SPE 4525

Communication & Early Literacy Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs

Summer 2017

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Appointments: Sign up in "red" book, 1212 Buzzard Hall. Sign up at least 24 hours in advance.

Location/Time: Monday-Thursday 7:30-10:25

1121 Buzzard Hall

Special Education 4525
Communication Skills of Children (Birth to 8)
At Risk and with Exceptional Learning Needs

Course Description:
SPE 4525 (4925) - Communication and Early Literacy Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.
This course addresses strategies for assessment and instruction of verbal/nonverbal communication and early literacy skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. Prerequisites & Notes: SPE 3000 and 3220 or 3200/3201. Permission of the Department Chairperson required for non-majors. Credits: 3

Learning Model for the Course:
The primary learning model for this class is the Ecological Model.

Textbooks:

Morrow, L. (2015). *Literacy development in the early years: Helping children read and write* (8th ed.). Boston, MA: Pearson.

Otto, B. (2014). *Language development in early childhood education* (4th ed.). Upper Saddle River, NJ: Pearson.

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

In this content-specific course literacy, including speaking, listening, critical reading, and written communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes, and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

I. Communication and Language Development
   A. Review of Normal Speech and Language Development (Bert, 2009; Bloom & Lahey, 1978; Gallagher & Prutting, 1983; Hulit Howard, 1993; Kuhl, 2006; Lund & Duchan, 1988; Owens, 1992; Pence & Justice, 2008)
      1. Phonology
      2. Morphology
      3. Semantics
      4. Syntax
      5. Pragmatics
   B. Theoretical Perspectives on Communication and Language Development (Bricker, 1967; Chomsky, 1967; Cromer, 1974; Lenneberg, 1967, 1969; Piaget, 1971; Skinner, 1957; Vygotsky, 1978)
      1. Psycholinguist
      2. Behaviorist
      3. Social Interactionist
      4. Semantic-Cognitive
      5. Pragmatic

II. Early Literacy Development (Kaderavek, Cabell, & Justice, 2009; McKenna, Walpole, & Conradi, 2010; Rhyner, Hoebig, & West, 2009; Roskos, Tabors, & Lenhart, 2009; Vukelich, Chrisite, & Enz, 2012; Justice & Kaderavek, 2004)
   A. Overview of Typical Early Literacy
      1. Defining early literacy
         a. Knowledge
         b. Skills
         c. Common Core Standards
      2. Components of early literacy
         a. Oral Language (Listening and speaking)
         b. Early writing (function and form)
         c. Early reading (awareness and knowledge)
   B. Perspectives of early literacy (Rhyner, Hoebig, 7 West, 2009)
      1. Developmental perspective
      2. Component perspective
      3. Child and environmental influences perspective
   C. Early Literacy Approaches
      1. Explicit
      2. Embedded
      3. Embedded-Explicit

III. Variables that Impact Speech/Language and Early Literacy Development (Goldstein, 2002; Hanson, 1996; Hart & Risley, 1995; McKenna, Walpole, & Conradi, 2010; McLean, 1998; Marulis

& Neuman, 2010; Robinson, 2011; Rosenkoetter & Knapp-Philo, 2006; Spencer & Meadow-Orlans, 1996; Tamis-LeMonda, Cristofaro, Rodriguez, & Bornstein, 2006)

A. Disabilities associated with speech/language and early literacy issues in young children
    1. Sensory impairments
    2. Physical impairments
    3. Central processing problems (visual and auditory)
    4. Autism
B. Existing delays in other developmental areas
    1. Cognitive development
    2. Social/emotional development
    3. Motor development
C. Environmental and cultural influences
D. English language learners

IV. An overview of Speech and Language and Early Literacy Issues Comon in Early Childhood (Allen, 1993); Bernstein & Tiegermann, 1985; Craig, et al, 1991; Kriegsmann, Gallagher, & Meyers, 1982; Jones & Derman-Sparks, 1992; Owens, 1991)

