultural and primary language diversity in the language process; (RIBTS 4), CEC 4: Instructional Strategies, (CF: Diversity – cultural diversity), **PRACTICE: Professional Practice**
8. demonstrate the ability to evaluate the efficacy of the remedial approach being utilized and to make appropriate modifications; (RIBTS 2), CEC 8: Assessment, (CF: Pedagogy – Theory and practice), **PRACTICE: Professional Practice**
9. demonstrate the ability to utilize data from student observation and parental input to select appropriate measures designed to assess observed strengths and limitations; (RIBTS 9), CEC 8: Assessment (CF: Pedagogy – assessment as an aid to practice; Professionalism – Collaboration and Professional ethics), **PRACTICE: Professional Practice**
10. demonstrate the ability to plan a series of lessons/experiences designed to assist a student on acquiring and retaining a specific language skill or concept; (RIBTS 5) CEC #4: Instructional Strategies (CF: Pedagogy – Theory and Practice), **PRACTICE: Professional Practice**
11. demonstrate the ability to identify and work with parents, school and agency personnel (interpersonal relations, diplomacy, communication and collaboration skills); CEC #10: Collaboration (RIBTS 7) (CF: Professionalism – Collaboration); **PROFESSIONALISM: Collaboration**
12. demonstrate the ability to identify and incorporate appropriate technological advances in communication systems to facilitate delivery of services to the child with difficulties in oral or written language communication; (RIBTS 4), CEC #7: Instructional Planning, (CF: Pedagogy – Instructional uses of technology) **KNOWLEDGE: Technology Knowledge, PRACTICE: Technology Use**
13. demonstrate the ability to assess oral and written communication skills and plan appropriate remedial activities to foster their development in the child with disabilities and/or limited English proficiency as a result of cultural difference. (RIBTS 3) CEC #8: Assessment (CF: Pedagogy – Assessment as aid to practice; Planning-Action-Reflection; Diversity – Cultural and Special Needs) **PRACTICE: Professional Practice**

## Course Requirements/Assignments:

### 1. MIDTERM EXAM:

The exam will be given during class and will cover assigned readings, lectures and discussions, and consist of T/F, multiple choice, short answer, short essay, and application case studies.

### 2. FINAL EXAM:

The final will be administered during the final exam period and will cover information from the midterm through the final class presentation. The exam will cover assigned readings, lectures and discussions, and consist of T/F, multiple choice, short answer, short essay, and application case studies.

### 3. WRITTEN LANGUAGE PROJECT

1. take written language sample (paragraph or story appropriate to child's level). Child must be at least 9 years of age, preferably a child with written language difficulties or limited English Proficiency

2. analyze sample;

3. identify three major priority areas which require remediation;

4. present rationale for choosing these three as priorities;

5. present remediation plan for the major area of written "language" need (other than spelling), and

6. provide a Xerox copy of the language sample to Dr. DiMeo at least 2 weeks prior to due date.

### 4. ORAL LANGUAGE PROJECT

1. identify child with language problems, L.E.P., or child below age 6.

2. take and transcribe lang. sample of at least 30 utterances.

3. perform DSA, MLU, and "eye-balling" assessment techniques

4. summarize findings and evaluate the effectiveness of each technique for your subject

5. identify, with rationale, 3 priority areas

6. develop and describe plan to remediate top priority

7. provide a Xerox copy of language sample & DSA to Dr. DiMeo at least 2 weeks prior to due date.

### 5. ORAL PRESENTATION

During the last 4 class sessions, each student will make a 20 minute oral presentation of the results of either their oral or written language project. Discussion will center on summary of results and remediation plan and projections for applications to children with cultural diversity.

