



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE - FALL 2014

TA 1231 SPEECH AND LANGUAGE INTERVENTIONS

INSTRUCTOR: Terrah Lindsay B.Sc., M.S.

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OFFICE HOURS:

Monday 11:30 - 1:00, Tuesday/Thursday 12:00 - 12:30

PREREQUISITE: HS1217 or consent of the instructor.

REQUIRED TEXT:

Kowton, S. (2010). *Supporting Speech and Language Development: A resource for special needs assistants*. Sherwood Park, AB
Additional information will be available on Moodle.

CALENDAR DESCRIPTION

The role of an Educational Assistant involves assisting children who have delays in speech, language and communication. This course will provide students with specific techniques and intervention strategies to work with speech-language pathologist in supporting these children. Prerequisite: HS1217 or consent of the instructor.

CREDITS: 2 (30 hours)

DELIVERY MODE:

Students will be engaged in active learning, and classes will include a mixture of lecture, discussion, small group work, guest speakers and audio-visual materials.

OBJECTIVES: Students will:

Describe the role of the professionals involved in communication disorders (speech-language pathologist, audiologist and speech-language assistant).

Describe normal speech and language development.

Describe delayed/disordered speech and language development.

Identify appropriate intervention techniques for speech and language disorders.

Demonstrate knowledge of session planning, including choosing appropriate materials, and reporting progress.

Demonstrate knowledge of cueing, reinforcement and providing feedback.

Access credible information and appropriate resources to assist and support intervention sessions.

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

In order to obtain credit for this course, students must achieve a minimum of a "C-"

EVALUATIONS (How do you get marks):

Attendance/participation	10%	
Quizzes	25%	November 28 th
	25%	December 12 th
Assignment Articulation	20%	December 2 nd
Assignment Concepts	20%	December 12 th

Quizzes are to be written on the day scheduled.
Assignments are to be handed in the day they are due.

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

Students are responsible for missed class time, including the gathering of resources handed out during class. Be sure to check Moodle.

The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar> or <http://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar> or

<http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

ATTENDANCE/PARTICIPATION

10%

To obtain marks in this section, students are required to:

- *Attend class (and come on time)
- *Participate in small group activities
- *Complete in-class assignments
- *Read assigned readings
- *Complete "homework" (find resources, visit specified websites).
- *Check Moodle weekly and complete required readings/tasks.

If a student misses more than 20% of scheduled classes, a grade of '0' will be assigned.

Assignment Articulation 20% December 2nd

Pick 3 sounds, one from each of the groups below.

/f/, /k/, /g/

/sh/, /ch/, /j/

/s/, /l/, /r/, /th/

For each sound, explain:

The characteristics of the sound (place, manner, voice).

/b/ - stop, bilabial, voiced.

How you would describe to a child how to make the sound - what cues or hints would you give them?

"put your lips together and make a tractor sound".

For each sound list:

5 CV or CVC words where the sound is in initial position

Bat, boy, bee, bye, bit, bike

5 VC or CVC words where the sound is in final position

Tub, cub, cab, fib, bib

5 multi-syllable words where the sound is in initial position

Biker, butter, batter, baseball, baby

NOTE: 'C' refers to consonants and 'V' refers to vowels.

For each sound:

Find a book* and identify 5-6 target pictures and/or words that contain the sound in initial position (write out the words).

Provide a copy of the book and either identify, in the book with "stickies" where the word (or picture) is, or copy the pages where the word (picture) occurs and highlight the word or indicate the picture.

Bibi and the Bull, by Carol Vaage

Bibi, bull, big, boots, barn, birds, black, bale, buckle, blue, buildings, bear, bunny.

Brown Bear, Brown Bear, What do You See? By Eric Carle

Brown, bear, bird, black, blue

*ONE book for each sound.

Explain what a concept is.

Choose 3 concepts.

The concepts should be from different categories:

List the concepts.

Consider whether or not you can demonstrate this concept using your body or the child's body.

For each concept:

Describe 3 activities that you could have the child could do with their body to facilitate awareness of the concept.

In - put your foot IN your boot, your hand IN the mitt, stand IN a hoop, crawl IN a tunnel.

Describe 3 activities that you could have the child do with objects to facilitate awareness of the concept.

In - put puzzle pieces IN a puzzle, put marbles IN the marble works, put garbage IN the can, put ball IN the hoop.

Provide a:

Song (with the words) that facilitates awareness of the concept- there should be a least 2 instances of the concept word.

Hokey Pokey

You put your right arm IN

You put your right arm out

You put your right arm IN

And you shake it all around

Fingerplay (with the words) that facilitate awareness of the concept - there should be a least 2 instances of the concept word.

*Here is a bunny
His ears are so funny
And here is his hole IN the ground
At the first sound he hears,
He picks up his ears,
And JUMPS right IN to the ground!*

Book that facilitate awareness of the concept - provide a copy of the book and either identify, in the book with "stickies" where the concept word is, or copy the pages where the concept word occurs and highlight the word - there should be at least 3 instances of the concept word.

Bibi and the Bull, by Carol Vaage

*Don't go IN the pig pen . . .
Don't go IN the barn . . .
Don't go IN the bullpen . . .
Bull, don't go IN the yard . . .*

The Mitten, by Jann Brett

*If you drop one IN the snow
One of his new mittens was dropped IN the snow
A mole burrowed IN
A rabbit wiggled IN
The animals were snug IN the mitten*

Class Schedule

Nov. 4 (T)	General Overview and Course Information Introduction, Roles, Hearing Disorders	
Nov. 5 (W)	Class from 8:30 - 9:20 Hearing Disorders	
Nov. 6 (R)	No class	
Nov. 11 (T)	No class - Fall Break	
Nov. 12 (W)	No class	
Nov. 13 (R)	Hearing Disorders/Articulation	
Nov. 18 (T)	Articulation	
Nov. 19 (W)	Articulation	
Nov. 20 (R)	Articulation	
Nov. 25 (T)	Articulation	
Nov. 26 (W)	Articulation	
Nov. 27 (R)	Articulation/Language	
Nov. 28 (F)		QUIZ 9:30 - 11:00
Dec. 2 (T)	Language	Articulation assignment
Dec. 3 (W)	Language	
Dec. 4 (R)	Language	
Dec. 9 (T)	Language	
Dec. 10 (W)	Fluency	
Dec. 11 (R)	Voice, Augmentative communication	
Dec. 12 (F)		QUIZ 9:30 - 11:00 Concept assignment