A. Types of Speech and Language Issues
    1. Phonological disorders
        a. Motor speech disorders
        b. Articulation problems
        c. Voice disorders
        d. Dysfluencies
    2. Receptive and expressive language disorders
        a. Morphological difficulties
        b. Semantic difficulties
        c. Syntax difficulties
        d. Pragmatic difficulties
B. Types of Underlying Indicators Related to Emergent Literacy
    1. Auditory and visual attending skills
    2. Ocular motor skills
    3. Auditory discrimination skills related to phonological awareness
    4. Processing and comprehension skills related to narrative text
    5. Visualization and memory skills related to narrative text and expression
    6. Fine motor skills related to printing
        a. Hand and finger strength
        b. Eye hand coordination
        c. Spatial relationships
C. Impact of speech/language disorders on early literacy
D. Impact of speech/language and early literacy issues on developmental areas
    1. Cognitive
    2. Social/Emotional
    3. Adaptive/Self-help
    4. Development of pre-academic skills
    5. Development of higher level reading skills

V. Assessment of Young Children's Language and Early Literacy (Bernstein & Tiegermann, 1985; Bloomm & Lahey, 1978; Espinnosa, 2010; Gallagher & Prutting, 1983; Lee, 1974; Lund & Duchan, 1988; McLean, 1998; *National Reading Panel, 2000;* Proctor & Murnyack, 1995; Prizant & Wetherby, 1993; Roberts & Crais, 1989; Roskos, Tabors, & Lenhart, 2009; Snow & Oh, 2011)

A. Informal assessment of language skills
    1. Language screening
    2. Language sample analysis
B. Informal assessment of early literacy skills
    1. Oral Language Skills
        a. Vocabulary (societal & academic)
        b. Narrative Comprehension
        c. Narrative Expression
    2. Early Reading Skills
        a. Phonological Awareness
        b. Alphabetic Principles
    3. Early Writing Skills
        a. Letters
        b. Name
        c. Words
C. Criterion-referenced Assessment of Language and Literacy Skills and Diversity
    1. Overview of criterion-referenced assessment for young children
    2. Assessing English language learners
    3. Cultural factors
    4. Diversity factors
        a. Family factors
        b. Language issues

VI. Facilitating Language and Literacy Development in Children within the Response to Intervention (Recognition and Response) Structure (Alpert & Kaiser, 1992; Brooks & Benjamin, 1989; Buyesse & Peisner-Feinberg, 2010; Chandler et al., 2008; Denis & Horn, 2011; Dunst & Shue, 2005; Fenald, 1989; Fey, 1986; Jones & Warren, 1991; Hancock & Kaiser, 1996; Kretlow & Blatz, 2011; Kreigsmann & Gallagher, 1982; Lunch & Duchan, 1988; Nemeth;, 2012; Notari-Syverson & Challoner, 2005; O'Brien & Xiufen, 1995; Reutzel, & Jones, 2010; Roberts & Crais, 1989; Roskos, Tabors, and Lenhart, 2009; Saint-Laurent, Giasson, & Couture, 1998; Schwartz, Carta, & Grant, 1996; Yoder, Davies, & Bishop, 1994)

A. Overview of the Response to Intervention (RtI) Structure
    1. Description of process
    2. Description of three tiers within process
    3. Screening, data collection and progress monitoring
B. Tier One Language and Early Literacy Strategies
    1. Evidence-based strategies within instructional frameworks (shared book reading, songs, rhymes, and word play, storytelling, circle time and dramatic play)
    2. Strengths and needs of each child
    3. Cultural and linguistic abilities of each child
    4. Learning styles and interests of each child

5. Developing a language/literacy-rich, culturally relevant environment

C. Tier Two Language and Early Literacy Strategies
   1. Strategies for facilitating language development
      a. Direct training techniques
      b. Indirect training techniques
      c. Enhanced milieu training
   2. Strategies for facilitating early literacy development
      a. Task analysis of skills within early literacy categories (oral language, early reading, and early writing)
      b. Most to Least Prompting (Scaffolding)
         1) Verbal prompting (dialogic reading, narrative comprehension and expression, etc.)
         2) Visual prompting (sequencing stories, vocabulary, printing, narrative comprehension and expression)
         3) Physical prompting (printing)