**PERFORMANCE ASSESSMENTS:**

<b>Performance</b>	<b>Course Outcomes</b>	<b>RIBTS</b>	<b>SPA Standards CEC</b>	<b>Conceptual Framework Concepts/ Advanced Competencies</b>
Midterm Exam	1-11, 13	1-5, 7, 9	* <b>CEC:</b> 1, 2, 3, 5, 6, 8, 9  Primarily: <b>6 &amp; 8</b>	Pedagogy: theory & practice; Knowledge; Diversity: cultural & special needs; Pedagogy: assessment; PAR; Professionalism: Collaboration & ethics.  <b>PROFESSIONALISM: Collaboration</b> <b>DIVERSITY: Individual Differences and Cultural Diversity</b> <b>KNOWLEDGE: Domain Specific Knowledge</b>
Final Exam	5-13	2-5, 7, 9	* <b>CEC:</b> 4, 6, 7, 9, 10  Primarily: <b>6 &amp; 4</b>	Pedagogy: theory & practice; Knowledge; Diversity: cultural & special needs; Pedagogy: assessment; PAR; Professionalism: Collaboration & ethics. Pedagogy: technology. <b>PROFESSIONALISM: Collaboration</b> <b>PRACTICE: Technology Use</b> <b>DIVERSITY: Individual Differences and Cultural Diversity</b> <b>KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge</b>
Written Language Project	5,7,8-11,13	2-5, 7, 9	* <b>CEC:</b> 6, 8, 4, 9  Primarily: <b>6 &amp; 8</b>	Pedagogy: theory & practice; Knowledge; Diversity: cultural & special needs; Pedagogy: assessment; PAR; Professionalism: Collaboration & ethics.  <b>PRACTICE: Professional Practice, Reflective Problem Solving</b> <b>PRACTICE: Communication and Expression</b> <b>KNOWLEDGE: Domain Specific Knowledge</b> <b>DIVERSITY: Individual Difference &amp; Cultural Diversity</b>
Oral Language Artifact	5-11,13	2-5, 7, 9	* <b>CEC:</b> 6, 8, 4, 9  Primarily: <b>6 &amp; 8</b>	Pedagogy: theory & practice; Knowledge; Diversity: cultural & special needs; Pedagogy: assessment; PAR; Professionalism: Collaboration & ethics. <b>KNOWLEDGE: Domain Specific Knowledge, Metacognitive Knowledge</b> <b>PRACTICE: Professional Practice, Reflective Problem Solving</b> <b>PRACTICE: Communication and Expression</b> <b>KNOWLEDGE: Domain Specific Knowledge</b> <b>DIVERSITY: Individual Difference &amp; Cultural Diversity</b>
Oral Presentation	5-11,13	2-5, 7, 9	* <b>CEC:</b> 4, 5, 6, 7, 8, 9, 10  Primarily: <b>4 &amp; 8</b>	Pedagogy: theory & practice; Knowledge; Diversity: cultural & special needs; Pedagogy: assessment; PAR; Professionalism: Collaboration & ethics.  <b>PRACTICE: Communication and Expression</b>

## **COURSE EVALUATION**

MIDTERM and FINAL EXAMS: 25% OF GRADE EACH  
ORAL LANGUAGE PROJECT: 25% OF GRADE  
WRITTEN LANG PROJECT: 15% OF GRADE  
ORAL PRESENTATION: 10% OF GRADE

## **COURSE GRADING**

A	94 and above	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-74	F	BELOW 60