D. Tier Three Language and Early Literacy Strategies
   1. Strategies for Facilitating Language/Communication Skills
      a. Augmentative/Alternative systems
      b. Functional language training
   2. Strategies for Facilitating Early Literacy Skills

E. Orchestrating and Generalizing Language and Literacy Instruction Across Program and Family Environments

F. Instructional Technologies

VII. Collaboration for Addressing Speech and Language/Literacy Needs of Young Children (Marvin & Ogden, 2005; Justice & Kaderavek, 2004)

A. Collaboration Process
B. Identification of strengths and needs
C. Intervention selection
D. Implementation of intervention
E. Progress monitoring of intervention
F. Role of speech and language pathologist
G. Role of teachers
H. Role of families

Research References

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prelinguistic period. *Infants and Young Children, 7,* 39-54.

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*These are College of Education and Professional Studies Unit References.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

1. Exams: Three exams will be given. Exams will be a combination of multiple choice, true-false, matching, and/or short answer/ essay questions.
   CEC/ECSE 1.0-1.2, 2.0-2.2, 3.0-3.3, 4.0-4.4, 5.0-5.7, 6.0-6.3, 6.6, 7.0-7.3; IPTS 1D, 1E, 1H, 1J, 1K,1L, 2H, 2O, 3E, 4D, 5M, 5N, 5P, 6C,6D, 6H, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7R, 8D, 8H; ISBE ECSE 1A, 2B, 2F, 7B, 8A, 11B; ISBE LBS1 2, 4, & 6

2. Article Review: Article Review: Review an article that is no more than 5 years old on a topic of language as related to children birth through eight years of age. Select your article from these four areas: (a) speech/language development, (b) speech/language problems, (c) language assessment, and (d) language intervention strategies. A 1-2 page typed summary and a copy of the article must be provided to the instructor for the article reviewed, following the format provided in class. (NOTE: The article must relate to the language of young children – otherwise it will not fulfill the requirements of this assignment).
   CEC/ECSE 1.0-1.2, 3.0, 3.1, 5.0, 5.1, 5.4, 6.0-6.2; IPTS 2F, 9A; ISBE ECSE 7B, 7D, 8A, 8C, 8H, 11A; ISBE CC/LBS1 2, 7, & 8

3. Language Sample: Assess the language skills of a young child aged three to five years old through use of the language sampling procedure. Further directions will be given in class.
   CEC/ECSE 1.0-1.2, 4.0-4.2, 4.4, 5.0, 5.1, 5.4; IPTS 1A, 1C, 1D, 1E, 1G, 2H, 3G, 4D, 5F, 5H, 6H, 7D, 7I, 7K, 7O, 7R, 8M, 8O, 9I, 9J, 9M; ISBE ECSE 8B, 8M, 8C, 8F, 8H, 1A, 5D, 6A, 6D, 6G, 7F; ISBE LBS1: 2, 4, & 6

4. Emergent Literacy Assessment: Assess the emergent literacy skills of a young child aged 3-5 through the use of an informal emergent literacy assessment. Further directions will be given in class.
   CEC/ECSE 3.0, 3.1, 4.0-4.4, 5.0, 5.1, 5.4, 6.0, 6.1; IPTS: 1C, 1D, 1E, 4D, 5F, 7A, 7B, 7E, 7H, 8A, 8D, 9A, 9T; ISBE/ ECSE: 1A, 3A, 3D, 3E, 3F, 5D, 6A, 6D, 6G, 7A,7F, 8B, , 8C, 8F, 8G,8H, 8M,10E,11F, 11T, 11V, 11W; ISBE LBS 1: 2, 3, 4, 5, & 6.

5. Early Literacy Lesson Plan: Candidates write an Early Literacy lesson plan based on a case study. This requires consideration of cultural, linguistic, and learning characteristics, including needs of English Language Learners and for assistive technology. The domains most directly assessed are diverse students and subject areas. CEC/ECSE 1.0-1.2, 2.0-2.2, 3.0-3.3, 4.0-4.2, 4.4, 5.0-5.7, 6.0-6.3; ILCC and LBS1: 2, 4, 6; IPTS: 1C, 1D, 1E, 1F, 1H, 1I, 1J, 1K, , 1L, 2H, 2O, 3C, 3E, 3G, 3H, 3N, 3P, 3Q, 4D, 4J, 5M, 5N, 5P,6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6J, 6N, 7B, 7F, 7G, 7I, 7M, 7R, 9I, 9J, 9M; ISBE/ECSE: 1A, 1B, 1D, 1F, 1I, 1J, 1K, 2B, 2C, 2D, 2F, 2I, 2J, 2K, 2L, 3A, 3B, 3D, 3E, 3F, 3H, 4C, 4E,

4F, 4G, 4H, 4I, 4M, 4N, 4P, 4T, 4V, 5B, 5E, 5M, 6A, 6B, 6D, 6F, 6G, 6H,7A, 7B, 7D, 7G, 7H, 8E, 8F, 8G, 8J, 8K, 10A, 10E, 10H, 11F, 11S, 11V, 11W.

The instructor reserves the right to change these requirements or the course outline as deemed necessary.

Course Requirements/Assignments

Listed below are the course assignments.

1. Exams/Quizzes: Three exams will be given. Exams will be a combination of multiple choice, true-false, matching, and/or short answer/essay questions. You will also be quizzed on your assigned readings through unannounced quick writes throughout the semester (5 @ 5 points each)

Points: 235

2. Article Review: Review an article written in 2010 or later, on a topic of language as related to children birth through eight years of age. Select your article from these four areas: (a) speech/language or emergent literacy development, (b) speech/language or emergent literacy problems, (c) or emergent literacy assessment, and (d) language or emergent literacy intervention strategies. A 1-2 page typed summary and a copy of the article must be provided to the instructor for the article reviewed, following the format provided in class. (*NOTE: The article must relate to the language or emergent literacy of young children – otherwise it will not fulfill the requirements of this assignment.)

Points: 20

3. Language Sample: Assess the language skills of a young child aged 3-6 years old through use of the language sampling procedure. Further directions will be given in class. If you are a parent, you cannot use your own child for this activity. This activity must be done individually with one child.

Points: 100

4. Emergent Literacy Assessment: Assess the emergent literacy skills of the same child used for language sample assignment. This would include oral language, phonemic awareness, alphabetic principles and writing letters, name, and other words. Use the informal assessment forms provided in class to guide your assessment. This activity must be done individually with one child.

Points: 50

5."Early Literacy" Lesson Plan: An "Early Literacy" Lesson Plan will be written based on a case study. Further directions will be given in class.

Points: 50

**The instructor reserves the right to change these requirements or the course outline as deemed necessary.

Summary of Course Requirements:

1.	Exams	235 points
2.	Article Review	20 points
3.	Language Sample	100 points
4.	Emergent Literacy Assessment	50 points
5.	"Early Literacy" Lesson Plan	50 points
6.	In-Class Activity Points/Quizzes	maximum of 70 points
	Tentative TOTAL	525 points

Grading

A point scale is used. Grades are determined by number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

The final grade and its determination are the purview of the instructor.

Class Attendance

Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Each student who is absent must make arrangements with the instructor to obtain handouts distributed on the day of his/her absence.

The Department of Special Education believes that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Assistance: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

Bonus Points

Five (5) additional bonus points may be earned for participation in either Family Fun Festival (Fall) or Special Olympics (Spring).

*Policy on Late Assignments: Assignments are due the class period of the day listed as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a 10% penalty of the total point value for the assignment for each day the assignment is late. This will include all weekdays, weekend days, holidays, and breaks.

Standards for Written Assignments

Written assignments are expected to follow American Psychological Association (APA) style (i.e., *APA Style Manual, 6th Edition*), format and guidelines. Non-labeling language is expected in all written materials. Students in SPE 4525 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Writing/Oral Language Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Above mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when

sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011