## **REFERENCES:**

\* Council for Exceptional Children

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p><b>1. Description of Subject</b>                      Clear description of the student in terms of</p> <ul style="list-style-type: none"> <li>• age and gender</li> <li>• cultural/linguistic background</li> <li>• primary language</li> <li>• why chosen in terms of oral language concern, LEP, or developmental level</li> <li>• Current school placement if applicable</li> </ul> <p><b>CEC Standard 8: Assessment DIVERSITY: Ind. Diff/ Cult Div.</b></p>	<p>Detailed description of the student and relevant oral language history is not provided or is lacking two or more of the required elements.</p> <p><b>0-2 points</b></p>	<p>Detailed description of the student and relevant oral language history is provided for all, except one of the required elements.</p> <p><b>3 points</b></p>	<p>Detailed description of the student and relevant oral language history are described for all required elements.</p> <p><b>4 points</b></p>	<p>Detailed description of the student and relevant oral language history are clearly and comprehensively described.</p> <p><b>5 points</b></p>
<p><b>2. Transcription of Oral Language Sample</b>                      Complete oral language sample transcribed from tapes is presented. It includes proper labeling of each party speaking during session.</p> <p><b>CEC Standard 6: Language PRACTICE: Professional Practice</b></p>	<p>Transcription is not provided or does not follow the required format, or is incomplete.</p> <p><b>0-5 points</b></p>	<p>Transcription is provided but has minor format issues or omissions.</p> <p><b>6-7points</b></p>	<p>Transcription is provided using proper format and is complete.</p> <p><b>8-10 points</b></p>	
<p><b>3. Developmental Sentence Scoring (DSA).</b>                      The DSA is provided, is correctly scored and graphed. It is evaluated in terms of its effectiveness as a tool for identifying the language needs of the subject.</p> <p><b>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know KNOWLEDGE: Metacognitive Kn.</b></p>	<p>DSA or evaluation is not provided, or there are numerous scoring errors, or the evaluation does not demonstrate a reflective understanding of the process.</p> <p><b>0-11 points</b></p>	<p>While provided, the DSA contains a few significant and minor errors in scoring.. The reflection on the results and the DSA process is weak or unclear.</p> <p><b>12-15 points</b></p>	<p>DSA contains few minor errors in scoring and the evaluation is clear and demonstrates understanding and reflection on the results and process.</p> <p><b>16-18 points</b></p>	<p>DSA scoring is virtually error free and the evaluation is very clear and demonstrates a significant understanding of the results and a solid reflection on the value of the process.</p> <p><b>19-20 points</b></p>

<b>Evidence/CEC Standard</b>	<b>Below Standard</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>EXCEEDS STANDARD</b>
<p><b>4. Mean Length of Utterance (MLU)</b> The MLU is provided and is correctly scored. It is evaluated in terms of its effectiveness as a tool for identifying the language needs of the subject.</p> <p><b>CEC Standards 8 and 6</b> <b>PRACTICE: Reflective Prob Solving</b> <b>KNOWLEDGE: Dom Specific Know</b></p>	<p>MLU or evaluation is not provided, or there are numerous scoring errors, or the evaluation does not demonstrate a reflective understanding of the process.</p> <p><b>0-5 points</b></p>	<p>While provided, the MLU contains a few significant and minor errors in scoring.. The reflection on the results and the MLU process is weak or unclear.</p> <p><b>6-7 points</b></p>	<p>The MLU contains few minor errors in scoring and the evaluation is clear and demonstrates understanding and reflection on the results and process.</p> <p><b>8-9 points</b></p>	<p>The MLU scoring is virtually error free and the evaluation is very clear and demonstrates a significant understanding of the results and a solid reflection on the value of the process.</p> <p><b>10 points</b></p>
<p><b>5. “Eyeballing” Technique</b> The results of using “eyeballing” to identify the subject’s oral language strengths and weaknesses are presented and reflected upon.</p> <p><b>CEC Standards 8 and 6</b> <b>PRACTICE: Reflective Prob Solving</b> <b>KNOWLEDGE: Dom Specific Know</b></p>	<p>The results of the “eyeballing” technique or its evaluation is not provided, or the evaluation does not demonstrate a reflective understanding of the results or the process.</p> <p><b>0-8 points</b></p>	<p>The results of the “eyeballing” technique and its evaluation are provided. The evaluation is weak or does not clearly demonstrate a reflective understanding of the results or the process.</p> <p><b>9-11 points</b></p>	<p>The results of the “eyeballing” technique and its evaluation are provided. The evaluation is appropriate and demonstrate a reflective understanding of the results and the process.</p> <p><b>12-13 points</b></p>	<p>The results of the “eyeballing” technique and its evaluation are provided. Both demonstrate excellent insight and reflection into the results and the process</p> <p><b>14-15 points</b></p>
<p><b>6. Identification of Oral Language Deficits</b> The three major oral language deficits identified using the DSA, MLU and eyeballing techniques are discussed with a rationale for their choice from other potential language difficulties.</p> <p><b>CEC Standards 8 and 6</b> <b>PRACTICE: Reflective Prob Solving</b> <b>KNOWLEDGE: Dom Specific Know</b></p>	<p>Not presented, or one or more of the priorities are omitted or not discussed. Rationale missing or is inappropriate.</p> <p><b>0-8 points</b></p>	<p>While all three deficits are identified, discussion and rationale is weak or somewhat inconsistent with data provided.</p> <p><b>9-11 points</b></p>	<p>All three deficits are identified and discussed appropriately. Rationale is appropriate and consistent with data provided.</p> <p><b>12-13 points</b></p>	<p>All three deficits are identified and discussed in a highly appropriate and insightful manner. The rationale evidences reflection on the various data uncovered in the process.</p> <p><b>14-15 points</b></p>

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p><b>7. Remedial Plan</b> A remedial plan is developed and described in detail for one of the top three oral language priority needs of the subject.</p> <p><b>CEC 6 and 4 Instructional Strategies</b></p> <p><b>PRACTICE: Professional Practice</b></p>	<p>Not presented, or the plan described is lacking in sufficient detail, or does not address the identified problem in a manner likely to be successful.</p> <p><b>0-8 points</b></p>	<p>The plan presented is generally appropriate to remediating the identified problem but lacks sufficient detail or clarity.</p> <p><b>9-11 points</b></p>	<p>The plan presented is appropriate to the remediation of the identified problem with sufficient detail and clarity.</p> <p><b>12-13 points</b></p>	<p>The plan presented is appropriate to the remediation of the identified problem with a high likelihood of success based on very clear understanding of the subject's needs and strengths.</p> <p><b>14-15 points</b></p>
<p><b>8. Reflection</b> The candidate presents a reflection on the benefits of the assignment to both the candidate and the subject assessed.</p> <p><b>CEC Standards 8 and 6</b></p> <p><b>PRACTICE: Reflective Prob Solving</b></p>	<p>Reflection is not provided or is limited in its discussion of the benefit to both the candidate and subject.</p> <p><b>0-4 points</b></p>	<p>Reflection is provided but lacks clarity or reflection in its discussion of the benefit to both the candidate and subject.</p> <p><b>5 points</b></p>	<p>Reflection is provided and is clear and shows appropriate level of reflection in discussing the benefit to both the candidate and subject.</p> <p><b>6-7 points</b></p>	<p>Reflection is provided and is very clear and shows a highly appropriate level of reflection in on the benefit of the assignment to both the candidate and subject.</p> <p><b>8 points</b></p>
<p><b>9. Writing Convention and Format</b> The entire report is evaluated in terms of organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and consistence adherence to the subject's confidentiality.</p> <p><b>CEC 9 Professional and Ethical Practice</b></p> <p><b>PRACTICE: Comm. &amp; Expression</b></p>	<p>Report shows multiple errors in three or more of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.</p> <p><b>-5 to -4 points</b></p>	<p>Report shows occasional errors in one or two of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.</p> <p><b>-3 to -1 points</b></p>	<p>Report shows primarily correct usage in all of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.</p> <p><b>0 to +1 points</b></p>	<p>Report is consistently well organized, focused, relevant, error free in terms of spelling, grammar and use of professional language, and strictly adheres to the requirements for subject's confidentiality rights.</p> <p><b>+2 points</b></p>

Student Name \_\_\_\_\_ Evaluation: Below Standard \_\_\_ Approaches Standard \_\_\_ Meets Standard \_\_\_ Exceeds Standard \_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_ ARTIFACT COURSE GRADE: \_\_\_\_\_